

Lesson Title: Icon/Logo Development

Time Allotment: ALL OF 3RD QUARTER APPARENTLY

Grade Level: 9-12

Enduring Idea: Icon development and the usage of the pen tool are some of the most marketable and monetizable skills that are present in the creative world.

OVERVIEW

Lesson Summary:

- This lesson is designed as both an introduction into Adobe Illustrator as well as a second journey into graphic design and typography. The lesson will revolve around the idea of simplification and design. The class will generate icons for a fake business (generated by either themselves or the business department. Check in to generate that idea).

Related Artists and Artworks:

- Logo Collection
- Jessica Hische
- Pen Tool Game

Key Concepts:

- The pen tool is an important function of the creative process of design.
- Icons are the ultimate form of basic visual communication.

Essential Questions:

- Why is the pen tool important to design?
- How do icons communicate ideas, feelings, and identity?

PA Arts and Humanities Standards:

- *9.4.12.B*
 - Describe and analyze the effects that works in the arts have on groups, individuals and the culture.
- *9.4.12.C*
 - Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.
- *9.1.12.E*

- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
 - 9.1.12.K
 - Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.
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OBJECTIVES

Skills:

- Students will create a full set of icons or wordmarks (including thumbnails) for a faux business using both photoshop and adobe illustrator.
- Students will gain an expertise in using the Pen Tool through the use of the pen tool game, and tracing well known Icons in Illustrator.
- Students will be able to create an appropriate icon for a business either created for them or provided for them.
- Students will create sketches and plan for their icons in photoshop before using Adobe Illustrator.

Knowledge:

- Students will understand the fundamentals of visual communication.
- Students will compare and contrast the effectiveness of various icons.
- Students will understand the various parts of the pen tool and how it creates shapes in illustrator.
- Students will develop an understanding of the value of the pen tool and its usage in the professional design world.

Dispositions:

- Students will evaluate the parts of a business that are important to know in order to develop a branding scheme.
 - Students will discuss the impact of visual communication when designing an icon or logo.
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ASSESSMENT

- **Exercises**
 - Pen Tool Game

- Did the student complete the pen tool game with a positive number of nodes left available?
 - Logo Tracing
 - Did the student properly submit all 8 traced logos using the methods we discussed in class?
 - Business Profile
 - Did the student create a business profile? Is it coherent or sustainable?
 - Logo Sketches
 - Did the student complete the 10 required sketches? Are the sketches diverse?
 - Logo Mockup
 - Artistic Initiative
 - How ambitious was the student in their design? Are the elements they used necessary? Is the design easily understood?
 - Craftsmanship
 - How much care was taken to ensure the final piece is presented as intended?
 - Use of Media
 - How well did the student employ the media that was given? Did they use the equipment that was given to them properly? Were they creative with their approach to the media?
 - Interpretation of the Assignment
 - Did the project follow a predetermined theme? Does that theme communicate? Did the student put thought into the communication of said theme?
 - Design and Composition
 - Is the project aesthetically pleasing? Is the design thought out and put together in an intentional way?
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INSTRUCTIONAL PROCEDURES

DAY 1

- Introduction
 - This is the first day of Digital 2, so after the general housekeeping discussions, we will jump right into the pen tool game. As we get started we'll talk about the fundamental difference between the pen tool and any other tool that we've used in the class. Once we have a solid understanding of the pen tool, we will move forward with the game. We'll do the introduction together, and then they will be set forth on their own to try and complete the rest of the game.
- Instruction
 - Once students have finished the introduction, they'll be free to complete the rest of the game at their own pace. It'll be very important to speak with every student to make sure that they're doing well with the game. Students who are struggling will receive one on one assistance. Students are ALWAYS very diverse in their adaptation to the pen tool. Some students have a lot of trouble making the change, some don't. Students that are excellent in Digital 1 may have trouble here. Students who were mediocre in Digital 1 may excel here. It's a whole new ballgame.
- Closure
 - Towards the end of class, we will review the different parts of constructing shapes with the pen tool. We'll quickly discuss any difficulties that students have been having with the change, and then we will go on our way.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - Students progressed through the pen tool game at their own pace and asked questions in class.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - None, the pen tool game is all inclusive

- *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - None, this exercise is a great way to start.

