

HOW DO POSTERS WORK?

How might we create posters that express the intended message?

TIME	5 Workshops x 2.5 hours in length	AUTHORS	Silas Middleton and Dawn Boland	
GRADE LEVEL:	7 and 8 graders	INQUIRE	IDEATE	IMPLEMENT
SUBJECTS: Mathematics ● Technology ● Science ● Social Studies ● Language Arts ● Arts ●		What makes a great poster? What are the ways that posters work?	How might I / we create posters that express the intended message?	How successful were my designs in following the design brief / message?
USA COMMON CORE <i>Visual Arts – Anchor Standard #6 Convey meaning through the presentation of artistic work</i> <i>Investigate / Plan / Make</i> <i>Select / Analyse / Share</i> <i>Interpret / Analyse / Perceive</i> Trans-disciplinary Links <i>Language Arts – Writing and Speaking</i> <i>Math – Number and Measurement</i>		AUSTRALIAN Curriculum Alignment Visual Arts <ul style="list-style-type: none"> Manipulate <i>materials</i>, techniques, <i>technologies</i> and processes to develop and represent their own artistic intentions Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal <i>style</i>, reflecting on the styles of <i>artists</i>, including Aboriginal and Torres Strait Islander <i>artists</i> Develop and refine techniques and processes to represent ideas and subject matter Plan and design artworks that represent artistic intention Present ideas for displaying artworks and evaluate displays of artworks Trans-disciplinary Links <i>English – Text structure and organisation; expressing and developing ideas</i> <i>Mathematics – Number; Measurement and Geometry</i> DESIGN AND CAPABILITES <i>General Capabilities – Social and Personal, ICT, Literacy and Numeracy</i>		
CONTEXT / INTRODUCTION	<i>These workshops are designed for students who are learning about Graphic Design, specifically about designing posters for an intended purpose. Within these workshops, students will learn about the design process and how this can be used to create designs that solve problems or address design briefs (customer / user needs). The installation at the Cooper Hewitt Smithsonian Museum of Design allows students to ‘see how designers see’, students then apply this new knowledge to design briefs provided during the ensuing workshops, especially in relation to the concept of ‘visual thinking’.</i>			

RESOURCES	<p><i>You tube clips</i></p> <p><i>Visiting Designers and Experts</i></p> <p><i>Worksheets</i></p> <p><i>Poster Examples</i></p>
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MATERIALS	<p>Poster Paper</p> <p>Pens – variety</p> <p>Paint</p> <p>Print outs of pictures</p> <p>Stickers of text and shapes</p> <p>stick on vinyl letters and numbers</p> <p>wonderform peel and stick foam shapes</p> <p>Ultimate Collage Pack</p> <p>Pint-sized poster card</p> <p><i>Reflection / Vocabulary / Activity Worksheets</i></p> <p><i>Templates provided</i></p>
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VOCABULARY

Artwork	An artist’s expression of an idea, theme or design-brief that would reference to particular forms, styles or mediums.
Audience	Individuals or groups of people who experience the arts in a range of settings and contexts (formal, informal, virtual or interactive) through intellectual, emotional and social engagement.
Breadth	Wide range or extent.
Cliche	Phrases, opinions, images that are overused and demonstrate a lack of original thought.
Design Challenge	A difficulty or challenge that can be solved through design.
Design	To make something for someone who needs to solve a problem.
Designer	A person who designs; one who creates a new object, idea or plan.
Design Process	The steps you take to solve your challenge.
Design Solution	The way, idea, or answer to a design challenge/problem.
Double Meaning	An idea or statement that is open to more than 1 interpretation or perception.
Elements of art	The ‘building blocks’ of an artwork, the fundamental parts that shape a work of art. These include: Line, Shape, Colour, Form, Texture, Space and Value.
Elimination	The act of removing all or parts of an artwork to draw the attention of the viewer to specific details.
Familiarity	Well-known or recognizable in some form to the viewer or audience.
Focal Point	A specific part of an artwork that pulls the audience’s to that spot, usually this is the centre of the artwork’s idea or the main subject of the artwork. Often this is used in conjunction with the elements of colour and tone in the composition of the artwork.
Form	The shape and structure of an object.
Function	The way something works.

