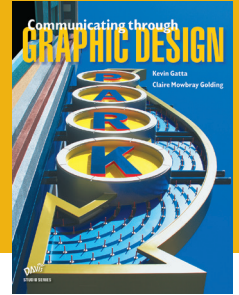




TEKS 100% Compliance Lesson Extensions

Communicating through Graphic Design

GRAPHIC DESIGN AND ILLUSTRATION LEVEL I



Communicating through Graphic Design				
GD&IL LEVEL I TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
15.E.I	Demonstrate anatomical figure drawing.	Narrative: The Basic Steps: Sketching	60–61	<p>Try It Use your sketchbook to create a reference for figure types that can be incorporated into a number of designs. Look for images of different poses and details, such as hand and feet. Create sketches based on figure proportions and using the head as a unit of measure, such as 4 to 5 heads for a child and 7 to 8 heads for an adult. Try to relate the poses with underlying anatomical structure to learn more about movement and gesture.</p>
		Activity: Studio Experience: A Shape Moving in Space	48–49	<p>Design Diary Connection Create a series of drawings showing a figure moving in space. Follow the steps in the Studio Experience using a figure moving from one pose to another in a series of panels. Work with a classmate to draw the poses.</p>
15.F.I	Demonstrate drawing in one-point perspective.	Narrative: Ways to Show Identity: Graphics for Packaging	92	<p>Try It Create packaging design for a box drawn in linear perspective to show the illusion of three-dimensional space on a two-dimensional surface. For one-point perspective, you will need a frame, horizon line, and vanishing point. Begin with the face of the box and remember that verticals will remain vertical and back edges will be parallel to front edges. Draw the side of your box facing the viewer. Use light or dotted lines as sight lines to connect the vanishing point on the horizon to the corners of the box closest to the vanishing point. Create depth by showing a side of the box. Add a line between the sight lines that is parallel to the edge of the box. Then draw over the sight lines to create the top and bottom edges of the side. Erase the sight lines. Add your packaging design to the front and side of your box. This activity can also be done digitally using drawing software.</p>
		Activity Studio Experience: Identity in a Package	100–101	<p>Create It Step 3. Sketch the package in one- and two-point perspective to show the illusion of three-dimensional space on a two-dimensional surface.</p>

Communicating through Graphic Design				
GD&IL LEVEL I TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
14.F.II	Demonstrate drawing in two-point perspective.	Narrative: Ways to Show Identity: Graphics for Packaging	92	<p>Try It Create packaging design for a box drawn in linear perspective to show the illusion of three-dimensional space on a two-dimensional surface. Use two-point perspective to show the illusion of an object viewed at an angle. You will need a frame, horizon line, and two vanishing points. Draw a vertical line centered on the horizon line. This is the corner, or front edge, of your box. Add sight lines to connect the top and bottom of the front edge with your two vanishing points. Draw a vertical line to the right of the front edge between the sight lines. This is the back-right edge of the box. Verticals will remain vertical, including the back edge. Draw lines along the sight lines to connect the two vertical lines, forming the top and bottom edges of the right side. Then draw a vertical line to the left of the front edge to create the back-left edge of the box. Add the top and bottom edges of the left side. Add your packaging design to the front and sides of your box. This activity can also be done digitally using drawing software.</p>
		Activity Studio Experience: Identity in a Package	100–101	<p>Create It Step 3. Sketch the package in one-, two-, and multi-point perspective to show the illusion of three-dimensional space on a two-dimensional surface.</p>

