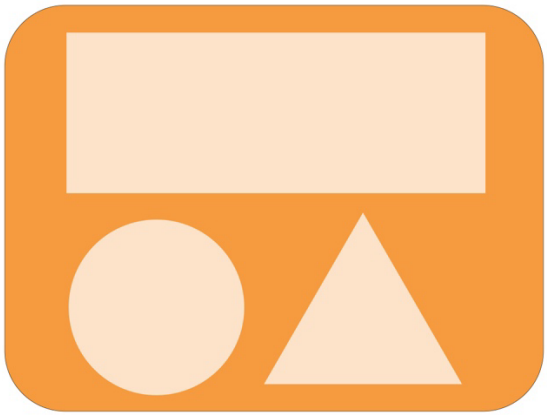
# The *art* of Graphic Arts

## Beacon Hill Middle School Grades 6-8

Alaina Sanford





# THE *ART* OF GRAPHIC ARTS

## BEACON HILL MIDDLE SCHOOL

## MEDIA ARTS 6-8

Alaina Sanford

University of Georgia

ARED5470: Issues and Practices in Art Education and Student Teaching

## UNIT PLAN

**The Big Idea to be Explored in this Unit** What is graphic design?
During this unit we will explore the basics of graphic design including the principles of design, and an overview of form, type and color. We will do this through looking at a myriad of artists including Saul Bass, Susan Kare, Art Sims and Paula Sher. I will also discuss my previous career in creative marketing for Warner Bros. television.

**Relevance for Learners**: Beacon Hill Middle School is a predominantly white school with over 60% of students being white while only 18% are black. Located right outside of Atlanta's city lines while still being firmly ITP (inside the perimeter), city of Decatur is a unique combination of suburban houses but also extremely walkable. Many students walk to school and to the square after dismissal. These students have a level of independence that I did not have growing up. These are also students who have grown up with smart devices. They are constantly bombarded with advertising, influencers and content. Thus, this unit is relevant because it helps students recognize the level to which they are being marketed to. This unit aims to make the invisible design of their lives more visible. I want them to have a better understanding that almost every object they touch or see has been designed. Often fine art feels removed from student's daily lives, but graphic design is a part of their day-to-day. Being able to recognize and understand these concepts will help them become better designers as well as more knowledgeable and media savvy consumers of the world.

**Rationale grounded in Contemporary Theories of Art Education:** My hope is that this lesson is grounded in culturally relevant pedagogy with a slight emphasis on media literacy. By discussing and understanding the basics of graphic design, students will learn how much of our cultural identity is based on the marketing and design that we are surrounded by. Being able to better recognize the intent behind much of the design in the world will hopefully make students more savvy consumers of media. Because students will be interviewing and making logos for another person, they will have an opportunity to explore and understand that person's cultural and personal background. "Dialogue in art classrooms can help educators get to know their students, help students get to know each other, and help students build their abilities to share their ideas and cultures with others" (Buffington & Bryant, 2019, p. 24). Through the design of these logos, we can learn more about each other and the world around us while also recognizing the shortcomings we encounter along the way.

**Key Concepts/Understandings (Objectives)**: Through this unit students will better understand the principles of design and how they are a part design and art but also everyday life. Students will understand an overview of graphic design and its history and objectives. They will know the basics of form and typography as well as an introduction of color theory. Students will have a beginner knowledge of Google Drawing. They will understand the importance and value of brainstorming and communicating ideas. Students will learn the value of good branding and logo design. They will have a basic understanding of how a marketing agency works and how to navigate designing and creating for others.

**Essential Questions**:
How does graphic design impact our everyday lives?
How can we use graphic design to deepen our understanding of ourselves?
What is the value in designing for others?

**Established Goals:**

**National Standards**
**Creating - VA:Cr2.1.7a** Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design

**Presenting - VA:Pr4.1.7a** Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

**Responding – VA:Re.7.2.8a** Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions

**Connecting – VA:CN10.1.8a** Make art collaboratively to reflect on and reinforce positive aspects of group identity.

**Georgia Standards**

**Creating MA7.CR.1.a** Identify and work to solve problems through creative thinking, planning, and/or experimenting with media artworks by applying inventive processes (e.g. concept modeling, prototyping).

**Presenting/Producing MA7.PR.3.b** Compare and contrast viewing and experiencing media arts productions, considering impacts on personal growth.

