DAY 21 LESSON PLAN: LAYOUT
WEEK 5: DESIGN - COMMUNICATE, DON'T DECORATE

DATE: _____ TEACHER:_____ SECTION:_____

OBJECTIVE:

TSWBAT learn the essentials of layout and grid theory used by designers to create effective compositions.

TSWBAT practice applying grid techniques by sketching layouts for various content.

COMMON CORE: ELA-LITERACY
RST.9-10.4, RST.11-12.4
W.9-10.3.C, W.11-12.3.C
W.9-10.4, W.9-10.4
SL.9-10.5, SL.11-12.5

ISTE STANDARDS: 3C, 4A

STEPS: OPEN PRESENTATION 21

1 **DO NOW:** 3 minutes
Look at your content and write down the orientation of your dominant photo and number of horizontal and number of vertical images. Download the images in a folder together to your documents folder.

2 **LECTURE:** 20 minutes
Continue Presentation 21 to introduce vocabulary words. Emphasize the goal of communication and share the principles of design. Discuss grid theory and types of grids. Show examples and ask students questions about the use of the grid. Introduce the exercise.

3 **ACTIVITY:** Grid Drawing Exercise - 20-25 minutes
Distribute the Layout Exercise Worksheet. Divide each spread using the grid provided. The layout must fit the given content of each spread. Draw the eyeline first, then the dominant photo. Label the content modules. In at least two layouts, break the grid or try something experimental.

4 **CLOSURE:** 5 minutes
Students will share their layouts with peers and check to ensure requirements have been met. Collect the sketches at a given deadline and score them for use in the yearbook.

MATERIALS:

Presentation 21

Layout Exercise Worksheet

Content for Spread

VOCABULARY:

Composition/Layout
Principles of Design
Focal Point
Baseline Grid

Column Grid
Modular Grid
Hierarchical Grid
Eyeline

ENTOURAGE YEARBOOKS

DAY 22 LESSON PLAN: INDESIGN BASICS
WEEK 5: DESIGN - COMMUNICATE, DON'T DECORATE

DATE: _____ TEACHER:_____ SECTION:_____

OBJECTIVES:

TSWBAT use InDesign to create a yearbook spread by using the Selection Tool, Rectangle Tool, Rectangle Frame Tool, Swatches, and Align Tool.

TSWBAT recreate your layout using design principles and proper use of grid, bleeds, links, margins, and gutters.

COMMON CORE: ELA-LITERACY
W.9-10.6
W.11-12.6
SL.9-10.5
SL.11-12.5

ISTE STANDARDS:
1D, 4A, 4B, 6B

STEPS: OPEN PRESENTATION 22
EDONLINE USERS, REFER TO SURVIVAL GUIDE FOR HELP

1 DO NOW: 3 minutes
Decide on your favorite layout to practice with today. How many columns and/or rows were in the grid?

2 LECTURE AND GUIDED PRACTICE: 25 minutes
Continue Presentation 22. Guide students through setting up a document in InDesign. Generally they will be working from a template but they should also know how to setup their own document. Demonstrate and have students practice using the Selection Tool, Rectangle Tool, Rectangle Frame Tool, Swatches, and Align Tool. EdOnline users recreate the layout with corresponding tools.

3 ACTIVITY: Recreate Grid Layout - 20 minutes
Students will compile all of the content for the spread into one folder(including photographs and Quick Read for secondary coverage) and recreate their top grid layout and place images using InDesign. Check for understanding and proper file organization. Save the file according to teacher specifications.

4 CLOSURE: 5 minutes
Students will compare their original design to the digital version and give each other feedback.

MATERIALS:

Presentation 22

Grid Layout Sketches

InDesign

VOCABULARY:

Selection Tool
Rectangle Tool
Rectangle Frame Tool
Swatches
Align Tool
InDesign
Links

DAY 23 LESSON PLAN: IMPLEMENTING THE STYLE GUIDE
WEEK 5: DESIGN - COMMUNICATE, DON'T DECORATE

DATE: _____ TEACHER:_____ SECTION:_____

OBJECTIVES:

TSWBAT implement the style guide by using a template to keep design consistent.

