



ARIZONA DEPARTMENT OF EDUCATION

Sample Lesson Plan – Media Arts



Student Club Flyer Grade 7

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.

Lesson Objectives	<p>Student Friendly Standard Learning Statement(s):</p> <ul style="list-style-type: none"> I am learning to emphasize elements of a media artwork, showing I understand its purpose and audience.
Arts Standards	<p>Artistic Process: Creating</p> <p>Anchor Standard 3: Refine and complete artistic work</p> <ul style="list-style-type: none"> (MA:7.Cr3.b) - Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.
Essential Questions	<p><i>What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?</i></p> <p><i>How do media artists improve/refine their work?</i></p>
Vocabulary Source: NCCAS Glossary	<p>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</p> <p>Contrast: Principle of using the difference between items, such as elements, qualities, and components, to mutually complement them</p>
Lesson Procedure Duration: 50 minutes	<p>Introduction: Students will design a flyer and various social media platform posts for a school club of their choice. The club could be real, fictional, or even fantastical, e.g., Unicorn Club. The purpose of the flyer is to attract students' attention and entice them to sign up for the club. The flyer must meet the Basic Graphic Design Criteria in the <i>Assessment</i> section below.</p> <p>Prior Steps: Students are familiar with the graphic design software and have made several rudimentary graphic designs. In this project, students begin with two or more thumbnail sketches of their design, which show some variations and basic formatting. They choose one of the sketches to finalize at actual size, refining the design to meet the criteria, while remaining in rough draft form.</p> <p>In this lesson, students will digitize their flyer using graphic design software. They will use software tools and processes to make the flyer appeal to its intended audience.</p> <p>Lesson Activities</p> <ol style="list-style-type: none"> The teacher reviews the criteria for the final design, while showing student examples that meet the criteria and examples that do not. They explain how the designs emphasize certain elements (title, illustration, font, color, sizes, position, image, adornment) to better express the design's theme or style, based on the characteristics of the club. The teacher demonstrates the tools and techniques of the software for accentuating various design components. They explain that what students have produced on paper may have to change based on software capabilities. Also, the software will allow enhancement of the design well beyond the rough sketch. For example, colors can be more intense; shading can be automated; lettering will be perfected; layers make it easier to move and resize components of the design, adornments can be more sophisticated, etc.

	<p>3. Students digitize their design using the graphic design software, demonstrating mastery of program tools to emphasize expressive aspects of the design. They can solicit feedback on their design from peers.</p> <p>4. Teacher circulates to support student proficiency.</p>
Assessment	<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 - Evaluate students' graphic designs based on demonstration of the following:</p> <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 • Well-formatted text • Contrast • Creativity, Imagination • Neatness, Craftsmanship, Attention to Detail
Related Standards	<p>MA:7.Re9.a Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.</p>

