

Lesson Plan: Drawing for Design and Production

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Title: Logo design and Ad campaign relating to forestry management.

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Grade Level: 9-12

Subjects covered: 2-D design, Advertising, Forest management, Forest products.

Brief description: Students will be introduced to the principles and elements of effective marketing strategies incorporating dynamic logo design and visual advertisements. Students will create original artwork that will convey the attributes of **best management practices**, or promote a company that produces products made from **forest resources**.

Time requirements: 2-3 weeks.

Setting: This lesson will be taught in the DDP curriculum, either in the art room or technology room.

Lesson objective: Students will learn about the variety of organizations that promote effective forestry management, and the variety of businesses that benefit from effective forest cultivation. Students will also learn how to create effective visual symbols that communicate the importance of these services and businesses. By studying the existing logos of organizations like the DEC and Temperate Forest Foundation, they will become more familiar with their presence in their society.

Materials: Preference of the teacher, but could include; markers, pen and ink, watercolors, color pencil, poster-board, mechanical drawing tools, computer graphics programs.

Standards addressed: Art standard #1- Art production; Standard #2- Using materials, techniques, learning vocational options; Standard #3- Communicating ideas through art, Standard #4- Understanding social and cultural significance of art.

Procedure: Step 1. Students are introduced to effective logo designs and Ad campaigns for a variety of products and businesses. Students are then introduced to the specific logos for environmental agencies, forest management organizations, and forest product industries. Discussion focuses on what makes an effective logo design (the principles and elements of design) and the primary function of organizations like the Temperate Forest Foundation.

Step 2. Demonstration on drawing techniques, composing designs, color theory, use of mechanical aids to draw, etc.

Step 3. Students are asked to select an organization or business they would like to work with to develop a logo and Ad campaign for. They must research similar existing organizations/ businesses to determine what the **essential attributes** of that organization or product are. For example: if they wish to create a new logo for the Department of Environmental Conservation, they must find out exactly what the department does. These attributes must be communicated in their ad campaign.

Step 4. Students will submit several rough-drafts of their logos, getting feedback from the teacher and discussing what materials might be used in the final draft.

Step 5. When the final logo is complete, students will incorporate it into a larger design that may take the form of a billboard, poster, or informational presentation that goes into greater detail about the organization or product. This must include **dynamic text** and **visual images** that depict the product or describe the attributes of the organization. Again, a rough-draft must be submitted to the teacher for approval/ revision.

Step 6. These final artworks will be presented to the class for critique.

Assessment: **Authentic assessment** utilizing teacher observation, student effort, originality, craftsmanship, and effectiveness of communication to the class during critique.

Literature/ resources: Vocabulary and concepts for **BMP's** and other pertinent forestry management terms supplied by the Temperate Forest Foundation.

Forestry Tour Attended: Northeast Forestry Tour, Catskill Mountains. August 4-7, 2009

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