

# LESSON PLAN

## LINE STUDY WARMUP

### Materials needed:

8.5"x11" paper and marker

### Class Objectives:

Familiarize students with lines and shapes and space.

### Connection to Course Goals:

Line is a tool to direct your eye to certain areas, and can also be used to create shapes. This exercise will address parts of 7.3 and 8.3 in the Graphic Design program standards.

### Preliminary:

Find an example in the newspaper or magazine that shows how line can be used to add emphasis or create shape. Explain how.

### Introduction:

Decide how best to utilize your space with line to create a specific shape.

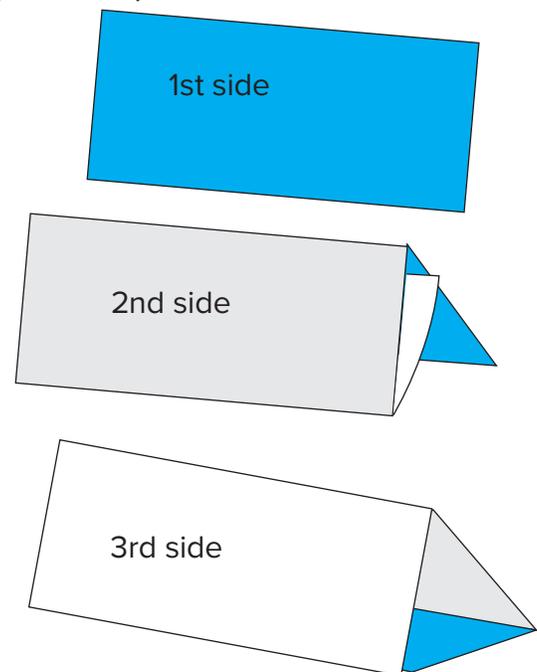
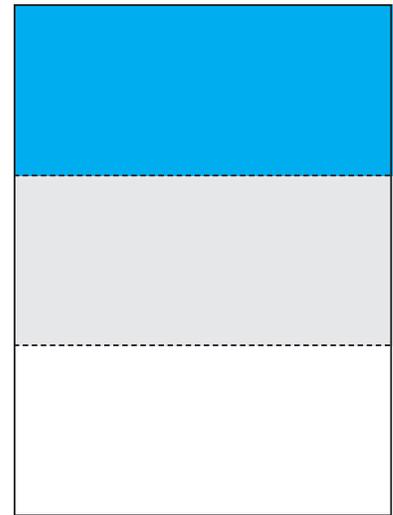
### Procedures:

Take a piece of 8.5"x11" paper and fold it into thirds horizontally as a letterfold.

1. Showing only side one, everyone draw the head of a silly monster. Let the neck lines go just a bit onto the middle panel. Fold over showing only the middle panel and pass to the person on your right.
2. Now, on the new paper, draw the body of a silly monster, letting some indication go slightly onto the final panel. Fold it over, showing only panel three and pass to the person on your right.
3. On the new page draw the bottom of a silly monster.

### Conclusion:

Open them out and see what has materialized. Discuss how the space was used to provide each part of the monster.



# LESSON PLAN

## THUMBNAILS

### **Materials needed:**

Paper, pencil, text, images

### **Class Objectives:**

Familiarize students with quick thinking and spatial relationships.

### **Connection to Course Goals:**

Thinking on paper before moving to the computer expands the visual layout options. This exercise will address 8.2 in the Graphic Design program standards.

### **Introduction:**

Consider the space on the page and how the assets relate to each other and the overall objective.

### **Procedures:**

Do a series of 10 different thumbnails for an ad layout using the assets below. This is a timed event: 10 minutes.

### **Conclusion:**

Which layout do you think gets the message or object across the best?

# 2018 Spring Break Specials

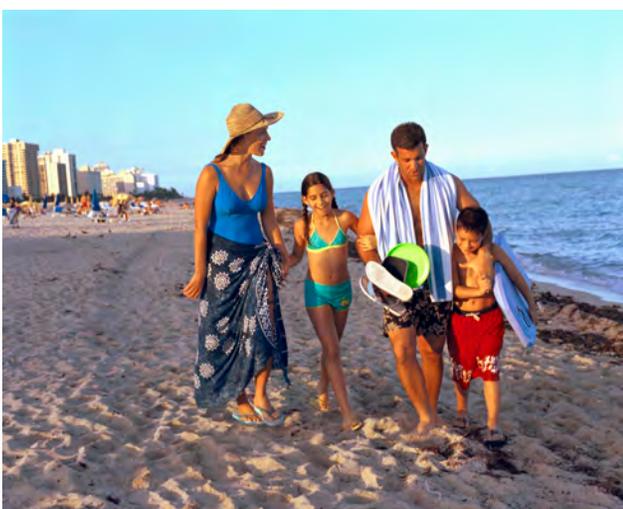
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Ad for *ASU State Press*  
newspaper.  
7.5" x 4.9"  
half page horizontal ad



# LESSON PLAN

## LINES

### **Materials needed:**

Adobe InDesign, file Lines.indd.

### **Class Objectives:**

Familiarize students with ways to use line to create a clear separation or pathway.

