



Teachers in Industry for Educational Support

INTEGRATING COMPUTERS IN A GRAPHIC DESIGN CLASSROOM AS A PRIMARY SOURCE OF PROBLEM SOLVING

June 2002

**Based on Work Performed for
The Greater Dayton African-American
Chamber of Commerce**

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Source of problem solving

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INTEGRATING COMPUTERS IN A GRAPHIC DESIGN CLASSROOM AS A PRIMARY SOURCE OF PROBLEM SOLVING

Curriculum Unit Overview

Summary:

This project will be incorporated in a Graphic Design class offered for high school students who have already participated in a general art fundamentals class. They should have already acquired a basic technical drawing skill, so that they can be somewhat proficient at achieving their desired graphic effect.

Their client is "The Greater Dayton African-American Chamber of Commerce." They are located in the Leigh Building, 41 N. Ludlow St., Dayton, Oh 45402. Their phone number is: (937) 222-4806, fax (937) 294-2959.

This client is very unique to the "Ross" areas as few African-Americans live in their community. This project could increase awareness and change old standards that they are use to dealing with and expand their social conscientiousness.

Students will be expected to design an advertising flyer which will promote the Chamber "Business in the Evening" program they initiated to promote business forums to it's members. This event combines both business and social agendas at different locations throughout the city of Dayton.

The three curricular areas that this specific project will incorporate are: 1) the introduction of a flyer as a marketing tool. This would promote becoming a member of the chamber, along with development of business relationships and the exchange of different business strategies; 2). The use of art as a communication tool to service information into the community. Using Adobe Illustrator and Photoshop on PC computers and facilitating printers and plotters to produce hard copies would achieve this. 3). The relevance of the study of African customs and culture would have a large impact of the physical appearance of this project. Therefore it would be significant as background material to research both the culture of African-Americans and the development of their business society in the 20th century. This background material is important in understanding the African-American business ideals.

In **FOCUS #1**, by defining the fundamentals of Marketing in our Marketing ALT's we will address important issues, which must be addressed in the flyer. The purpose of the flyer is to promote the Chamber's "Business in the Evening" business forum event. This flyer must communicate the essential information pertaining to time, location and date. It is important that the topic of the evening also be presented in a clear and informative matter. The Chamber logo is also important to let their membership be aware of who is sponsoring this event.

In many ways the marketing principles and well designed artwork overlap to serve the same purpose. The flyer itself must be designed in an attractive package so that it stands apart from the rest of the consumer's mailings. Also this flyer should be designed to help create or promote an "identity" for the client. This item should relate to other promotional items that have been developed for this company. You want people to be able to identify the chambers materials on appearance first and then content.

In **FOCUS #2**, the flyer is the result of the art. If all compositional elements of art are arranged in the correct matter, the result should be an attractive one sheet communicative that draws your attention to the purpose of the flyer. So it is important to first establish the concept and then by using either Adobe Illustrator or Photoshop or in combination, develop your concept into a two dimensional piece of art. The final step in its creation will be the actual printing of the flyer and then constructing the it to see if it works as effectively as when you designed it.

In **FOCUS #3**, background research for and of the client is most essential to be able to successfully design or create an image which will effectively represent the client. That is why studying the social society of the African-Americans is so important if this project is to be successful. The most relevant period of African-American culture is that of the 20th century. With an understanding of Black businesses at the turn of the century and how the Civil Right Movement affected these businesses, a better understanding for why a African-American Chamber would be important in promoting Black businesses and their importance to the general business community. Also during the Civil Rights Movement, black culture again came to light and influenced not only African-Americans but also had a large impact in the design industry. It was evident in fashion design, furniture and wall fabrics and both two and three-dimensional art work.

Big Picture

Students are to design a flyer with eye-catching appeal. This specific curricular area will be designed so that the majority of the work for this project will be executed on the computer. Student will be an interactive learner by performing their task on a computer, gathering and integrating resource materials that relates to their client and by interacting with their peers. They many times over, learn more from one another than from the teacher. This project was specifically chosen so students have a better understanding that in “real life” situations you don’t choose your clients, they chose you. They are your bread and butter and for you to survive you have to work with what you are given.

Preparation for the Unit

Preparation for this unit is the work completed in the units before this one. Students in earlier assignments have received information and have been accountable for projects that allow them to be introduced to Adobe Illustrator and Photoshop separately and then in projects where both softwares are to be used together. Without this knowledge they would be incapable of being able to execute a project like this and putting it together.

