

CTE Program: Graphic Design

Course and/or Year: Level One/Year One

Unit: Graphic Design: Use of hardware and software.

Lesson Title: Type Hierarchy

STANDARD & MEASUREMENT CRITERIA

STANDARD(S): ADE TECHNICAL 7.1, 7.2, 7.3, 7.4, 7.5, 7.6
ARIZONA PROFESSIONAL: 1.B, 2.A, 4.A, 4.F

Measurement Criteria: Contained in Job Jacket (Rubric)

ACADEMIC STANDARDS

Math: 7.EE.B.3, A.CED.A.1

OBJECTIVES

Student will be able to:

1. Identify type hierarchy in documents, digital media, and posters.
2. Determine correct type hierarchy.
3. Plan proper format based on type hierarchy.

INTRODUCTION (Should be congruent to standards and objectives and contain active participation)

Bellwork/Beginning of class procedures: Students will view the bellwork slide and determine the typographical errors in the images and take note of them in their bellwork log. After 5 minutes the teacher will call on non-volunteers to share.

Teacher states: "Today we will continue learning about type and format. You will begin to understand and use the terminology of graphic design around type hierarchy. At the conclusion of class you will be given a 3,2,1 exit ticket to assess your understanding."

CONTENT

Teacher Actions	Student Actions
Teacher reviews the bellwork image contained in the bellwork slide.	Student non-volunteers share out what they know based prior knowledge from lessons in Unit 1-4.
Teacher details aspects and characteristics of typography with students. Teacher groups students with shoulder partner to fill in the terminology strategy worksheet. Teacher calls on non-volunteers to share	Students fill in the blank spaces on the terminology strategy worksheet. Students share and compare with a shoulder partner. Non-volunteers share out when called on.
Teacher uses slides on text hierarchy and the Jimmy Johns chip bag to ask in-depth questions about how the text structure determines what the reader sees first and how the text is received.	Students discuss the Jimmy John's chip bag type hierarchy at the tables/groups and write down several ideas on a slate. One member of the group will share their ideas when called on by the teacher.

Teacher introduces the project for this week's presentation and critique by detailing the job jacket.

Students review the job jacket (Rubric) for this week's project. There will be time to begin this project and/or ask questions.

CLOSURE

A 3, 2, 1 will be completed as an exit ticket. Feedback given at the beginning of the next class period as a way of reviewing type hierarchy.