Communicating through Graphic Design				
GD&IL LEVEL I TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
14.F.III	Demonstrate drawing in multi-point perspective.	Narrative: Ways to Show Identity: Graphics for Packaging	92	<p>Try It Create packaging design for boxes drawn in linear perspective to show the illusion of three-dimensional space on a two-dimensional surface. Use multi-point perspective to show your design on three different shaped boxes above and below the horizon line. Begin by drawing your first box in two-point perspective, showing a corner of the box from above eye level. Draw your frame, horizon line, and two vanishing points. Place the front edge of your box below the horizon line. Add sight lines to connect the top and bottom of the front edge with your two vanishing points. Draw a vertical line to the right of the front edge between the sight lines. This is the back-right edge of the box. Verticals will remain vertical, including the back edge. Draw lines along the sight lines to connect the two vertical lines, forming the top and bottom edges of the right side. Then draw a vertical line to the left of the front edge to create the back-left edge of the box. Add the top and bottom edges of the left side. Draw additional sight lines from the top of the back-right edge to the left vanishing point and the top of the back-left edge to the right vanishing point. Draw lines along the new vanishing points to show the top of the box.</p> <p>Now draw another box as seen from below eye level by starting with the front edge above the horizon line and following the steps above.</p> <p>Add a third vanishing point along the horizon line. Show a box in one-point perspective using that vanishing point. Draw the side of your box facing the viewer. Use light or dotted lines as sight lines to connect the vanishing point on the horizon to the corners of the box closest to the vanishing point. Create depth by showing a side of the box. Add a line between the sight lines that is parallel to the edge of the box. Then draw over the sight lines to create the top and bottom edges of the side. Erase the sight lines.</p> <p>Add your packaging design to the front and side of your box. This activity can also be done digitally using drawing software.</p>
		Activity Studio Experience: Identity in a Package	100–101	<p>Create It Step 3. Sketch the package in one-, two-, and multi-point perspective to show the illusion of three-dimensional space on a two-dimensional surface.</p>

TEKS Descriptions

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

- (A)** identify and participate in training, education, or certification for employment
- (B)** identify and demonstrate positive work behaviors and personal qualities needed to be employable
- (C)** demonstrate skills related to seeking employment to find and obtain a desired job
- (D)** maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples
- (E)** examine employment opportunities in entrepreneurship

(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:

- (A)** apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents
- (B)** apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations

(3) The student understands professional communications strategies. The student is expected to:

- (A)** adapt language such as structure and style for audience, purpose, situation, and intent
- (B)** organize oral and written information
- (C)** interpret and communicate information
- (D)** deliver formal and informal presentations
- (E)** apply active listening skills
- (F)** listen to and speak with diverse individuals
- (G)** exhibit public relations skills

(4) The student understands and employs problem-solving methods. The student is expected to:

- (A)** employ critical-thinking skills independently and in groups
- (B)** employ interpersonal skills in groups to solve problems

(5) The student applies technology applications. The student is expected to:

- (A)** use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects

(6) The student understands design systems. The student is expected to:

- (A)** analyze and summarize the history and evolution of related fields

(7) The student applies cyber safety procedures. The student is expected to:

- (A)** implement personal and professional safety rules and regulations

(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:

- (A)** employ leadership skills
- (B)** employ teamwork and conflict-management skills
- (C)** conduct and participate in meetings
- (D)** employ mentoring skills

(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:

- (A)** exhibit ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas
- (B)** discuss and apply copyright laws in relation to fair use and acquisition
- (C)** model respect for intellectual property
- (D)** demonstrate proper etiquette and knowledge of acceptable use policies
- (E)** analyze the impact of the advertising and visual communication design industry on society

(10) The student applies technical skills for efficiency. The student is expected to:

- (A)** employ planning and time-management skills to complete work tasks

(11) The student develops an increasing understanding of graphic design and illustration. The student is expected to:

- (A)** research art and design career opportunities and qualifications

(12) The student researches the history and evolution of art and design. The student is expected to:

- (A)** explain the history of visual arts and design
- (B)** understand general characteristics in artwork from a variety of cultures
- (C)** compare current visual arts technologies with historical technologies

(13) The student conducts oral or written critiques of designs. The student is expected to:

- (A)** interpret, evaluate, and justify design decisions
- (B)** apply a critical method of evaluation
- (C)** communicate an oral or written defense
- (D)** evaluate oral or written feedback

(14) The student demonstrates an understanding of artistic design. The student is expected to:

- (A)** analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media

(15) The student employs a creative design process to create original two- or three-dimensional projects.. The student is expected to:

- (A)** create designs for defined applications
- (B)** apply elements of design
- (C)** apply design principles and typography
- (D)** use good composition
- (E)** demonstrate anatomical figure drawing
- (F)** demonstrate drawing in one-point, two-point, and multi-point perspective
- (G)** create a project by applying color
- (H)** apply printing concepts