

# VISUAL ARTS

## Integrated Lesson Plan | Whose Line is it Anyway Strategy

Content Area: Technology	Fine Arts Area: Visual Arts	Lesson Title: <b>Font Marketing</b>
Grade Level: 9-12	Duration: 60-90 minutes	Teacher:

Standards and Alignment			
Content Area Standard(s):  <b>NETS for Students 3:</b> Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce creative works.		Fine Arts Standard(s):  Visual Art: <b>Artistic Process:</b> Creating <b>Anchor Standard:</b> Generate and conceptualize artistic ideas and work.	
Big Idea: Fonts use design principles to convey a message		Essential Question:	How are fonts used to deliver a message or idea?
21st Century Skills:	Creativity, Collaboration, Evaluate Information, Analyze Media, Create Media Product	Key Vocabulary:	Font, typography, geometric, symmetry, serif, sans-serif, elements of design

Vertical Alignment	Before Lesson:  Understanding how and why media messages are constructed	During Lesson:  Using the knowledge about media messages to create a font that is representative of an artist and can brand that artist's work	After Lesson:  Create a marketing campaign for the artist that uses the font created in a variety of media settings using technology to support its implementation
Materials List:	Pencils, list of famous artists and selected works to explore, computers, <a href="http://fontstruct.com">fontstruct.com</a> , typography infographic: <a href="http://www.bestinfographics.co/serif-vs-sans-serif-fonts-infographic/serif-vs-sans-serif-font-infographic/">http://www.bestinfographics.co/serif-vs-sans-serif-fonts-infographic/serif-vs-sans-serif-font-infographic/</a> , Kandinsky Font article: <a href="http://www.visualnews.com/2012/07/26/typography-kandinsky-style/">http://www.visualnews.com/2012/07/26/typography-kandinsky-style/</a> , various headline samples, <a href="http://easel.ly">easel.ly</a>		
Instructional Delivery (guided, collaborative, and self-directed)			
Student Learning Outcome(s):	I can develop a new font inspired by an artist.		

**Pre-Engagement: Pre-assessment:**

Examine a series of headlines. Ask students what messages the headlines are trying to convey to the audience. Move beyond the headline itself and explore the subliminal messages being shared from the headline. Is it a call to action? Is it based in background knowledge? What does it make you feel or think? Share the same set of headings, this time being written in a different font. Do the headings have the same impact? Why or why not?

**Engagement:**

Explore the basics of font design using this info graphic: <http://www.bestinfographics.co/serif-vs-sans-serif-fonts-infographic/serif-vs-sans-serif-font-infographic/> How are the elements of design being utilized for typography? Ask students to look again at the headlines and select a font that would better convey its message, based upon the information they just read. How does print and multimedia use technology to produce a marketing campaign?

**Focal Lesson:**

Share with students the article, *Typography: Kandinsky Style*, located here: <http://www.visualnews.com/2012/07/26/typography-kandinsky-style/> and think-pair-share their thoughts on how the font represents the work of the famed artist. Discuss how technology could be used to market this artist using the created font (youtube video, Facebook page, print media, etc).

Ask students to think about their own favorite artist. If they claim to not have one, give them some time to research a variety of artists from a pre-populated list to find one that may appeal to them in some way. Once they have selected their artist, have them write down the name of the artist on a piece of paper. Ask: what feelings, actions, or thoughts do you wish to convey about this artist? Write all of these down.

Working collaboratively with a partner, move through the *Whose Line is it Anyway* strategy to help create a font that is representative of the chosen artist. Use of the knowledge gained about serif/san-serif fonts, purpose behind typography, and the information about the Kandinsky font should be captured throughout this activity.

Once happy with the outcome, students will then use the website <http://fontstruct.com> or a font-creation software program to bring their font and artist to life.

Integrated  
Assessment and  
Extension

**Font Infographic**

When finished, have students create an infographic using either a photo editing software or [easel.ly](https://easel.ly) that highlights their process of creating their new artist-inspired font. Include if it is using serif or sans-serif, why those choices were made, how the font is representative of the artist, and how technology can be utilized to both support the font's creation and market the artist and their work.

**Suggested Grade-Band Extensions**

**K-2:** Show images from Kandinsky and then show the font with his name. Ask students to identify similarities and differences. Then, ask students to create a piece of art that uses shapes like Kandinsky. Ask them to choose one of the shapes from their artwork and use the Whose Line is it Anyway Strategy to recreate it and change it in some way. Then, use the [fontstruct.com](https://fontstruct.com) website to create an image that looks like the shape they created.

**3-5:** Students can move through the modified K-2 lesson, but they can create their entire name as an artist in the [fontstruct.com](https://fontstruct.com) website.

**6-8:** These students can move through the same lesson as the 9-12 band, without needing to create an infographic. Their assessment can be the translation of their font from written form to digital form.

Reflection Opportunities			
Student Reflections Prompts:	<b>Key Questions to Ask Students:</b> 1.How are fonts used to convey a message? 2. How does print and multimedia use technology to market these messages?	Teacher Reflection Prompts:	<b>Key Questions to Ask Yourself:</b> 1. Was there a seamless connection between the art and technology in this lesson? 2. What pieces of this lesson were a challenge? Which pieces were most engaging for me and my students?

# Font Marketing Formative Assessment Rubric

**Content Standard Assessed: NETS for Students 3:** Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce creative works.

**Arts Standards Assessed:** Visual Art: **Artistic Process:** Creating **Anchor Standard:** Generate and conceptualize artistic ideas and work.

**FOCAL ASSESSMENT QUESTIONS**

Technology: Can this student use technology to create a font that is representative of an artist?  
Art: Can this student create an artistic work that brings their original idea to life?

Technology Look-Fors	Art Look-Fors
<ul style="list-style-type: none"><li>□ Student can identify serif and sans-serif typography and their uses</li><li>◦ Student can develop a font that uses the elements of typography to capture an artist's body of work</li><li>◦ Student can develop an infographic which graphically explains their choices in the creation of their new font</li><li>◦ Student can use technology, such as <a href="http://fontstruct.com">fontstruct.com</a> and <a href="http://easel.ly.com">easel.ly.com</a> as a tool for design manipulation</li></ul>	<ul style="list-style-type: none"><li>□ Student can showcase their understanding of the elements of design in their finished work</li><li>◦ Student can demonstrate an understanding and synthesis of an artist's body of work</li><li>◦ Student can apply artistic skill to create an infographic that is both informative and easy to navigate</li><li>◦ Student can use artistic skill when making choices for designing a new font</li></ul>