

INSTRUCTOR: Lyle Foxman
COURSE: Foundation Graphic Design
UNIT 2: 2d Design Basics
DATE: Fall 2019

1e AIM / LEARNING INTENTION:

Demonstrate an awareness of the formal role of Gestalt theory in the making of art and design.

1a CRITERIA FOR SUCCESS:

- Can I **ORGANIZE** my thoughts when looking at graphic design?
- Can I **WRITE** a well-organized essay that clearly **ARTICULATES** my position?
- Can I use the Elements & Principles of Design to give a thoughtful, scholarly **ANALYSIS**?
- Can I effectively communicate an **INTERPRETATION** that influences the way others see graphic design?
- Can I understand how an artist uses **COMPOSITION** to direct attention throughout an image, to express emotion or action in a composition?
- Can I better understand how to **IDENTIFY** clues that are used as design elements in graphic design?
- Can I envision where I might use formal-analysis writing skills in an art-related career?

1e ESSENTIAL QUESTION:

How do designers and artists use Gestalt principles in their work?

1a CONTENT STANDARDS and CCLS ELA LITERACY ANCHOR READING

NYS ART STANDARDS

Anchor Standard 1: Generate and conceptualize artistic ideas and work. 1.2;

Anchor Standard 2: Organize and develop artistic ideas and work. 2.1;

Anchor Standard 5: Develop and refine artistic techniques and work for presentation. 5.1

Anchor Standard 7: Perceive and analyze artistic work. 7.1

CCSS.ELA-LITERACY.CCRA.R.1;

CCSS.ELA-LITERACY.CCRA.R.4;

CCSS.ELA-LITERACY.CCRA.R.9

3c WARM-UP / DO NOW:

Copy notes on D-A-I-R. (Definitions for each term: Describe; Analyze; Interpret; Reflect); **REVIEW: ELEMENTS & PRINCIPLES OF GESTALT DESIGN**

1a VOCABULARY:

D-A-I-R. (Describe; Analyze; Interpret; Reflect)

1e ACTIVITIES:

- 1) **Divide class into 6 groups of 3-4 students each.**
*2 groups will be responsible for: **SHAPE/Description**;*
*2 groups will be responsible for: **PATTERN/Analysis**;*
*2 groups will be responsible for: **BALANCE & UNITY/Interpretation**;*
- 2) **View Movie Clip and Poster: "West Side Story", poster by Saul Bass.**
- 3) **INDIVIDUAL SILENT WRITING: 5-MINUTE** that stays on topic of their group.
- 4) **STUDENTS SHARE** (Discussion of writings with each other): **4-MINUTES each.** Each group elects one member to **transcribe** group's discussion for presentation to class. All observations should be supported by **evidence**
- 5) **CLASS PRESENTATIONS. 2-3 minutes each**
*GROUP 1 presents to class **DESCRIPTION** of the poster.*
*GROUP 2 presents to class **DESCRIPTION** of the poster.*
*GROUP 3 presents to class **ANALYSIS** of the poster.*
*GROUP 4 presents to class **ANALYSIS** of the poster.*
*GROUP 5 presents to class **INTERPRETATION** of the poster.*
*GROUP 6 presents to class **INTERPRETATION** of the poster.*
- 6) **HOMEWORK: Using only notes transcribed in class, create FORMAL ESSAY with REFLECTIVE PARAGRAPH at end.**

1e MATERIALS: Pen and paper

3c DIFFERENTIATION / MODIFICATIONS

Students are grouped in 4's, accordingly:

2 strong members who, through instructor's past observations, have demonstrated leadership potential individually, have demonstrated motivation, and have also proven to be cooperative;

1 member considered by instructor "at risk of failing" who, by instructor's assessment, will hopefully benefit from positive association with stronger students, and
1 group member who is considered "very high risk of failing" due to lacking motivation and lacking attendance.

All group members will all be encouraged to pull each member into the discussion

3c FORMATIVE ASSESSMENT:

Group participation and rubric for final essay

3b WRAP-UP / REFLECTION:

DISCUSSION: When writing an essay intended for audiences to read, why does it make sense to DESCRIBE before ANALYSIS, followed by INTERPRETATION, and then REFLECTION? Why would you want to clearly articulate your responses? Why does it make sense to provide an accurate DESCRIPTION? Can you give a thoughtful, scholarly ANALYSIS? How might INTERPRETATION influence the way you or others see a painting? What art careers might use these formal-analysis writing skills?

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3d **PLANNED QUESTIONS:** SEE ABOVE

1a **TARGETED CC LEARNING STANDARDS:**

CCLS ELA LITERACY ANCHOR READING

3. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

5. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCLS MATH ANCHOR

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

1a **CONTENT STANDARDS:**

NYS ART STANDARDS

2. Materials Indicators A-C
5. Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. Indicators 2-7

NYC BLUEPRINT

1. Art Making: Media Technology, 2D Applied Design, Awareness of Careers Goals and Plans
5. Life-Long Learning

CDOS

- 1: Career Development, 3b: Career Majors
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CHECKPOINTS FOR UNDERSTANDING

- Summary response
- Project rubric
- Homework response
- Class critique
- Written exam
- File review
- Sketchbook/Journal

NYS ART STANDARDS

1. Creating art Indicators A-D
2. Materials Indicators A-C
3. Analysis Indicators A-C
4. Personal & Cultural Communication Indicators A-C
5. Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. Indicators 2-7

NYC BLUEPRINT

1. Art Making: Media Technology, 2D Applied Design, Awareness of Careers Goals and Plans

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2. Art Literacy
3. Making Connections
4. Community & Cultural
5. Life-Long Learning

CDOS

- 1: Career Development
- 2: Integrated Learning
- 3a: Universal Foundation Skills
- 3b: Career Majors

CCLS MATH ANCHOR

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

CCLS ELA LITERACY ANCHOR READING

3. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn
4. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
5. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCLS ELA LITERACY ANCHOR WRITING

1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
2. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
4. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or

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solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.