DAY 2-3

- These days will be additional work on the Pen Tool Game. Students need time to acclimate to the new procedures and new tools. Its important to not rush into Illustrator at the risk of seriously alienating the students who are struggling. Students who are excelling can try to beat my personal high score in the pen tool game for extra points in the project.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - Most students finished the game and submitted progress.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - None
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - None

DAY 4

- Introduction
 - After we finish the pen tool game, we will begin our introduction to Illustrator. We'll take the general tour of the program, discussing the different windows, tools, and important features (much like we did for Photoshop in Digital 1). After the introduction, we'll move into the Logo tracing exercise. Students will download the designated logo, and we will go through the process of tracing it together as a class. Once we do the first one together, students will be given the freedom to do the next 7 on their own.
- Instruction

- After completing the first logo together, We will discuss submission and saving. After that, students are free to work at their own pace to complete the next 7 traced logos. It is important that they do this at their own pace to get a feel for the amount of vectoring that is included in the process of designing a logo.
- Closure
 - At the end of this class, we will quickly go over how far we've gotten, and any parts that have proved difficult for us to complete. It will be important for us to keep up with any difficulties so that we can work through them together.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - Students started logo tracing without much trouble.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - We had to use Gravit because we're not in the classroom right now.
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - We'll definitely use illustrator next time.

DAY 5-6

- These days will be dedicated to completing the logo tracing exercises. Students can work at their own pace to complete these, but they'll have 2.5 days to finish in class. It is important that students find their way around Illustrator during this time, as it will come into significant play later in the project.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - Each day, students report progress through the exercise.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*

- Had to submit screenshots instead of .ai files.
- *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - None, this is a very effective lesson

DAY 7

- Introduction
 - After the logo tracing exercise, we'll begin with our development of a business and logo to go with it. We will go through a short icon development presentation, and discuss the advantages/disadvantages of each Logo. We will discuss how each of them communicates an idea, and how the logo builds a persona to go along with the brand that it represents.
- Instruction
 - After the presentation, we'll start on the first steps of Logo creation: The business idea. Each student will get a document to fill out that details their idea for a business that they will then design a logo and business card for. This business could be anything, but it should be something that the student is at least remotely interested in.
- Closure
 - After beginning to fill out the business pitches, we will take a few minutes to go around and discuss our business ideas with each other. Students will share the idea that they've come up with so far, and the class will respond with any general ideas of a logo that might go with that company.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - Students got a solid handle on the business pitch idea. They were able to generate usable ideas.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - none

- *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - None, this worked very well.

DAY 8

- Introduction
 - We will take the beginning of this class to finish our business pitches, answering all the questions that are outlined on the document. After students are finished, we'll briefly discuss the idea of thumbnails. We'll look at some examples of sketch pages for logos, and discuss how the artist developed an idea from a business idea. We'll discuss how sketching leads to a better idea overall, and how we can go from a decent logo to a great one with some development time.
- Instruction
 - After discussing the logo development process, students will begin to develop their logo ideas. We'll start on paper and pencil or photoshop, and then move into illustrator as we go. We'll have 4-5 days to finish sketches, really digging deep to find the ideas that are buried underneath all of the obvious ideas on top. Students will be expected to produce 10 different sketches, and 2 developed sketches of one of the single ideas that they had.
- Closure
 - Towards the end of class, each student will receive some feedback from the teacher on their sketches and how they're coming along so far. We'll discuss the logos that have the most potential, and what lines of thought they can pursue in order to get a really clever logo.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - This is an important phase of the project, and students did a good job at starting to generate ideas.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*

- None
- *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - None

DAY 9-12

- These days will be dedicated to working on the logo sketches. Students will be expected to have 10 idea sketches and 2 development sketches for a total of 12. This is not a high number of thumbnails, and students that finish early will be encouraged to do more development sketching to see if they can really fine tune their design.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - Students got a solid number of sketches, with a diverse range of ideas.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - None
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - None, this turned out fantastic almost across the board.

DAY 13

- Introduction
 - After the sketching and development is done, we'll learn the process of getting any paper sketches onto the computers, and how to import references into Illustrator. Once we have our references into Illustrator, we'll move into beginning to vector a few mockups of our logo.
- Instruction
 - After we have our references in Illustrator, we'll use the layer panel to show our different mockups that we'll create for the different versions of our logo. We will vector out both development sketches, and decide from there which one works better. After that, we will discuss color choices and how that affects the visual

communication. Students will have the next few days to complete the vectoring for their two mockups.

- Closure
 - As a class, we'll discuss the transition from paper to vector, and how that can sometimes change the design in a totally different direction than we had thought. We'll discuss any instances of that that have come out of the class.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - Students were able to use place and crop their sketches well.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - Recorded a video to aid with students working at their own pace.
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - None, this was wonderful.