In the Graphic classroom itself, each student has an assigned workspace with computer. There are additional working tables for drafting out designs, a digital camera available for them to use, a scanner, printer and a laser plotter.

ALT Overview

Table I summaries three Authentic Learning Tasks (ALT) for each of the three major topics in this Curriculum Unit. The art unit is the only unit which will be expanded on the additional attachments.

TABLE 1: INTERGRATING COMPUTERS IN A GRAPHIC DESIGN CLASSROOM AS A PRIMARY SOURCE OF PROBLEM SOLVING

MARKETING	ART	SOCIAL STUDIES
<p>ALT 1 – Basic principles of communication Students will learn about basic advertising principles to apply to flyer</p>	<p>ALT 1 – Developing the Concept Students will identify the specific elements which must be included on flyer and resolve it creatively by using a unique format.</p>	<p>ALT 1 – Blacks in 20th century America Students will learn about social and political problems and how that applies to the black businesses.</p>
<p>ALT 2 – What elements have the largest visual impact How does text, style of fonts, color, color of paper, shape and size influence consumers</p>	<p>ALT 2 – Converting concepts to computer Importing image into either Adobe Illustrator or Photoshop and applying tools.</p>	<p>ALT 2 – The Civil Rights Movement How this movement affected black society in general and businesses specifically.</p>
<p>ALT 3 – Consumer’s Response Checks on summer response to the actual flyer students take survey to see how successful it is.</p>	<p>ALT 3 – Flyer as hardcopy Print or plot out flyer, construct it and add elements that pertain to original concept and see if physical produce meet expectations.</p>	<p>ALT 3 – How culture affects flyers outcome Students will identify different designs and decoration with creating a identify for client’s flyer</p>

Hook Activity

In terms of specifics for this project, they are to consider other “possibilities” in terms of shape, and structure but also they must leave in the standard “mailing” information. To get students to start think about this, a “brainstorming” discussion would be introduced with students breaking up into small groups of three to four. In these groups, students would receive a standard 8 ½ x 11 sheet of paper. They would then have to create a new form or shape, which might prove to be a possible solution for this project.

ALT One: Developing the Concept

Summary

Students will identify the specific elements which must be included on flyer and must resolve it creativity using a unique format.

Competencies

- 1). Students must accumulate information that is to be posted on flyer.
- 2). Students need to include research to help them complete the concept. It should somehow relate the ethic nature of their client.
- 3). Students must take in to account compositional elements that go into creating an aesthetical pleasing product.
 - a). Is the flyer well balance?
 - b). Are all elements proportional with the rest of the information on the item
 - c). How about the colors – do they compliment each other or oppose each other?
 - d). What about the font – are you using one single type or combining more than one?
 - e). What about the size of the font? Does it work together?
 - f). Are you introducing other elements into the composition other than type and does it repeat somewhere?
 - g). What about the weight of the paper? Is it going to do or appear how you want it in the final copy?
 - h). Are you including a dye cut and how does that affect the way you are going to mail it?
 - i). Have you included the mailing information to need for the post office?

Time:

ALT 1, Concepts should be accomplished in three hours classroom time. One hour of out of classroom research time should also to included

Materials:

- 1). Paper
- 2). Drafting pencils
- 3). Colored pencils
- 4). Exacto knife
- 5). Glue
- 6). Resource books
- 7). Internet
- 8). Rulers

African-American flyer

The purpose of this project is to design a mailer or flyer to promote the “Business in the Evening” program sponsored by the Greater Dayton African-American Chamber of Commerce. The point of the flyer is to get out the information concerning the events which will be held at various locations in the city and what will be on the agenda that evening.

You must incorporate specific information in as attractive display as possible. You are to create a unique shape or package in which to display this information. You are also to include some type of cultural reference in the overall display of this flyer.

