Graphic Design Basics: Typography

Media Type: Hybrid (Video Segment with Microsoft® PowerPoint® Presentation Segments)
Duration: 14 min/55 slides

Goal: This presentation aims to explore the use of typography in design.

Description: The presentation begins with an exploration of typography basics to establish an understanding of design vocabulary having to do with typography. Then the presentation explains the types of typefaces and various considerations which must be made to use these typefaces. The presentation ends with the typography tools used in graphic design programs.

Objectives:
- To apply principles of typography as they relate to layout and page composition in order to appropriately use various forms of type when designing layouts.
- To employ typography tools to manipulate text within layouts such as threading and flowing text frames.
- To investigate the use of typography as an expressive form such as using text as an image or combining type and images into a cohesive form.
- To apply typography to a design.
- To explain attributes and characteristics of various type styles and their uses (e.g. X-height, serif, spacing).

Common Core Standards

Arts, A/V Technology & Communications Career Cluster (AR)

| Cluster	Standard
	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster™.
	Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster™.
Visual Arts Career Pathway (AR-VIS)	Describe the history and evolution of the visual arts and its role in and impact on society.
	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
	Analyze and create two and three-dimensional visual art forms using various media.

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College & Career Readiness Anchor Standards for Language

Language Standards

Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	9-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	9-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
	9-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition & Use	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
	9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College & Career Readiness Anchor Standards for Writing

Writing Standards

Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
	9-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	9-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
	9-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Range of Writing	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	
	9-12.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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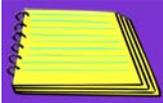
Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the "Printable Resources" section. If student licenses have been purchased, an interactive version of the Student Notes is available in the "Interactive Activities" section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Video 7 min.

Class 1: Begin class by passing out the *Graphic Design Basics: Typography Vocabulary Handout* and *Worksheet* for students to reference during the presentation. Show the *Type Basics* video segment and administer the corresponding *Assessment.* Distribute the *Typography Samples Project* and assign as homework.

Video 7 min.

Class 2: Remind students to continue using the *Vocabulary Handout* and *Worksheet.* Pass out the *Anatomy of a Letter Student Handout* and review with students. Show the *Types of Typefaces* video segment and administer the corresponding *Assessment.*

Class 3: Have students begin the *Decorative Typography Activity.*

Class 4: Allow students to continue to work on the *Decorative Typography Activity.* Collect the *Activity* at the end of the class period.

Slides 1-19

Class 5: Remind students to continue using the *Vocabulary Handout* as reference material. Show slides 1 to 19 of the *Designing with Type* PowerPoint®. Have students begin the *Typographic Logo Activity.*

Slides 20-38

Class 6: Remind students to continue using the *Vocabulary Handout* as reference material. Show slides 20 to 38 of the *Designing with Type* PowerPoint®. Allow students to continue working on the *Typography Logo Activity.*

Slides 39-55

Class 7: Remind students to continue using the *Vocabulary Handout* as reference material. Show slides 39 to 55 of the *Designing with Type* PowerPoint®. Students should complete the corresponding *Assessment.* Allow students to continue to work on the *Typography Logo Activity.*

Class 8: Assign the *Magazine Spread Project* and allow students to work.

Class 9: Lead a class discussion so students can share their findings from the *Typography Samples Project* with the class. Students should continue working on the *Magazine Spread Project.*

Class 10: Students should continue working on their *Projects.* Students should turn in their *Typography Logo Activity* before the end of class.

Class 11: Distribute the *Graphic Design Basics: Typography Final Assessment* and allow time for students to complete it. Students should turn in their *Projects* before the end of class.

Lesson Links

Butterick's Practical Typography
- www.practicaltypography.com

Hoefler & Co.
- www.typography.com

Fonts.com
- www.fonts.com

Career & Technical Student Organizations

Business Professionals of America
- Graphic Design Promotion

Future Business Leaders of America
- Digital Design & Promotion

Skills USA
- Advertising Design
- Graphic Communications
- Pin Design
- T-Shirt Design

Technology Student Association
- Desktop Publishing
- Promotional Graphics

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Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50470, Brian Johns, Graphic Artist/Designer, Kenyon & Associates, Architects
- iCEV50331, Daniel Hutchinson, Graphic Designer, International Justice Mission
- iCEV50408, Mirhee Kim, Graphic Designer, Converse Marketing

Lab Activities

Decorative Typography
Directions:
Students will be given a word and will need to design a decorative typeface which represents the word. See the *Teacher Instruction Sheet* for more information.

Typographic Logos
Directions:
Students will be given a variety of typefaces and must create logos for companies which best embodies the cultural and social associations with the typeface.

Projects

Typography Samples
Directions:
Students will collect samples of typography they enjoy and will reflect on what they admire about the samples.

Magazine Spread
Directions:
Students will be creating a magazine spread using an articles they have pre-approved by you. They must include images, two typefaces and two different instances of alignment. See the *Project* sheet for more information.

CEV