	<i>e.g.,the function of a paper clip is to fasten things together.</i>
Hierarchy	May be a system or organization where items are classified according to importance or need.
Materials	The items you are using to represent your ideas. <i>e.g.,foil paper represents metal</i>
Mediums	The materials that are used to create a work of art.
Narrative	Connected events that form a story or statement.
Needs	What the user must have in order to use the design successfully.
Placement	The deliberate action by the artist or curator to position ideas, themes and / or elements within an artwork or installation.
Portfolio	A set of pieces of creative work selected by the artist to display their skills, especially to a potential employer or educator.
Poster	Intended for public display in a public place, an artwork that displays a specific purpose or message for the audience.
Prototype	An original model on which something is patterned.
Provocation	An action that incites a response or reaction (good or bad) from the viewer.
Team	A group working together on a common goal or activity.
Techniques	The skills, knowledge and processes that are used to create artworks.
Solution	The way, idea, or answer to a problem. There can be more than one solution.
User	A person who operates or experiences the design.
Variety	Pieces that show differences or contrast in skills, mediums and elements.

SESSION OVERVIEWS

Workshop	Elements
1. Museum Tour	<i>How might we learn from designers to design and create our own posters with a specific purpose? Use the lens of an artist/curator Design Process Lab and Worksheet</i>
2. Inquiry	<i>Recover the 14 ways posters work. Group discussion and hot potato activity - What makes a great poster? What is a design brief? Mini-design Challenge – Creating a pint sized poster for a Toy Robot Convention</i>
3. Ideate and Implement	<i>3 posters – 3 ways – same brief – Group Activity Students have a choice of design briefs for the 3 posters. 1. Music Festival 2. Famous Designer – new collection 3. New product – Water 4. Book Launch and author meet 5. Red Cross Programs Students are given a list of 4 poster ways for each of the 3 posters and cannot use these techniques in the other posters.</i>

4. Ideate and Implement	<i>Design Brief New Take on the Old – Students select one of the posters from the CHSMD Installation and create their own interpretation of the poster.</i>
5. Ideate, Implement and reflect	<i>Students developing their own posters to promote the new Pixar, Triennial or Real World Installations at the CHSDM. Brief – Pixar Brief – Triennial Brief – Real World Gallery Walk – giving feedback about the Posters to each other. Discuss Positive Growth Mindset Praise before beginning this task.</i>

PLENARY

WALT / WILF (verbs) OR Learning Goals and Progress Indicators

Workshop	Learning Goal (WALT) Students will:	Progress Indicators (WILF)
1. Tour	<ul style="list-style-type: none"> - develop an understanding of artworks from an audience perspective. - develop an understanding of the ways posters work and the design process 	<p>Level 4 – Innovating (Complex) The student will be able to:</p> <ul style="list-style-type: none"> - Mentor peers - Translate learning to new disciplines - Use meta-knowledge to inform and frame further inquiry - Reflect upon learning and apply reflection to new areas - Meet all level 3 expectations
2. Inquiry	<ul style="list-style-type: none"> - use and record the ‘language’ of art and design to frame their responses to questions. - develop an understanding of the term ‘design brief’ - evaluate and justify their understanding of what makes a great poster. - work individually to create and explain a ‘pint-sized’ poster. 	<p>Level 3 – Applying (Target) The student will be able to:</p> <ul style="list-style-type: none"> - Communicate / explain understanding of terminology with accuracy and confidence - Use learnt skills to engage with new content and express ideas - Create questions to frame further learning - Access sources and assess validity - Communicate findings confidently
3. Ideate	<ul style="list-style-type: none"> - create, arrange and explain in groups their posters that follow specific design briefs and techniques. 	
4. Implement	<ul style="list-style-type: none"> - create, arrange and explain individually their posters that follow specific design briefs and techniques. 	<p>Level 2 – Developing (Foundation Knowledge, Vocabulary) The student will be able to :</p> <ul style="list-style-type: none"> - Define and recall terms, discuss some content, create relevant questions relevant to the topic, communicate ideas with accuracy
5. Implement and Reflect	<ul style="list-style-type: none"> - create, arrange and explain individually their posters that follow specific design briefs and techniques. 	<p>Level 1 – Beginning (Assistance Required) The student will be able to reach the indicators of level 2 with some assistance</p> <p>Level 0 – Not Using (Cannot Complete)</p>

	without assistance)
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INQUIRE / Defining Problems

IDENTIFY

What do we understand about this challenge?
Do we need to define any terms?
Can we brainstorm our previous knowledge?
Where can we find inspiration?

INVESTIGATE

How can we share information with each other?
What stories can we share?
Which key terms can help us search for meanings?
Where can we find information? (e.g. databases or internet advanced searches)
How can we identify opportunities, threats or limitations in our research?