**Responding MA7.RE.2.a** Interpret the intent and meaning of a variety of media artworks expressing moods, feelings, themes, and/or ideas, using self-developed criteria incorporating specific elements and principles.

**Connecting MA7.CN.1.a** Identify and build media arts skills that support a variety of career options, higher order thinking, problem-solving, creativity, personal beliefs, cultural traditions, and real-world issues that influence the interpretation and creation of media artworks.

**Evidence of Understanding:** Through this unit students will both create, communicate and present personal logos for their partner's portfolio sites. Students will begin with drawing on paper an example of all the principles of design to show understanding of the basic components of graphic design. Through their exploration of Google Drawing students will create idea boards that reflect their personal style and taste. Once these boards are created students will then complete a questionnaire with their partner and discuss their idea boards. They will then create a personal logo for each other using Google Drawing by referencing the form they completed as well as their idea boards. Finally, they will present that logo to their partner at the end of the unit. Through this logo design process, they will create an idea board and logo, present their ideas to their partner, respond to their partners ideas for the logo and connect with them based on the knowledge learned.

## LESSON 1 – The Principles of Design

**Slide Deck:**
https://docs.google.com/presentation/d/14TlySA9hHhIX3hnxiwMixuEkflHfKKdxcFlOGXWj9aY/edit?usp=sharing

**Lesson Rationale**: This lesson introduces students to the principles of design. This is presented as the building blocks of good design. We will discuss these principles using both contemporary and historic artists. This includes George Lucas, William Morris, Saul Bass and Carolyn Davis. The idea is to show them how these principles can be seen in both simple logos like the Nike Swoosh by Carolyn Davis and the complex wallpaper patterns of William Morris.

**Key Concepts and Understandings for this Lesson**: Students will understand or know more about the principles of design. We will be covering pattern, balance, emphasis, contrast, alignment, proximity, movement and proportion. They will better understand how these design principles are everywhere and give them a name.

**Essential Question(s)**: How are the principles of design already a part of your daily life? What design principles do you feel you have overlooked?

### Lesson Goals

**Georgia Standards**
**Creating MA7.CR.1** Generate and conceptualize artistic ideas and work.

**Creating MA7.CR.1.b** Document evidence through storyboards, diagrams, visual/verbal journal, and sketches.

**National Standards**
**Creating VA:Cr1.2.8a** Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.
**Creating VA:Cr2.3.7a** Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas

**Evidence of Understanding (objectives)**: Students will create drawings that illustrate the 8 principles we covered during class. They will be asked to use detail and cover and not just copy the examples provided in the presentation. They will be asked to complete a reflection in their journals as well that will point to their c of the principles presented.

**Differentiation:** This lesson will be presented in many ways. Throughout the presentation I will often ask for student input and present examples of the design principles in both simple shapes as well as in context of movies, art, photography and logo design. This way they have many opportunities to connect the ideas. By drawing with pencil and paper students will be encouraged to explore concepts without the confusion of tech and program complications. Students will also have printouts of the slides and definitions in their journals for future reference.

**Important Vocabulary and Definitions:**

**Principles of Design**: Eight design rules to guide how you create. How you use, combine or break these principles make your compositions more, clear, intentional or interesting.

**Pattern**: A repeated or predictable arrangement of line shapes, colors, type or other design elements.

**Balance**: The visual weight of objects in a design. How this weight is distributed affects how the design feels. Balance can be symmetrical, asymmetrical or radial.

**Emphasis**: A way to draw the viewer's attention to a specific focal point or object. It is used to highlight specific elements and create a visual hierarchy

**Contrast**: When two or more opposite or differing elements of a design are placed next to each other to highlight their differences.

**Alignment**: Arrangement of design elements along a common line or edge. This helps create structure, order and connection.

**Proximity**: Design elements that are placed close to each other and imply a related group

**Movement**: Using visual elements to lead the viewer's eye around a composition.

**Proportion**: The relationship between the sizes of different elements in a composition. Larger elements often read as more important

**Lesson Overview**:

**Starter:** Students will come in and be asked to compare and contrast two graphic posters that will be displayed on the smart board. They will write these down in their journals and then will discuss them as a class.

**Overview of lesson**: After we have discussed the two posters, I will say “Ok so a lot of what you all described are parts of graphic design and more specifically the principles of design. So today we are going to put some names to concepts a lot of you probably already know and see every day!”

**Tap into prior knowledge**: How many of you have seen a movie poster, or been convinced to buy something because of how it looked? This is the impact of design and the power of the principles of design.”