Here is a list of specifics which you must include in this flyer:

- 9 -1). It must be confined to a 8 ½ x 11 sheet of paper
- 2). The logo must be included on the front and back
- 3). This is a two sided flyer and you have to match up the shape on both sides
- 4). The flyer is to have cultural overtones or decoration in the design
- 5). You must include a place for the stamp and address of the client on the front
- 6). The title of the flyer is “Business in the Evening” on the front and back
- 7). The words “Music, Networking and Information Presentation” must be on the front and back
- 8). Make up a location with date and time and include it on the back
- 9). Give it some type of agenda – both business and social (music, video etc.)
- 10). Include a phone number on the back
- 11). Put additional headers on the back
“Companies, Entrepreneurs, Organization, Churches, and Consumers Working Together Toward Circulating Our
\$600,000,000 Purchasing Power within the Chamber Community
Join The African American Chamber of Commerce!
- 12). Put in a white box
Participate in a growing organization, which will provide:
*Business to Business Incentive
*Business Opportunities
*Consumer Discounts with Participating Corporations
*Business Bartering
*Informative Seminars
- 13). Include donation cost
- 14). Another white box
Series Dates – make up seven of them
Times – 6:00 p.m. to 9:00 p.m.

ALT Two: Converting concepts to computer

Students will import images into either Adobe Illustrator or Photoshop and apply tools needed to complete project.

Competencies

- 1). After students have sketched concept onto drawing paper, students will proceed to bring image into the computer by means of a scanner
- 2). Student will select whichever software best adapts image and bring it into either one.
- 3). Once computer has received image, student will select tools appropriate so student can create flyer to concept.
- 4). Student may need to combine both software to be able to create image as desired.
- 5). Students will be expected to create image in a number of layers so editing of image will be easy to accommodate as needed.
- 6). Students will be expected to save progressing image from day to day until project is completed

TIME

Alt 2, should be completed in nine hours of classroom time.

MATERIALS

- 1). Computer
- 2). Scanner
- 3). Student's drawing
- 4). Software
- 5). Patience

ALT Three: Flyer as hardcopy

Summary

Print or plot out flyer, construct it and add elements that pertain to the original concept and see if the physical produce meet expectations.

Competencies

- 1). After flyer has been completed, students need to flatten their artwork and save.
- 2). They will then need to obtain a hard copy either by using the printer or the plotter.
- 3). Since this project consists of a front and a back, the flyer will need to be cut out and the two sides glued together.
- 4). Students are to be sure that all the different elements line up on both the front and the back
- 5). If there are any additional design elements that were designed with the original concepts, these too also need to be added: ex. Cuts, folds, etc.
- 6). Once desired effect has been achieved, student is to hand in for a grading critique.

Time

ALT 3, Physical Product should be accomplished in 1 ½ classroom time.

Materials

- 1). Printer
- 2). Plotter
- 3). Paper
- 4). Scissor
- 5). Cutting Board
- 6). Glue
- 7). Ruler
- 8). Exacto knife

Evaluation/Assessment of Student's Competency

Students will be required to participate in a classroom project critique of their artwork and their classmate's work. They will be expected to participate in the critique of their work and also an evaluation of their classmates work.

A rubric will be used to determine the strengths and the weaknesses of their flyer project. It will be divided into five sections with 20 points being the highest a student can receive in each section. All five sections will add up to 100 points for the entire project.

Rubric:

1). Complexity of concept – how original was the concept student came up with? What about this design made it unique – shape, color, fonts, image. How well was it put together?

2). Application of software – Did the students arrive at the expected outcome? Did it live up to its concept? Did they use the correct tools? Is there anything they could have added or depleted to make this more successful?

3). Unification of elements – Did all the parts come together as they should have? Does something look unbalanced or out of proportion? Does the shape of the object add or subtract from the concept?

4). Overall appearance (information clear) – Does the flyer do the job it was designed to do?. Does all the information come across clear and informative? Are there too many elements? Should it be simplified? What is your first impression?

5). Craftsmanship – Does it look professional? Is this the image this company wants to represent them? Do all the corners match? Are the lines nice and straight? Is there any glue marks on the paper? It should look SHARP!

CLOSURE

Graphics in the high school setting is a stair-step technology. Besides dealing with the original issues of creativity and concepts, one has to become familiar with the practical application of different graphic software on the market, and this seems to change daily! How well the student gets to know the software plays a big part in how successful they will be at achieving what the student originally designed.

For every graphic project the student's will enhance their development, knowledge and capabilities for the next project. They are building knowledge for future development and how well they retain this information will influence what and how well they will do for the next project.

What I liked about this specific project is that it forces these students to think out of their usual box of CD's covers and poster design. This is a "real client" with specific product needs and cultural overtones that need to be addressed. The student who is seriously considering a career down this path must take into consideration that it would be their job to meet the requirements of their client whoever that might be. So besides the technology they will need to be successful in this business they will have to learn to think in new ways and out of their comfort zone to be successful.