### **Connection to Course Goals:**

Line is a tool to direct your eye to certain areas, and can also be used to create shapes. This exercise will address parts of 7.3 and 8.3 in the Graphic Design program standards.

### **Introduction:**

Decide what elements need to drive the message and how to use line to establish the correct hierarchy.

### **Procedures:**

Using the text in the file provided (you may format differently) layout the page so it has clearly established a flow and hierarchy to the design.

### **Conclusion:**

Discuss your choices.

# Contrast

**Contrast** is the most powerful of the design tools and is about nearly everything, including the variation of elements in a printed product. When used, contrast gives meaning and direction to a design, which leads to successful hierarchy and a successful pattern.

One of the most important skills a designer can have is to choose the level of contrast necessary to achieve the goal of the project. **Contrast pairing** is a great way to think about how to introduce contrast into your design. Finding the right contrast to achieve unity in your design is the challenge. If everything contrasts, nothing contrasts.

However, too little contrast can make your design boring and unattractive.

Styles of type can be contrasted to produce greater legibility and design variation. Some other useful contrasts are round and straight, ornate and plain, and broad and narrow.

The relationship between an unprinted area and a printed area of an image can also be enhanced through the use of contrast. White space, when used effectively, creates contrast and balances an image.

## CONTRAST PAIRS

### SPACE

active: passive  
near: far  
contained: unrestricted

### POSITION

top: bottom  
high: low  
right: left  
in front: behind

### FORM/SHAPE

simple: complex  
abstract: representational  
geometric: organic  
symmetrical: asymmetrical

### DIRECTION

vertical: horizontal  
clockwise: counterclockwise

### TYPOGRAPHY

serif: sans serif  
light: heavy  
regular: italic  
condensed: expanded  
script: roman

### SIZE

big: little  
long: short  
wide: narrow

### COLOR

black: color  
light: dark  
warm: cool  
bright: dull

### TEXTURE

smooth: rough  
slippery: sticky

# LESSON PLAN

## EXPRESSIVE TYPE

### Materials needed:

Adobe Illustrator.

### Class Objectives:

Familiarize students with different fonts and character shapes and styles.

### Connection to Course Goals:

Each type has its own voice. Discover the correct voice for your problem solution.

### Introduction:

Letters are quite artistic in shape and form. Each one has its own voice and emphasis.

### Procedures:

Type the words:

Tuesday Morning

Selecting the font or fonts that you feel best describe your day, last Tuesday morning. Use only type.

### Conclusion:

Have students look at the examples and try to reconstruct what was they learned from each decision.

# LESSON PLAN

## SPACE

### **Materials needed:**

Magazines, tracing paper, sharpie or marker.

### **Class Objectives:**

Familiarize students with space and how it is utilized.

### **Connection to Course Goals:**

Thoughtful use of space is critical to design success. This exercise will address parts 7.3 and 7.12 the Graphic Design program standards.

### **Introduction:**

Space should always be considered as part of a layout, not as something that is left over when elements are placed on the page.

### **Procedures:**

From a magazine, select an ad or page of editorial that has imagery on it.

Put a piece of tracing paper over the page and color in the objects you see as shapes.

### **Conclusion:**

Pull the paper off of the page and talk about the space and how it is considered or NOT considered.

# LESSON PLAN

## SHAPE

### **Materials needed:**

Magazines, paper, colored pencils.

### **Class Objectives:**

Study shape and how it is used to facilitate the success of a design.

### **Connection to Course Goals:**

Shapes have meanings and expressive qualities. This exercise will address parts 7.3, 8.2 and 8.3 of the Graphic Design program standards.

### **Preliminary:**

Study the layout you have chosen and how shape relates to the overall dynamics of the final layout.

### **Procedures:**

Find an ad or editorial in a magazine that uses a dominant shape as part of the design.

Reconstruct on paper (not the computer) a rough of how the design might look if the shape(s) were changed to a different one. Example: squares to circles.

### **Conclusion:**

Compare the two designs and discuss which one is better and WHY.

# LESSON PLAN

## COLOR

### **Materials needed:**

Adobe Illustrator.

### **Class Objectives:**

Understand the strengths and weaknesses of certain colors and combinations.

### **Connection to Course Goals:**

Shapes have meanings and expressive qualities. This exercise will address parts 7.3, 7.5, 7.6 and 8.3 of the Graphic Design program standards.

### **Preliminary:**

Understand the color wheel and how the combinations work together.

### **Procedures:**

Using only shape and color create an example for each of the following:

contrast

texture

depth

### **Conclusion:**

Discuss if any of the examples would work for multiple categories and why.

# LESSON PLAN

## SIZE

### **Materials needed:**

Adobe InDesign.

### **Class Objectives:**

Understand how relative size affects the perception of the viewer.

### **Connection to Course Goals:**

Size relationships affect how viewers read or interpret design. This exercise will address parts 7.3, 7.4, 7.6, and 7.9 of the Graphic Design program standards.

### **Preliminary:**

Decide what audience you are going to go for, and how to best attract their attention with your design by using size and relationships of text and images.

### **Procedures:**

Using the image(s) and text provided, create a layout on an 8.5x11 page to attract the correct audience.

### **Conclusion:**

Discuss your decisions and why they are best suited for your solution.

## Ski Colorado

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