**Introduction of artist**: Throughout the presentation on the principles of design, we will discuss a myriad of artists briefly. In the warmup we will talk about Saul Bass and the art of the movie poster. Then as we begin looking into each of the principles, we will discuss different artists as they apply. For pattern we will talk about William Morris woodblock wallpaper and the intricacy of these carved patterns. For Symmetry I will show them a screen grab from George Lucas’s *Star Wars: A New Hope* and ask students how the size of the death star compared to the Millenium falcon is supposed to make you feel. In movement we will look at Carolyn Davis’s Nike Swoosh design and the power or simple movement.

**Art making activity**: Once we are done reviewing the 8 principles of design I will take answer any questions. Then I will pass out a sheet of paper that has 8 boxes on it. In each box is a different principle with it’s definition. I will ask the students to illustrate each principle of design. They will be asked not to copy what is in the slide deck but to explore what interests them or what they like to draw. I will make sure they know that the examples from the presentation are also in their journals for reference.

**Monitoring of students**: I will continue to walk around the room and answer any questions as they work. I will ask them questions concerning their designs and choices as well as talk through any examples or concepts they are confused by.

**Clean-up Procedures**: Students will be asked to place their finished sheet on the front table before they leave and put up all colored pencils that they used.

**Closure**: I will then ask them to complete the reflection question in their journals. It asks them to pick an object from the room and describe which principles of design are used.

**Assessment**: For this lesson I will review their drawings and note which principles students are struggling with. This way I can go back over any major concepts they are missing.

# LESSON 2 – Intro To Graphic Design & Google Drawing

**Slide Deck:**
https://docs.google.com/presentation/d/14TlySA9hHhIX3hnxiwMixuEkflHfKKdxcFlOGXWj9aY/edit?usp=sharing

**Lesson Rationale**: Through this lesson students will be introduced to the basics of graphic design. They will get an overview of the history of graphic design as well as a brief discussion of type and form (color will be saved for a future lesson). We will discuss the design process and how to build an idea board. I will talk about my history at Warner Bros. TV Marketing as well as discuss Susan Kare of apple icon fame.

**Key Concepts and Understandings for this Lesson**: Students will understand or know more about the history and importance of graphic design. Students will understand the basics of form and type. Students will understand the design process and the importance of ideation. Students will begin to work in Google Drawing.

**Essential Question(s)**: How does graphic design impact how you see and interact with the world?

**Lesson Goals**

**Georgia Standards**
**Responding MA7.RE.1.a** Identify, describe, and analyze methods, various styles, message, and meaning with intent to develop and organize personal ideas, resolve specific visual arts problems, and create works of media art to manage audience experience.
**Creating MA7.CR.2.a** Design, propose, and evaluate artistic prototypes and processes for media arts productions, considering expressive intent and resources to integrate content and meaning, and demonstrate understanding of associated elements and principles.

**National Standards**
**Responding VA:Re.7.2.7a** Analyze multiple ways that images influence specific audiences.
**Creating VA:Cr1.2.6a** Formulate an artistic investigation of personally relevant content for creating art.

**Evidence of Understanding (objectives)**: Students will begin working in Google Drawing to build an idea board for their logo. Through this they will be asked to engage with type, form and color while also working within the design process.

**Differentiation:** This will be the first lesson students will be using the program google drawing which could be very intimidating to many learners. I will go over it on the smart board via a presentation and demonstration, as well as provide step-by-step instructions on a printout. Because this is just the idea board phase of the project there is truly no incorrect way for them

to learn the program. It will be time used to experiment with the limitations and tools of the app without having anything due or graded.

**Important Vocabulary and Definitions:**

**Graphic Design:** Graphic Design is a way to communicate an idea or message in a visual format. It often involves the use and intentional layout of *color, form* and *type.* While often created digitally it does not have to live online

**Form:** The shape, structure or appearance of a visual element
**Geometric:** Precise form based on math
**Organic:** Irregular forms, often found in nature.

**Typography**: The art and design of arranging type to make written language readable. Typography helps give designs character and emotion.

**Serif:** Fonts that have small decorative flourishes at the ends of letters.
**Sans Serif:** These fonts have no flourishes on letters.
**Script:** Fonts that mimic handwriting and calligraphy
**Display:** Decorative fonts that are used to add personality and impact.

**Weight:** Refers to the heaviness or thinness of a font.
**Alignment:** Refers to how text lines up on a vertical axis.