COMMON CORE: ELA-LITERACY

W.9-10.2.E
W.11-12.2.E
W.9-10.6
W.11-12.6

ISTE STANDARDS: 4A, 4B

STEPS: INDESIGN USERS CREATE A STYLE GUIDE TEMPLATE PRIOR TO THIS LESSON
SAMPLE TEMPLATE PROVIDED ON ALL ACCESS USB, PLEASE MODIFY TO FIT YOUR STAFF'S THEME

1 **DO NOW:** 3 minutes
Students will address the prompt: Why is a style guide important in a yearbook?

2 **LECTURE:** 10 minutes
Provide and review style guide and/or template with students. Make sure all fonts are installed. No pink boxes should be on the spread, this indicates a missing font. Demonstrate how to work from the template spread. Redraw or copy the frames into the new template document. Emphasize the importance of consistency in the yearbook. You may consider having multiple templates for different sections.

3 **ACTIVITY:** Using the Style Guide Template - 20-25- minutes
Students continue adding their content and following all requirements on the style guide template.

4 **CLOSURE:** 5 minutes
Students will peer review each other's work for consistency.

MATERIALS:

Template for Style Guide

VOCABULARY:

Style Guide Template

DAY 24 LESSON PLAN: SPREAD WORK DAY

WEEK 5: DESIGN - COMMUNICATE, DON'T DECORATE

DATE: _____ TEACHER:_____ SECTION:_____

OBJECTIVES:

TSWBAT combine all content to create an appealing yearbook spread about a staff member.

TSWBAT create a spread that satisfies these requirements: Vary elements in size and shape Text is kept to the outside. Strong sense of balance and unity. Has a focal point and an eyeline.

COMMON CORE: ELA-LITERACY

W.9-10.6
W.11-12.6
SL.9-10.5
SL.11-12.5

ISTE STANDARDS: 4A, 4C

STEPS:

1 DO NOW:
Students will open the spread they were working on from the previous class period.

2 LECTURE: 5 minutes
Review requirements for expectations in spread design.

3 INDEPENDENT PRACTICE: Spread Work Time 40 minutes
Students will continue working to complete the spread and satisfy all requirements.

4 CLOSURE: 5 minutes
Students will peer review and give each other critical feedback. Assign deadline for completion.

MATERIALS:

Student's Spread
InDesign File

VOCABULARY:

Selection Tool
Rectangle Tool
Rectangle Frame Tool
Swatches
Align Tool
InDesign

Style Guide
Template

e ENTOURAGE YEARBOOKS

DAY 25 LESSON PLAN: PACKAGING/EXPORTING/SUBMITTING

WEEK 5: DESIGN - COMMUNICATE, DON'T DECORATE

DATE: _____ TEACHER:_____ SECTION:_____

OBJECTIVES:
TSWBAT successfully package, PDF, and submit their final spread.

TSWBAT peer review student work and check criteria.

TSWBAT check links, proofread, and correct errors.

COMMON CORE: ELA-LITERACY
W.9-10.2.E
W.11-12.2.E
W.9-10.5
W.11-12.5

ISTE STANDARDS: 1D, 6D, 7B

STEPS: INDESIGN USERS - OPEN PRESENTATION 25 EDONLINE USERS DEMO SUBMITTING A SPREAD.

1 **DO NOW:** 10 minutes
Students will review their neighbor's spread for any errors.

2 **LECTURE AND GUIDED PRACTICE:** 10 minutes
Continue Presentation 25. Demonstrate and practice packaging files and checking for missing links.
Share the process of creating a PDF. Model how to open the PDF outside of InDesign and check for errors.

3 **ACTIVITY 1:** Package and PDF - 10 minutes
Students will finish their spread and package their files with a PDF named according to your requirements.
Students will open the PDF to do a final check for errors.

4 **CLOSURE:** 5 minutes
Have students submit the packaged folder with PDF to specified location for uploading.
Check for understanding by asking students, "What happens if you find a mistake after you PDF?"

MATERIALS:
Presentation 25

Finalized Student Spread

Spread Checklist

VOCABULARY:

Package   Links
Export   PDF