

Y9 Art – 60 minutes

Lesson plan

Curriculum Link: : To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

Learning Objective: To explore job roles linked to ways in which Graphic Designers can create work that communicates a message and visual style as part of the KS3 Art and Design curriculum.

Learning Outcomes:

- To understand the creative discipline of graphic design.
- To understand ways in which graphic design can be used to express and communicate ideas and be used to represent an organisation's values.
- To understand how knowledge of other job roles can help in developing a brand's visual language and presence.

Success Criteria:

1. **Describe** – What does a Graphic Designer do?
2. **Understand** - How Graphic Designers respond to and interpret a brief?
3. **Apply** – Create a brand identity for a mental health charity that supports young people
4. **Analyse** – What other jobs or skills are relevant for this challenge?
5. **Reflect** – Were there opportunities or roles that interested you?

Timings	Activity	Details	Resources
3 mins	Starter – What do you see?	<p>In pairs: students discuss 2 learnings from the bar chart (<i>for example, the largest percentage of mental health problems in 2020 was in 11-16 yr old girls</i>) Ext: Can you think of reasons for this (<i>The impact of the pandemic on teenagers mental health and increasing low self-esteem and worries about body image as a consequence of social media influences</i>)</p> <p>Facilitator might want to spend a moment before talking through what the bar chart is telling them (<i>comparing percentage of children's mental health across gender and two age groups between 2017 and 2020</i>)</p>	Slide 3



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2 mins	Introduction – What's the problem?	Facilitator to ask a student to read out the statement on the board. Ask pairs to discuss why they think this is a problem. <i>(Young people's mental health and wellbeing has never been so important. These statistics show just how big the problem is for young people in the UK and the need for more care to be provided.)</i> Get feedback, all answers welcome. The Challenge <i>'Help Seb develop a logo and brand identity for the charity that can be used across all materials and publications to help them launch their services in print and online'</i> So, who are the kinds of people who might want to tackle this problem? Introduce the challenge for the students today and the role of a Graphic Designer.	Slides 4,5
7 mins	Describe – What does a Graphic Designer do?	Introduce the role of a Graphic Designer <ul style="list-style-type: none"> • Show the video embedded in the PowerPoint (link here) • Ask students to feedback their answers to how Graphic Designers communicate <i>(for example, using a combination of imagery and words, applying visual hierarchy and page layout techniques, designers use typography and pictures to meet users' specific needs and focus on the logic of displaying elements in printed and online materials, to optimise the user experience)</i> and examples of outcomes <i>(for example, newspapers, magazines, computer games, comics and graphic novels, logos, drinks cartons, tv title sequences etc)</i> 	Slide 6 Video
7 mins	Understand – How Graphic Designers respond to and interpret a brief?	In a group-based discussion: Analyse and share ideas in response to the questions provided on the three different slides: <ul style="list-style-type: none"> • Key facts on children's mental health • What support the charity will provide • The charity's purpose, mission and values <i>See slide notes for more information</i> 	Slides 7, 8, 9



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		This could be done in several ways depending on the class – hands up/pick a person/write ideas on a mini whiteboard/discuss with the person next to you and feedback to the class focusing on one slide at a time.	
25 mins	Apply – Create a brand identity for a mental health charity that supports young people.	<p>Challenge tasks Help Seb develop a logo and brand identity for the charity that can be used across all materials and publications to help them launch their services in print and online.</p> <p>Before commencing with practical responses share with students the different types of logo design/format and discuss examples to qualify their understanding.</p> <p>Students to work through the following 4 tasks:</p> <ul style="list-style-type: none"> • Mindmap options and suggestions for the charity’s name. • Develop chosen name into a series of initial concepts for the logo through sketches and drawings, annotating to explain ideas. • Create a final logo artwork (by hand or digitally – depending on resources available) • Select and develop a style guide that meets the aims of the charity and its 11-16yr old target audience. (This can be a moodboard of imagery styles, fonts and colour developed by hand using magazines or completed digitally if access permits) 	Slides 10, 11, 12, 13
10 mins	Analyse – What other jobs or skills are relevant for this challenge?	<p>Now that the charity’s name and logo have been developed, return to the challenge - <i>‘Help Seb develop a logo and brand identity for the charity that can be used across all materials and publications to help them launch their services in print and online’</i></p> <p>Seb now needs to develop an online presence to launch and promote the charity’s services. Who should he collaborate with?</p> <p>Give students the selection of job roles and descriptions.</p>	Slides 14, 15, 16, 17, 18, 19 Worksheet 1 (optional)



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		<p>Focus is on how students justify inclusion of job role. For those that could be involved students need to say how they would be involved and why knowledge of graphic design would be beneficial.</p> <p><i>Depending on the class this can be done in one of two ways. Either:</i></p> <ol style="list-style-type: none"> 1. <i>Teacher uses the accompanying slides to describe the different roles to the whole class. Have a class discussion to think about the answers to the questions.</i> 2. OR <i>if students are working at different paces within the class, then give Worksheet 1 to students that are ready to start. The worksheet has the same descriptions as the PowerPoint slides so students can use these to make their own decisions and fill in the worksheet.</i> 	
5 mins	Reflect – were there opportunities or roles that interested you?	Students should reflect on these questions individually and make a note of their answers.	Slide 20
	Optional extensions if more time or can be set as homework	<p>Task 1 Research other charities and their awareness campaigns both online and in print.</p> <ul style="list-style-type: none"> • What do you notice about the imagery and language they use? • How do advertising campaigns for big brands differ from charities? Select two examples to compare. <p>Task 2 Develop your logo design into a broader visual language by creating designs for a poster campaign and/or promotional material that could include:</p> <ul style="list-style-type: none"> • Billboard advertisement • Website design (sample homepage and navigation) • Stationery and business cards 	Slide 21