**Lesson Overview**:

**Starter:** There will be a warmup to review the principles of design covered in the last lesson. I will have two film posters on the board and they will be asked to identify which principes of design they see in each one. They will write this down in their journals and then we will discuss as a class. I will let them come up to the board and circle the elements they notice.

**Overview of lesson**: After we have discussed the two posters, I will introduce the lesson. “So a lot of what we have been talking about are examples of graphic design. We use all these elements and principles in different ways to create graphics that help us feel things, engage with things and buy things. So today we’re going to get deeper into what graphic design is and introduce the big project for this unit”

**Tap into prior knowledge**: Have you ever judged a book by it’s cover? Personally, I do, because that’s the power of graphic design. Who here has a book they’d like to share and have us guess what it’s about based on the cover?

**Introduction of artist**: I will take time during this presentation to discuss my past career at Warner Bros. I will talk about the design process and working for a large company in graphic design. I will show them examples of events and shows that I was involved in. I will also show them the work of Susan Kare who designed the early apple icons in the 80s. We will talk about how her graphics built an entirely new language for computer graphics but were based in the history of embroidery.

**Art making activity**: Once we complete the presentation, I will talk them through the basics of Google Drawing and tell them about the idea boards they will be creating. They will be asked to create a canvas that has at least 3 colors, 3 shapes, 3 fonts and 3 images that reflect themselves and what they like. They will be given time to explore the program and experiment with it's different functions.

**Monitoring of students**: I will continue to walk around the room and answer any questions as they work. I will ask them questions concerning the idea boards as well as talk through any questions they may have about google drawing.

**Clean-up Procedures**: Students will be asked to rename their files and make sure they are saved in their google drives.

**Closure**: I will then ask them to complete the reflection question in their journals. It involves basic shape psychology. Which shapes do they feel reflect themselves the most and why.

**Assessment**: For this lesson I will ask them to write down any questions concerning google drawings they have on their way out. This way I can review and understand what they are struggling with.

## LESSON 3 – Color Theory & Idea Boards & Interviews

**Slide Deck:** https://docs.google.com/presentation/d/17-r-oJ6szFXcmAwonkH2l641VagNryZ9_7VZKZUDkJs/edit?usp=sharing

**Lesson Rationale**: During this lesson we will discuss the importance of color in graphic design. We will talk about basic color theory as well as color psychology so that students understand how important color choice is when creating their logos.

**Key Concepts and Understandings for this Lesson**: Students will understand basic color theory and color psychology. They will be able to identify why logos choose certain colors. They will be able to apply these concepts to their own design practices. We will discuss pantone's role in color trends and their role in the design industry.

**Essential Question(s)**: How can color impact your emotions or perspective?

**Lesson Goals**

**Georgia Standards**
**Creating MA7.CR.1.b** Document evidence through storyboards, diagrams, visual/verbal journal,

and sketches.
**Responding MA7.RE.3.a** Apply a range of approaches to understand and critique works of media arts using a variety of thinking strategies, considering context, and practicing constructive feedback.

**National Standards**
**Creating VA:Cr1.1.6a** Combine concepts collaboratively to generate innovative ideas for creating art.
**Connecting VA:Cn10.1.6a** Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking

**Evidence of Understanding (objectives)**: Students will continue to finalize their idea boards. They will take time to explore and design a preferred color palette as well as pull and add proper hex codes so that their partner designing the logo will have the correct information. They will also interview their partner to find out what they want in their logo design.

**Differentiation:** We will go over color theory as a class through the presentation and then students will continue to explore their idea. Students will be given time to work and ask questions as well as have much of the presentation as a printout in their journals.

**Important Vocabulary and Definitions:**

**Color Wheel:** A way to visually organize the color spectrum. Used for understanding color relationships and building color palettes.

**Hue:** The specific color or color family on the visible color spectrum

**Primary Colors:** Foundation colors - red, blue and yellow

**Secondary Colors:** Made by mixing two primary colors – green, orange and purple

**Tertiary Colors:** Made by mixing a primary and a secondary color

**Complementary Colors:** colors opposite on the color wheel that results in high contrast

**Analogous Colors:** 3-5 colors that sit next to each other on the color wheel

**Tint:** Adding white to a color

**Shade:** Adding black to a color

**Tone:** Adding gray to a color

**Saturation:** The vividness or chroma of a color. The more saturated a color the brighter it appears

**Hex Codes:** A way to represent a color so that a computer can understand it

**Lesson Overview**:

**Starter:** Today's warmup will be about colors and branding. There will be three color schemes on the board and students will write down what company they think the color palettes belong too. We will then discuss how and why we can recognize them without the actual logo.

