

Students Design the Belt-line

Students in role as designers create plans for the envisioned Belt-line coming through their community. They will work with a team of guest teaching artists, community experts, and model makers. Their work will be viewed by the community and feedback will be given by urban planners. This program worked with junior and senior high school art students in two art classes. Total of 35 students. The art classroom was used along with exhibition space for the final products. Students walked the area that was to become the proposed Belt-line in their community. The program was part of a grant from the National Endowment for the Arts in conjunction with the Museum of Design Atlanta. The initial class was on creating a community of designers. I was the originator of the program and designed and implemented the lessons.

Banneker High School – Lesson Plan - Fulton County

Create a Design Community

<p>Standards Graphic Design 9-12.6 Connections Standard: Identifies and discusses the role of graphic design in education for careers in graphic arts, and development of specific work skills that businesses value. 12 Topic: Critical Analysis and Aesthetic Understanding Standard: Selects and applies criteria appropriate for the evaluation of specific graphic/commercial designs. 14 Topic: Critical Analysis and Aesthetic Understanding Standard: Critiques graphic design using the process of description, analysis, interpretation, and judgment based on evidence observed in the artwork.</p>	
<p>Big Idea: Artists communicate ideas in Their Designs</p>	
<p>Elements to be Assessed:</p> <ul style="list-style-type: none"> • Ability to play the role of a worker in a artistic/design field. • Ability to work as part of a team in that role. • Ability to place meaning to shapes and solids. • Critical Analysis of buildings. 	
<p>What Students should Know Design Teams create the Built Environment Design Elements have Meaning and Communicate Ideas and Beliefs.</p>	<p>What Students should be Able to Do Work with a team to create a design. State the meaning that specific design elements have for others and for themselves.</p>
<p>Enduring Understandings Design Teams create the Monuments of the Present that represent the Past The Response You Get is the Meaning of Your Communication</p>	
<p>Essential Questions How do we Measure Success? What is my role as part of a Team? How does a Design Hold Meaning?</p>	

Performance Assessment

Students will fill out a chart giving personal meaning to basic shapes and solids
In Teams students will create a fictitious portfolio of past successes and failures

Lesson Activities

- **Establish a Design Firm**

- Divide the class into Design Teams of 3 or 4.
- Ask the question: *What name would you give your team in order to promote the team?*
- *If we were a design firm specializing in the Built Environment for what would we want to be known?*
- *What Company Name would we want to use to promote our work?*
- Have students give reasons for particular names and find a way to make the choice.
- Design a calling card that includes the company name, the team name and the individual name. Consider the image that will go on the card.
- Fill out the Chart connecting meaning to Shapes.
- Fill out Teamwork Rubric
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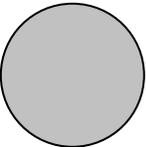
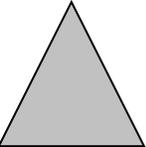
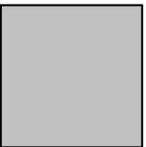
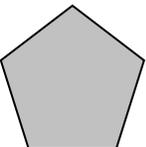
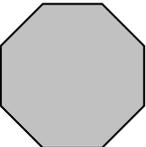
- **Create a history of the Design Firm.**

- Look at a variety of structures that we assisted in designing and that brought us great profit.
- Evaluate the buildings according to a personal criteria.
- Choose specific buildings for which the Design Team assisted.
- Fill out a Portfolio Sheet for 2 buildings.
- Acknowledge that there had been some recent failures.
- Fill out a Portfolio Sheet for 2 failed (unrealized) buildings.
- Fill out the Chart connecting meaning to Solids.
- Fill out Teamwork Rubric

Reflection

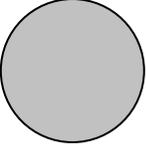
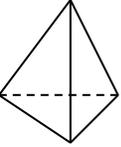
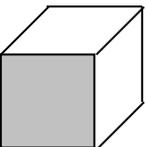
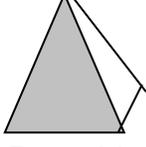
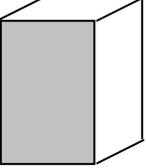
THE MEANING CONNECTED WITH THE SHAPES WE USE IN DESIGN
 Chart for Clients to explain the Aspects and Meaning we Give to Shapes

Design Team _____ Date _____

Shape	# points	# sides	Structural Aspects	Emotional Associations	Character Traits	Spiritual Associations
						
						
						
						
						
						
						

THE MEANING CONNECTED WITH THE SHAPES WE USE IN DESIGN
 Chart for Clients to explain the Aspects and Meaning we Give to Solids

Design Team _____ Date _____

Shape	# points	# Edges	# Sides	Structural Aspects	Emotional Associations	Character Traits	Spiritual Connections
 Sphere							
 Tetrahedron							
 Cube							
 Pyramid							
 Golden Rectangle							

Demonstration of Successful Design Portfolio Items # _____

Associate Designs Design Team _____

Team Members _____

Structure's Name:

Construction Date:

Site:

Description:

Analysis of Success:

Success based on the following Criteria:

Demonstration of Design Failure Portfolio Items # _____

Associate Designs Design Team _____

Team Members _____

Structure's Name:

Design Date:

Proposed Site:

Description:

Analysis of Failure:

Failure based on the following Criteria:

Business Card Design

What do you want the card to Communicate:

- Include:
- | | |
|-------------------------|------------------------|
| 1. Name of the Firm | 2. Design Team Name |
| 3. Personal Name | 4. Position |
| 5. Symbol of Creativity | 6. Contact Information |

Design #1

Design #2

THE DESIGN FIRM

TEAMWORK CARD

DESIGN TEAM _____

DATE _____ NAME: _____
DESCRIBE HOW THE DESIGN TEAM WORKED.
COMPLETE THE SENTENCES WITH SPECIFIC THINGS.

THINGS I DID WELL....	THINGS I CAN DO BETTER....
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RETURN COMPLETED FORMS TO HUMAN RESOURCES VIA THE CEO

THE DESIGN FIRM

TEAMWORK CARD DESIGN TEAM _____

DATE _____ NAME: _____
DESCRIBE HOW THE DESIGN TEAM WORKED.
COMPLETE THE SENTENCES WITH SPECIFIC THINGS.

THINGS I DID WELL....	THINGS I CAN DO BETTER....
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RETURN COMPLETED FORMS TO HUMAN RESOURCES VIA THE CEO

How do we Measure Success?
What is my role as part of a Team?
How does a Design Hold Meaning?