DAY 14-AS MUCH TIME AS NEEDED

- These two days will be dedicated to the vectoring of the two mockups of logos we have. Students will have the opportunity to refine their vectors and make them into something very clean and professional. Color choices in the stroke, fill, and text will be taken into account.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - Students are vectoring still.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - Extend this portion of the lesson a few days.

- *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - Allot more time to do vectored iterations of the logos.

4 CLASSES BEFORE FINAL DAY

- Introduction
 - As this project comes to a close, students will have this day to continue working on their mock ups. As we begin class, an example will be shown of a proper mock up, presenting the logo as both color, black and white, and on both a black and white surface. We will have a discussion about the flexibility of marketing, and how having an easily translatable logo will create a stronger brand image.
- Instruction
 - We will then cover exactly how they will be expected to format and submit their logo projects. We'll cover the specific process on how to translate logos from color to black and white, and how we can place the logos on different backgrounds. Once we discuss this, students will be allowed to work on their logos for the remainder of the period.
- Closure
 - As class comes to a close, students who are finished will be introduced to the idea of creating a business card for their logo. We'll have a quick discussion about what goes into it, and how they can go about creating their own.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - All but a few students formatted their logos and submitted them in the correct way.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - This project ended up taking significantly longer than usual, so this part ended up being much earlier than anticipated.

- *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - A much tighter schedule to keep next time.

NEXT CLASS

- Introduction
 - Students who are working on logos will continue to do so. Students who have finished their logos will be introduced to the idea of a business card formally, so that they can begin working on it for some extra points. This discussion will be held individually, or in small groups depending on need/progress.
- Instruction
 - Business card students will go through a demonstration of formatting and setting up their workspace for a business card design. Students will then be shown some resources on Typography so that they can do proper research and construct a strong brand image. We'll have a short discussion about how to choose a typeface.
- Closure
 - Students who are working on logos still will be checked in with, while other students continue working on their business card designs. The class will be self-paced at this point forward, so students need to manage their time in order to finish and submit on time.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - Students began business cards, some finished logos.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - Business cards were a new addition, unsure about the effectiveness.
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*

- A more developed next step would be useful to finish this lesson out. Possibly an introduction to Type, to get ready for the next project.

FINAL DAY

- Introduction
 - Being the last day of the project, we will review the proper format and submission procedures for the Logo project. As students submit their projects, we will make sure all projects are properly formatted and displayed.
- Instructions
 - As students submit, we will pull up individual projects and students will discuss their business and the idea behind their logo briefly. We'll talk about whether the logo works or not, and move on to as many other logos as we can discuss in class. We'll try and get to everyone in an informal critique, but we most likely will not.
- Closure
 - As the class comes to a close, we'll discuss the project, and how it developed. Then we will cover our options for our next project.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - We did have a decent discussion about the logos. Students across the board had some reasoning behind their logo development.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - The discussion was impromptu, but ended up being very useful.
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - A more formal discussion might be useful.

PREPARATION

Instructional Resources:

- Pen Tool Game
- Logo Collection
- Various Business Cards
- Business card sketches
- Branding presentation

Vocabulary:

- Pen Tool
 - Node
 - Handle
 - Line
 - Stroke
 - Fill
- Visual communication
 - Color
 - Subtext
 - Influence

Materials:

- Illustrator
- Gravit Designer
- Photoshop
- Photopea
- Wacom Tablets
- Sketchbooks/Scanner

GENERAL REFLECTION

- *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - Students had a very successful time in their logo creation. The progression of this project ended up being very successful, and guided students in a progressive direction.

- *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - This lesson ended up stretching to almost the entirety of 3rd quarter which was ok, but a little unfortunate. It also ended up being more self directed than I anticipated, which got me on the routine of uploading videos to my gostangs youtube channel.
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - Honestly, I think MORE self direction is good. That way I can sit down and teach specifics individually, or in small groups. And that way students that don't need help with a specific process don't need to sit through a demo about it. The youtube channel worked well, and has given me a bit of a view into what students need versus what they are getting.
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ADAPTATIONS/MODIFICATIONS

- The many variables of this lesson make this a simple to adjust. High Performing students will be prompted to attempt the more advanced logos during tracing, be given access to the pathfinder tools to create their own icons, and will be asked for additional branding materials (such as a business card).
- Lower performing students will be asked EITHER
 - To create only 1-2 forms of their icon
 - To create their icon in photoshop rather than illustrator.