**Overview of lesson**: After the warmup I will go through the presentation on color theory. Students will read along and mark things in their journals so that they have it for future reference. "Ok so we will finalize our idea boards today and then we are going to play ad agency. You are going to interview your partner and have them present their idea board to you. This way you can be ready to start designing their logo next class."

**Tap into prior knowledge**: Why are we able to recognize these logos based on their color? If I say McDonalds or Taco Bell can you tell me the colors of their logos?

**Introduction of artist**: During this presentation we will talk less about a specific artist but discuss the role of Pantone and the Pantone color institute. We will talk about the "color of the year" and how color trends are predicated and what they imply.

**Art making activity**: Once we complete the presentation, they will continue to work on their idea boards and finalize them. I will then pass out a form that will ask them to interview their partner and share their idea boards. This paper will also include the grading rubric for the final project. They will spend the rest of class presenting their idea boards to each other and answering questions on the form, knowing that they will be designing each other's final logo.

**Monitoring of students**: I will continue to walk around the room and answer any questions as they work. I will ask them questions concerning the idea boards and what their partner is envisioning for their logo.

**Clean-up Procedures**: Students will be asked to turn in their interview forms

**Closure**: I will then ask them to complete the reflection question in their journals. It will ask what did they learn about their partner today and their visual culture.

**Assessment**: On the interview form they will be able to see the final grading rubric that Ms. Boswell has asked me to implement. This way they will know and understand the expectations before beginning the final design.

## LESSON 4 – Visual Culture & Design Time

**Slides:** https://docs.google.com/presentation/d/1dhnBkKru5sTpSS-1zNnE0yxDawzScMi_Ez9DdkrrQIU/edit?usp=sharing

**Lesson Rationale**: Part of the IB curriculum at Beacon Hill involves understanding visual culture and community. So much of graphic design involves exploring visual culture so I wanted to take a minute at the beginning of class to discuss what students feel is their visual culture. We will discuss graphic artist Tre Seals of Vocal Type who realized that only 3% of practicing graphic designers were black. He began to realize that's why so much graphic design looks the same, it lacked a diverse cultural identify.

**Key Concepts and Understandings for this Lesson**: Students will understand the value of their unique perspectives. They will understand the importance of visual culture and its impact on design and art trends.

**Essential Question(s)**: How does your visual culture impact your choices?

**Lesson Goals**

**Georgia Standards**
**Creating MA6.CR.3.b** Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose, audience, and artistic voice.
**Connecting MA6.CN.2.a** Identify and describe trends in the media arts and communicate how the issues of time, place, and culture are reflected to increase innovation and quality of work (e.g. bridging cultural differences, interdisciplinary study, differing perspectives).

**National Standards**
**Responding VA:Re.7.2.8a** Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
Creating VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

**Evidence of Understanding (objectives)**: During this class students will be designing their partners logo based off their partner's idea board and interview questions. By the end of class, they should have a couple options to present to their partner.

**Differentiation:** If a student with different needs is unable to achieve the design the want in Google Drawing, I will allow them to look at alternate routes including drawing on physical paper. However, I want everyone to at least explore the app.

**Important Vocabulary and Definitions:**

**Visual Culture:** The shared physical and digital world of images, objects and media that shapes how people communicate, form identities and understand society.

**Lesson Overview**:

**Starter:** Today's warm up will have them looking at a bunch of different designs that all use the same style. We will discuss how it is that they all look so similar.

**Overview of lesson**: After the warmup I will talk to them about personal identity and brand identity. "Ok so it's important to realize that there's a difference between taking inspiration from someone and completely copying them. The logos you design for your partner should reflect them and not just what you think looks good. Their personal identity should be present in the logo."

**Tap into prior knowledge**: How many of you have seen ads for different companies or products but they all feel the same? Do the little guys on Kroger ads remind you of the characters on the Christmas target ads? How has AI made every flyer you see look the same?

**Introduction of artist**: Before the AI boom graphic artist Tre Seals noticed this. That graphic designers were making variations of the same thing. He realized that this is partially due to the fact that over 85% of working designers were white. Thus, he understood that they were only tapping into a small portion of the country's visual culture.

