

# Lesson Plan Format

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**Presented by:** Dawn Q. Wyatt

**Program:** Lake Washington High School Vocational Technology

**Course:** Digital Imagery – Photoshop and Illustrator

## Course Competencies:

1. **Resources:** Time allocation, organization of goal related project
2. **Interpersonal: Participate** as team members, working cooperatively with other to develop a group concept. **Communicating** with clients to ensure customer satisfaction. Exercise **leadership** skills through productive and responsible communication with the group.
3. **Systems: Improves and designs systems** as needed to develop new concepts and presentations.
4. **Technology:** Phase I of this project does not involve direct technology. Phase II will depend upon the student's ability to Select the proper software to create and distribute the visual product to the client.
5. **Information:** Students **will acquire and evaluate information** to determine its effect and relevancy for this project. This selected information will be **organized** into a visual format for initial **communication** with the client. The selected imagery will be further honed for a final **graphics oriented presentation** to the client. The group will then use **computer technology** to create a digitized product for the client.

**Lesson Title:** Phase I - Creative Brief Project Development

**Objective:** Students will become familiar with the Creative Brief Project Development Concept while creating their own group presentation. Students will actively contribute to, and participate as members of a creative team. The goal is to successfully develop an identity for a client, product, or service.

## Tools and Equipment:

PC computers, Illustrator, Photoshop, and Dreamweaver software applications for documentation of process and Phase II of Creative Brief Development (this phase would include the actual implementation of Phase I)

## Materials:

- Large paper cutters
- Scissors
- Stock images from magazines
- 30 by 40 inch sheets of Black core matboard – (1) 15 by 20 and (2) 15 by 10 inch
- Black book binding tape
- Glue or double sticky ATG tape and/or spray adhesive
- Visual teaching aids – images from creative brief with Cara Haskey Design

**References:** Cara Haskey Design – Seattle, WA

## Method:

**Preparation:** Students will be asked to contribute magazines and other visual materials (for class credit) to stockpile images before beginning this project. They will then will spend some time looking over the marketing of products and services before being asked to list how they observe how 3 different products or services are presented, and to describe the impression they get from the advertisements the company uses. A worksheet will accompany this assignment.

**Presentation:** Overview the Creative Brief Process with students – discuss the work done during my summer HTCL internship – share digital images of the creative process with students, discuss work flow.

Share .jpg images in order for class presentation:

1. CB\_the\_board.jpg
2. CB\_sorting.jpg
3. CB\_Lasting\_impressions.jpg
4. CB1.jpg
5. CB2.jpg
6. CB3.jpg
7. CB\_presentation.jpg
8. CB\_presentation2.jpg

**Activities, Steps 1-5:**

**Step 1** - Establishing tone and manner – generate a list of 6-8 adjectives based on the following questions.

- How would you describe this (client/project/product/business) to others?
- Who would you like to attract to this (client/project/product/business)?
- What adjectives best describe the message you would like to convey?
- What is the goal of your theme project? To inspire, educate, provoke, motivate, reflect, promote, warn, explore

**Step 2** – Write a creative brief using the attached Creative Brief Worksheet – from this information students will develop a **Brand Positioning Statement** – encompassing how the company would describe themselves, and how they want to be known.

**Step 3** – Visual Theme Building – with your group of 3-5 students generate a random collection of visual and written images that support your Tone and Manner adjectives and stated objectives.

**Step 4** – Classification of images/text into 3-5 main groupings based on color, style, and supporting message. This process is very intuitive your goal is to further develop a 1<sup>st</sup> and last impression. *Caution: too much variety is distracting and tends to overload the viewer – work on developing visual unity, working with items that share similar qualities.*

**Step 5** – Refine groupings into separate portfolios panel presentations each with its own statement and adjective list. The presentations must follow the format laid out below, neatness is extremely important, we don’t want the client getting distracted by small details which might lead them to choose another design firm.

**Presentation requirements for the presentation portfolio:**

- Center panel is on a 20 by 15 inch black mat board.
- The board is hinged to 10 by 15 inch boards on either side to make a standing presentation
- When the presentation board is open the client sees the following from left to right

Brand Positioning	Engaging Visual Themes	Adjective List
How the company would describe themselves, and how they want to be known	Collection of visual images: target audience/job/project May also include powerful text Visual themes grouped with supporting/matching text  (inside image for client)	Large font Centered and typed Black font on white paper for strong contrast

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Discrete formal label Black text on white paper Centered	(closed portfolio cover)
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**Application:**

This product could easily be used by students in their own graphic portfolios and as an example of their creative talents and their ability to generate creative solutions and concrete results.

**Evaluation:**

An Evaluation for the Creative Brief Project Development will be based on the following Rubric criteria.

- Participation – working as a productive member of the group
- Design Elements
- Successful Communication
- Writing Conventions
- Power of Message
- Neatness and Composition of Presentation
- Final Presentation to Class