

	<h2 style="margin: 0;">STUDENT CLUB FLYER</h2> <h3 style="margin: 0;">7th Grade</h3> <p style="margin: 0;"><i>Students will design a flyer and various social media platform posts for a school club of their choice. In this lesson, they translate a rough sketch into a digital graphic design, emphasizing elements for style and expression.</i></p>
Lesson Objective(s):	Student Friendly Standard Learning Statement(s): <ul style="list-style-type: none"> • I am learning to emphasize elements of a media artwork, showing I understand its purpose and audience.
Arts Standard(s):	Artistic Process - Creating Anchor Standard #3 - Refine and complete artistic work. <ul style="list-style-type: none"> ○ (MA.CR.3.7b) Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.
Essential Question(s):	<i>What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?</i>
Vocabulary:	<u>NCCAS:</u> Balance - Principle of the equitable and/or dynamic distribution of items in a media arts composition or structure for aesthetic meaning, as in a visual frame, or within game architecture Contrast - Principle of using the difference between items, such as elements, qualities and components, to mutually complement them
Lesson Procedure: (50 min.)	<p>Introduction - Students will design a flyer and various social media platform posts for a school club of their choice. This could be a regular type of club (e.g. Chess, Study), or one that is even fantastical (e.g. Dream Club). The flyer must meet the basic criteria below (Resources) with its purpose to attract students' attention and to sign-up for their club.</p> <p>Prior Steps - Students are basically familiar with the graphic design software and have made several rudimentary graphic designs. In this project, students begin with 2 or more thumbnail sketches of their design, which shows some variations and basic formatting. They choose one of the sketches to finalize at actual size, refining the design to meet the criteria, while still remaining in rough draft form.</p> <p>In this lesson, students will begin translating their final rough draft through the use of graphic design software, using the potential of the software tools and processes to enhance the flyer's appeal to students.</p> <p>Lesson Activities</p> <ol style="list-style-type: none"> 1. The teacher reviews the criteria for the final design, while showing student examples that meet and do not meet the criteria. They explain how the designs emphasize certain elements (Title, illustration, font, color, sizes, position, image, adornment) in

	<p>order to better express the design's theme or style, based on the characteristics of the club.</p> <ol style="list-style-type: none"> 2. The teacher demonstrates some of the tools and techniques of the software for accentuating various designs. She explains that some of what students have produced on paper will change as a result of the software. Also, the software will present more possibilities and the ability to enhance the design well beyond the rough sketch. For example, colors can be more intense; shading can be automated; lettering is perfected; layers make it easier to move and resize components of the design, adornments can be more sophisticated, etc. 3. Students begin to translate their design through the graphic software, beginning to master the capacities of the program to emphasize expressive aspects of the design. They turn to peers to seek assistance on the software and feedback on their design progress. 4. Teacher circulates to support student proficiency.
Assessments:	<p>Checking for understanding: Do students truly know how to use the software? Are students utilizing the best tools and techniques to enhance the design?</p> <p>End of Lesson: Are students' graphic designs beginning to meet the criteria?</p>
Related Standards/ Competencies:	<p>(MA:Re9.1.7) Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.</p>
Resources:	<p>Basic Graphic Design Criteria</p> <ul style="list-style-type: none"> ● Attracts Attention ● Clear Communication or Message ● Variety of Sizes in Font, Images, Information ● Visual Hierarchy ● Thematic and Stylistic Unity ● Balanced Layout ● Consistent Spacing ● Text is well formatted ● Contrast ● Creativity, Imagination ● Neatness, Attention to Detail