**Art making activity**: Once we finish talking about Tre Seals and the importance of authentic design identity, students will get to work making a logo for their partner. They will be asked to present at least 2 rough options to their partner by the end of class.

**Monitoring of students**: I will continue to walk around the room and answer any questions as they work. I will ask them questions concerning their designs and how they think it reflects their partners visual culture and identity.

**Clean-up Procedures**: Students will be asked to export and share jpgs of their current designs.

**Closure**: I will then ask them to complete the reflection question in their journals. It will ask them to list at least 4 things they feel are part of their own visual culture.

**Assessment**: I will ask them to share their current logo designs in google drive to make sure they are making progress.

## LESSON 5 – Finalizing Their Designs & Presenting

**Lesson Rationale**: This is the final lesson of the unit and will highlight the importance of sharing and presenting their work. Throughout this unit I want them to understand the value in creating something for others. Because they are not working on their own logo, and instead are creating for someone else, I hope they learn how to create something that appeases all parties. There is great value in being able to take direction from others. And it's important to learn how to balance your own design sense with what the client wants.

**Key Concepts and Understandings for this Lesson**: Students will understand how to use google drawing and export vector files. Students will understand how to present and explain their logos to their intended owner.

**Essential Question(s)**: How does creating for someone else effect your artistic choices?

**Lesson Goals**

**Georgia Standards**
**Presenting MA7.PR.3** Convey meaning through the presentation of artistic work.
**Responding MA7.RE.3.a** Apply a range of approaches to understand and critique works of media arts using a variety of thinking strategies, considering context, and practicing constructive feedback.

**National Standards**
**Presenting VA: Pr4.1.7a** Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.
**Responding VA:RE.7.1.8a** Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others

**Evidence of Understanding (objectives)**: Students will finalize their logo and export the file as a svg vector file. They will present the final logo to their partner and be able to explain their choices using principles of design and graphic design terminology.

**Differentiation:** I will assist students with any technical difficulties that arise. I will also encourage them to be chatting and discussing things with their partner.

**Important Vocabulary and Definitions:**

**Vector files:** a file format built on math and not pixels. You can scale a vector file without losing image quality.

**Lesson Overview**:

**Starter:** Today's warm up will have them looking at two different versions of the same logo. We will discuss the importance of logos and branding being built as vector files.

**Overview of lesson**: After the warmup I will say they have half the class to finalize their logos and during the second half we will be presenting them to our partners and to the class.

**Tap into prior knowledge**: Has designing for your partner helped you learn more about them?

**Introduction of artist**: I sort of want the students to be the artists this lesson. I want them to talk and discuss the logos they made and how they decided to design them.

**Art making activity**: Part of the class they will work on finalizing their logos and exporting them as vector files. Then they will present them to their partner. I will ask people to share theirs with the class. During this I will ask them to discuss their partner's idea board and interview. I will then ask the partner (for whom the logo is for) whether they feel that the logo represents them.

**Monitoring of students**: I will continue to walk around the room and answer any questions as they work and call on students to present if they are comfortable doing so.

**Clean-up Procedures**: Students will be asked to make sure that their logos, idea boards and interviews are all turned in on google drive.

**Closure**: I will ask them to complete the grading rubric they were give back in lesson 3. I want them to assess themselves first.

**Assessment**: I will collect their self-graded rubrics and then grade their overall project myself. This will include the idea boards, the client (partner) interview and final logo.

