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| **Name:** | **Alessandro Gonzalez (Angelina, Brittany, Khou)** |
| **Lesson Title:** | **Propaganda Design: Creating Your Own Political Poster** |
| **Grade Level:** | **High School (10)** |

**Vocab, Art History, Interdisciplinary Connections**

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| **Artist/Culture/Movement Connections**   * **Russian Propaganda** * **American Propaganda Posters** | **Interdisciplinary Connections**   * **Connected to history, specifically social sciences** |
| **Art Vocabulary:**   * **Typography** * **Color Theory** * **Propaganda** * **Campaign** * **Complementary** | **Elements/Principles of Art**   * Color * Line * Propaganda * Graphic Design * Typography |
| **Media and Materials needed: Illustrator, printer, 8”x14” paper; construction paper, glue, markers, scissors, printer** |  |

**Content Standards**

**CREATING**

**Prof.VA:Cr3 Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress**

**RESPONDING**

**Prof.VA:Re7.1 Hypothesize ways in which art influences perception and understanding of human experiences.**

**CONNECTING**

**Prof.VA:Cn10 Document the process of developing early stage ideas to fully elaborated ideas.**

**Learning Objectives (related to standards, specific to your project)**

**1.Build upon basic skills that the student has already learned while using Illustrator.**

**2. Use the basics of graphic design to create a political campaign poster.**

**3. Use the basics of color theory to create a political campaign poster.**

**4. Give acceptable examples of political propaganda throughout history**

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| **Anticipatory Set:**  The anticipatory set is a "matching image to propaganda" game. This set will help students be able to recognize propaganda by analyzing color schemes, and subject matter as we did through the PowerPoint presentation. The entire image of propaganda will not be visible, therefore composition will not be closely analyzed. However, other important aspects of the images will help students in determining whether the propaganda is American, Russian, or Chinese. |
| **Big Idea:**  Students should be able to use the new skills that they have learned in Adobe Illustrator to not only make a political campaign poster, but to also be able to make connections in the society they live in, taking note how all these skills contribute to politics, and therefore, influence them in some type of manner. |
| **Essential Question:**  How does graphic design, color theory, and typography aide in political propaganda? How can this inform the future generation as they begin to encounter and become more involved in politics? |
| **Objective/Purpose:**  Students will have knowledge of the clipping mask in Adobe Illustrator. Students will have be familiar with ways propaganda is used in political campaigns |
| **Model:**  Posters will be displayed in two varieties: some will be done through Illustrator, while some will be done with traditional construction paper, markers, glue, etc. |
| **Check for Understanding:**  Day one: students will complete exit slip to gauge knowledge from the day's lesson. Day two: instructor will check in on each student, looking to see how they will utilize color theory, typography, composition, etc. before they complete the final product. |

**Step by Step Instruction of Lesson**

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| **Instructional Strategies** | **Activities** |
| **DAY 1**  **Introduction to the History of Political Propaganda**   * PowerPoint Presentation   **Anticipatory Set explanation**   * Group back together and go over slides to check for understanding   Group back together and go over  slides as a class to check for  understanding  **Assign homework: “Planning Your Poster Design” worksheet** | **DAY 1**  **Take notes during the Art History**  **Presentation**  **Anticipatory Set**   * Students will take notes on their discussions in order to reference in larger group discussion     **Students will write down their homework** |
| **DAY 2**  **Create gallery walk of “Planning Your Poster Design” worksheets and discuss with students about their varying ideas**   * Bring group back together and discuss what they saw and talked about with their elbow partners * Questions to ask: After seeing other student work, what might you change in yours? Is yours impactful enough? Did another piece have a more interesting take**?**   **Go around the classroom talking with each student and checking for understanding**   * Go over their worksheet and discuss their plan | **DAY 2**  **Participate in gallery walk. Students will display their poster design handout.**   * Students will group with an elbow partner and will walk around the gallery, discussing what they see and like about each piece * In the class discussion, students will discuss what they saw and how it may have affected what they want to do for their own project   **Student will make changes to their poster if needed and refine their sketches for their poster design.**   * Talk with teacher about their plans |
| **DAY 3**  **Clipping Masks Tutorial**   * Using your own computer, project the tutorial, showing a step by step tutorial on how Clipping Masks can be used for this project   **Open Studio**   * answer any questions and help out any students   **Remind students that posters are due next class**   * they will have a short amount of time in the beginning of class to print their poster | **DAY 3**  **Clipping Masks Tutorial**   * Students will attentively watch and take notes on the processes they may use for their project   **Open Studio**   * Start poster design!!! * Use skills learned in Clipping Mask Tutorial   **Homework**   * Finish poster design and be ready to print next class |
| **DAY 4**  **Print Time**  **Refresh the class about the overall goal for this project Discuss what worked well in each project with a Gallery Walk**   * Go over rubric and talk about what you are looking for in their poster techniques they should have used: composition, color, typography, etc.   **Gallery Walk**   * Hand out ballot worksheet * Have students use ballot as they are doing their gallery walk to vote on most effective poster.   **Group Discussion about ballot results:**   * Tally up all the votes and talk as a class about the top five posters | **DAY 4**  **Print Time**  **Think about and become cognizant of the goals that they are looking for in the Gallery Walk**   * Techniques they should be thinking about color, composition, typography, etc.   **Gallery Walk**   * Students should hang their artwork up on the wall * With elbow partners, discuss what worked well on various posters * Submit ballot.   **Group Discussion about ballot results:**   * Students who voted on those artworks should talk about |

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| **Critique/Discussion:** Gallery walk the will take place on the last day for an overall critique, but they will also be graded individually based on a scoring rubric. |