

Name:	Zsofia, Stephen, Jiyoung, Emily; Written by Stacy Luskin
Lesson Title:	Big Tech Influence on Graphic Design
Grade Level:	High School

Vocab, Art History, Interdisciplinary Connections

<p>Artist/Culture/Movement Connections: Big Tech commentary on gender and race identity, creating “inclusive” design through flat modern graphics in the United States</p>	<p>Interdisciplinary Connections media/popular culture</p>
<p>Art Vocabulary: Graphic Design, Illustrator, Texture, Sketch, Illustration, Template</p>	<p>Elements/Principles of Art Shape, form, line, color</p>
<p>Media and Materials needed: Hardware: Computer Software: Adobe Illustrator misc: printer, scissors, glue (for practice lesson)</p>	
<p>Description: This assignment will examine Big Tech’s influence on the graphic design industry and explore common themes and insight into the new industry standards. The focus of this lesson is to explore how sensitive issues effect design in public facing companies.</p>	

Content Standards (choose 2/3, then delete the ones you didn’t use.

Copy/paste the specific number and text. Link here: <https://www.cde.ca.gov/be/st/ss/>)

Adv.VA:Cr2.3

CREATING

Anchor Standard 2: Organize and develop artistic ideas and work.

-Redesign an object, system, place, or [design](#) in response to contemporary issues.

-Demonstrate in works of [art](#) or [design](#) how visual and [material culture](#) defines, shapes, enhances, inhibits, and/or empowers people's lives.

Acc.VA:Re7.2

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

-Evaluate the effectiveness of an [image](#) or images to influence ideas, feelings, and behaviors of specific audiences.

Adv.VA:Cn11

CONNECTING

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

-Compare uses of [art](#) in a variety of societal, cultural, and historical [contexts](#) and make connections to uses of [art](#) in contemporary, local, and global [contexts](#).

Learning Objectives (related to standards, specific to your project)

1. Students will identify current design standards within the technology industry to create their own characters using design software (Illustrator).
2. Students will present their work to understand the ideas and reaction from an audience and engage in discussion to identify the cultural impacts of standardized design.
3. Students will relate their designs to current designs in Big Tech through comparing their images and ideas.

Anticipatory Set:

Play an online quiz/poll, looking at different elements of flat, modern graphic design. Learn different elements of design and how to utilize them in their designs. Complete a project to recreate images using the modern & flat rules.

Big Idea:

Students will create their own character to learn how to create modern graphic design images using Illustrator. They will critique the style used by the tech industry and use the elements to improve the design quality through creating their own modular character.

Essential Question:

- When and how do we encounter images in our day to day experience?
- How do images influence our view of the world or experience?

Objective/Purpose:

Students will learn about the industry standards in commercial design and understand the implications of the design choices. They will understand the barriers associated with the graphic design industry and participate in an activity to learn how to begin to break down some of those barriers through character design. This activity will be completed in Illustrator with some components of design already completed for their use.

Model:

Instructor will demonstrate the basics of Illustrator, from opening a new Artboard through the lasso tool to create basic shape design. Students will participate in a practice activity on paper before moving the design into Illustrator.

Check for Understanding:

Students will display finished characters to engage in a discussion of their concepts. Students will have an opportunity to show their skills during the step by step instruction and have an opportunity to gain clarification. Finally, students will write a paragraph about their design to connect their concept to the goal of the lesson. Rubric for final designs

Step by Step Instruction of Lesson

Instructional Strategies (what the teacher does)	Activities (what the students do)
Day 1: Students learn about the history of graphic design and learn about the transition into modern, flat design	Day 1: Students participate in a presentation to understand the different between modern design and design used in the tech industry
Day 2: Lead the practice activity, where students engage in an activity to start thinking about their designs	Day 2: Students participate in a worksheet to create flat characters
Day 3: Teacher leads a lesson in opening Illustrator and beginning their character designs	Day 3: Students learn how to begin their designs in Illustrator through understanding how to use the lasso tool, and are given time to practice creating shapes, may start creating characters
Day 4: Teacher leads a more comprehensive lesson of manipulating shapes in Illustrator and does a demo of how to create a character	Day 4: Students are given time to create their characters and ask questions

Day 5: Teacher leads a positive engaging critique/discussion

Day 5: Students view others artwork and critique each others work through a provided rubric

Critique/Discussion: The class will engage in a traditional critique, where they have the change to view their classmates art work and provide positive feedback. They will be provided a framework for this activity. Then, they will have the opportunity to grade themselves before the teacher provides direct feedback.