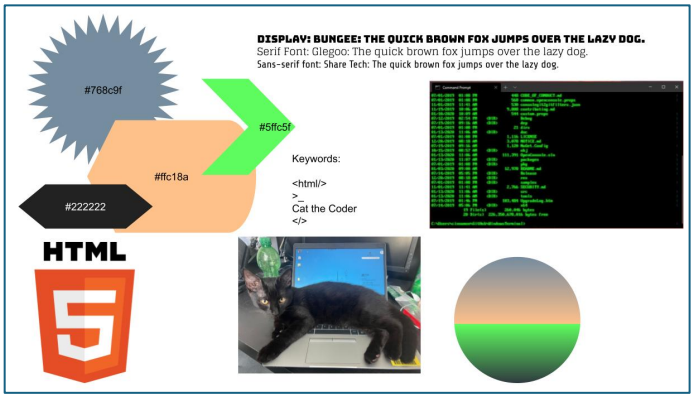
# Mood Boards




COOPER WEINBERG – 8th Grade




MAIA CALASCIBETTA – 8th Grade




EVAN RIEDL – 7th Grade




DARYA YANUL – 6th Grade

## Final Logos




CAITLIN ROBERTS – 8th Grade - Logo for Lina




LUKE SANDERS – 7th Grade – Logo for Self



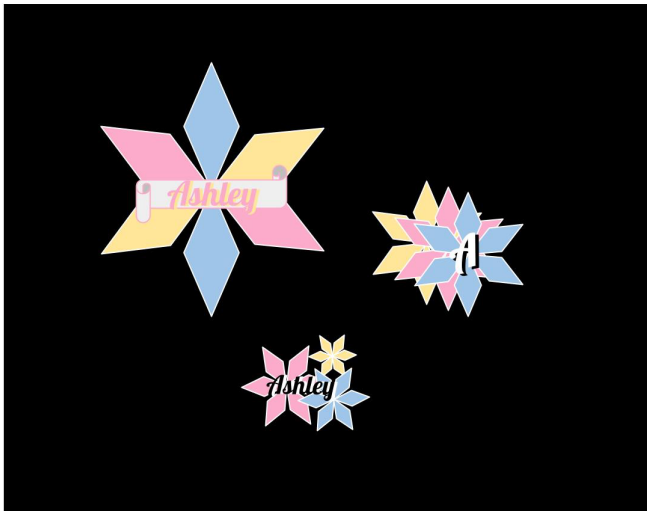

CATTALIA CLARK – 7th Grade – Logo for Gwen



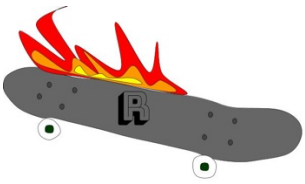

REX GREENFIELD – 6th Grade – Logo for Zayd




EMMETT HARRIS – 6th Grade – Logo for George




ADDISON RICE – 8th Grade – Logos for Ashley



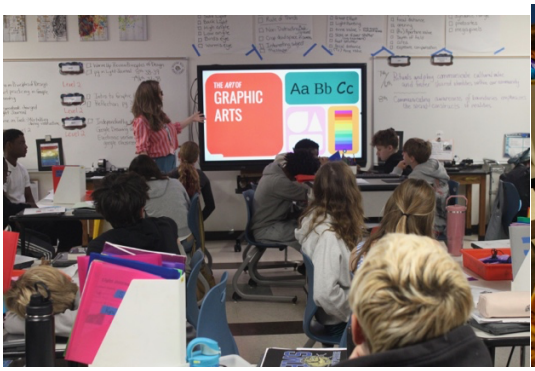






BOAZ SHELTON – 8th Grade – Logo for Rufus

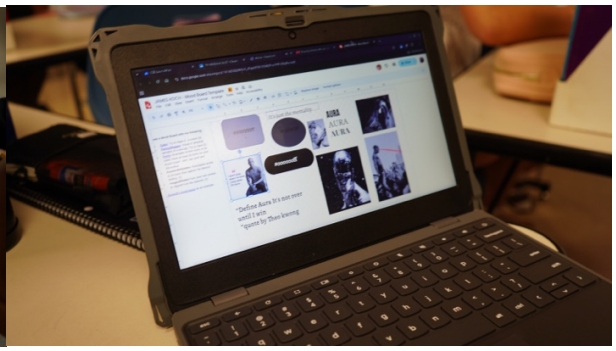
## Students at Work







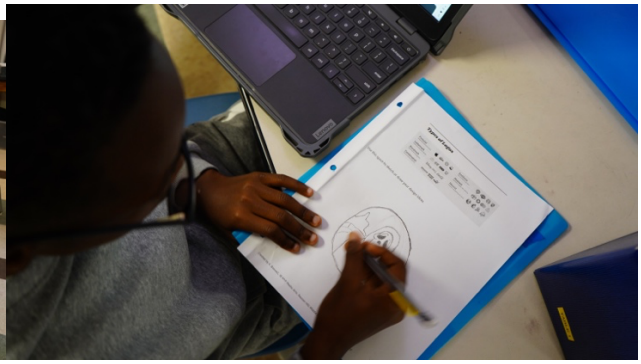












## References

Buffington, M. & Bryant, A. (2019). *Changing Practice: Culturally Sustaining Pedagogy in Art Education*, Art Education, 72:2, 20-25, DOI 10.1080/00043125.2019.1559587