Workshop 1 – Cooper Hewitt Smithsonian Design Museum

Students are guided on a tour of the Museum seeing specific examples of the ‘How Posters Work’ Installation. Students will be asked questions during the tour that will begin to foster the ‘language’ that will be used during the workshops. [Wk 1 Vocabulary and definitions..](#)

Students will discuss the elements or principles of art and also whether the artist free-reign or design brief (restraints). Conversation may also incorporate how a curator would select certain works of art to convey messages, who is the audience, hierarchy of elements, focal point and deliberate placement, elimination of details, provocation, double meanings, using familiarity and telling a narrative (as a curator – you are trying to show a diversity {breadth} within that topic). How has the curator presented these works to highlight specific attributes?

[Wk 2 Summary of 14 Ways Posters Work](#)

Possible visit from a curator to discuss how works are selected and presented.

Visit to the Design Process lab and discuss of the design process

[Wk 3 Design Process Lab Worksheet](#)

Embed time to have students ‘collect’ examples using the Cooper Hewitt Pen.

Workshop 2. – Harlem Design School

What makes a great poster? Inquiry – create and use a criteria based on observations of poster examples. Hot potato and butcher’s paper exercise. Group creation of characteristic list.

[TS 1 Hot Potato instructions attached.](#)

[TS 2 Characteristics Worksheet Attached.](#)

Mini-design Challenge – Individual Pint – sized poster to advertise an upcoming Toy Robot convention. No pens allowed – exploration of creating form and using space to create a poster, including focal point.

[Wk 4 Mini Design Challenge Toy Robot Convention](#)

IDEATE / Getting Ideas

FRAME/ REFRAME

Do we need to recheck our progress and make changes to ensure our research and ideas still meet the design brief?

GENERATE

How might we generate ideas and record these for future reference?
How might we seek feedback and refine our ideas?

Workshop 3. – Harlem Design School

Wk 5 Avoiding the Cliché

3 posters – 3 ways – same brief – Group Activity

Students have a choice of design briefs for the 3 posters.

1. Music Festival
2. Famous Designer – new collection
3. New product – Water
4. Book Launch and author meet
5. Red Cross Programs

Wk 6 Design brief Poster Techniques

Poster 1	Poster 2	Poster 3
Focus the eye	Overwhelm the eye	Use text as image
Overlap	Cut and paste	Assault the surface
Simplify	Tell a story	Amplify
Double the meaning	Activate the Diagonal	Manipulate scale
Make eye contact	Make a system	

IMPLEMENT / Prototyping & Making

DEVELOP

Which materials do we need to make prototypes?
What will prototypes look like? (E.g. form, language, audience and texture)
Have I 'checked in' with mentors to seek feedback on my progress?

Workshop 4. – Harlem Design School

Design Brief

New Take on the Old – Students select one of the posters from the CHSMD Installation and create their own interpretation of the poster using 1 or more of the poster techniques.

Students will also give feedback to each other about their posters in small group activity –

[Wk 7 How well do you give feedback?](#)

[Wk 8 Plus, Minus, Interesting](#)

[Wk 9 A new take on the old Design Brief Sheet](#)

Workshop 5. – Harlem Design School

Students developing their own posters to promote the new Pixar, Triennial or Real World Installations at the CHSDM.

Wk 10 Design Brief Final Poster

Brief – Pixar

How might we create a poster for the new Pixar Installation that demonstrates the Pixar Design process (research, iteration and collaboration) create helps designers create connections between the viewer and the story?

Brief – Triennial

The Cooper Hewitt, Smithsonian Design Museum Triennial for 2016 will

REFLECT / Testing & Evaluating

EVALUTATE

What are my strengths

<p>and weaknesses from the feedback I have received?</p> <p>RE-EVALUATE</p> <p>Which feedback do I need to implement and how can I incorporate this into my work?</p> <p>Who can I seek feedback from in the future?</p>	<p>focus on the theme of Beauty. How might we design a poster to demonstrate an interpretation of the theme of Beauty, knowing that beauty can be viewed from more than one perspective?</p> <p>Wk 11 Designer Quotes</p> <p><i>Brief – Designing for the other 90% U.S.A.</i></p> <p>How might we design a poster to demonstrate how designers in the United States of America solve or address problems in our society?</p> <p>Wk 12 Provocation 90%</p> <p><i>Presentation Time – Discuss and give feedback</i></p> <p>TS 3 CHSDM Survey</p>
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