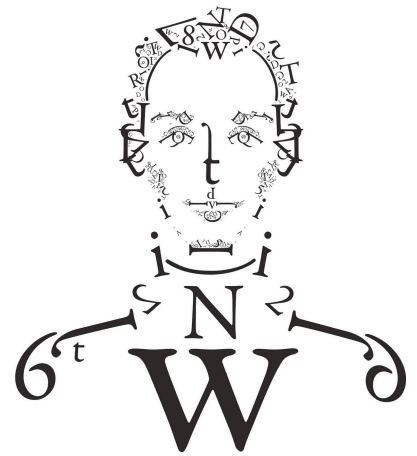


Visual Art Lesson Plan

Lesson Project/Topic: Typography Self-Portrait

Grade: 5th



Goal/Benchmarks:

VA2a – The student analyzes elements of art and principles of design in two- and three-dimensional works of art.

VA5a – The student describes, analyzes, and evaluates purposes for creating works of art by using art vocabulary.

VA5b – The student discusses cultural and aesthetic implications in both contemporary and historical works of art.

VA6b – The student identifies potential art careers.

VA7a – The student selects elements of art and principles of design to create works of art using technology.

VA7c – The student integrates traditional art production techniques with new technology to create art.

Connections:

Reading: ● Math: _____ Science: _____ Social Studies: ● Music: _____

Vocabulary:

typography, typefaces, kerning, leading

Literacy Strategies:

Typography PowerPoint presentation

Objective:

The student will be introduced to typography.

The student will practice using technology and the elements of space and texture.

The student will create art reflecting knowledge of typography, technology, space, and texture.

Higher order thinking:

Reinforce what you know about typography by using the elements of space and texture to create a self-portrait using type.

Definitions:

- *Typography* – the art and technique of arranging letters or type usually for aesthetics and functionality. It had its early beginnings in ancient times when seals and currency were made with punches and dies. More sophisticated works started developing all over, for example: Medieval texts, Chinese prints, and Arabic art and texts. It changed radically in the western world when the printing press was invented in mid-15th century Germany. [Korea was already using metal moveable type by the 13th century.] The Digital Age has changed typography even more, as it can now be performed on a computer. Before, typography was only done by very few people, but it has now extended to more people.
- *Typefaces* – a coordinated set of letter designs, making a complete alphabet, and generally intended to be made into a font for printing or use on a computer display.
- *Kerning* – the horizontal spacing between letters
- *Leading* – the space vertically between lines of text

Instruction/Motivation:

1. Ask students about signs and prints they have seen. Point out that these things would not be without typography.
2. Present PowerPoint presentation. Emphasis portrait typography and graphic design as a career.
3. Brief students that they will be reinforcing what they've learned about typography by using the elements of space and texture to create a self-portrait using type. Inform students that the only letters they will be using are the letters their names begin with and they will only be allowed choose from three fonts. Hand out laptops and have students log into their student accounts and open the Twist program. Demonstrate on the SmartBoard an example of creating a self-portrait on Twist. Demonstrate how to change size of letters, duplicate, skew, distort, etc. Walk around to observe the process and discuss their self-portraits.
4. When they are finished with the project, have students log out of their laptops. For those waiting for others to finish, give them the choices of working on their portfolios, free drawing time, computer time, or playing Art Collector.
5. Have students discuss how they used space and texture to create their typographic self-portrait.

Accommodations:**Higher Order Thinking Closure:**

Justify how you used space and texture to create your typographic self-portrait.

Assessment:

Did the student complete the project? Did they do a neat job? Does their art reflect the lesson's objectives?

Materials /Resources:

Typography PowerPoint presentation, laptops, Twist program