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# DIGITAL ART LESSON

## Branding and Logo Design

Presentation, Results, Lesson Plan

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Rhode Island College

Spring 2023

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# Presentation Slides

## THE CHALLENGE...

Design a fashion logo!



## GOALS...



Teamwork      Have Fun!      Be Original!

Brainstorm ideas.      Be Creative!      Create unique designs.

## Requirements

- 1) As a team come up with a brand name. (name should reflect your brands aesthetic)
- 1) Design a logo for your brand.
- 1) Brainstorm ideas and do rough sketches.
- 1) Each design team member is expected to complete a final design.
- 1) Final logo ideas will be presented on a design layout.



## What is a Brand?

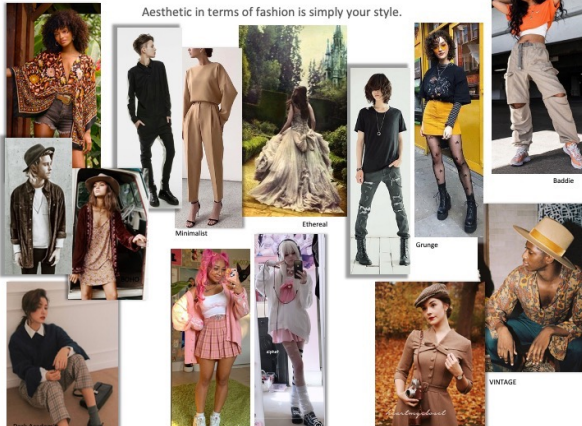
## What is a BRAND?

A brand is a name, term, design, symbol or any other feature that identifies one seller's good or service as distinct from those of other sellers.



## What is Aesthetic?

Aesthetic in terms of fashion is simply your style.



BRAND IDENTITY  
 BRAND IDENTITY  
 BRAND IDENTITY  
 BRAND IDENTITY  
 BRAND IDENTITY  
 BRAND IDENTITY  
 BRAND IDENTITY

**MANTECA HI**  
A REMASTERED CLASSIC

SHOP NOW

**FOREVER. CLASSIC.**  
IRIS APATOW FOR PUMA

SHOP NOW



**REAL GOOD**

**Feel Good in Real Good**

Celebrate Earth Day every day in your fave tees & jeans, made with the planet in mind.

Shop Now +

**ELEMENT** MEN SKATE ACCESSORIES

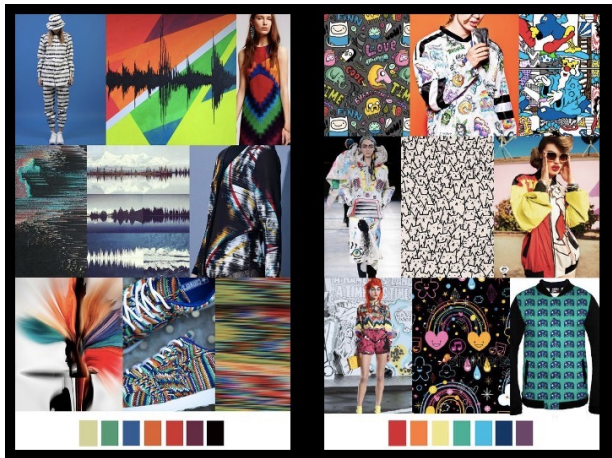
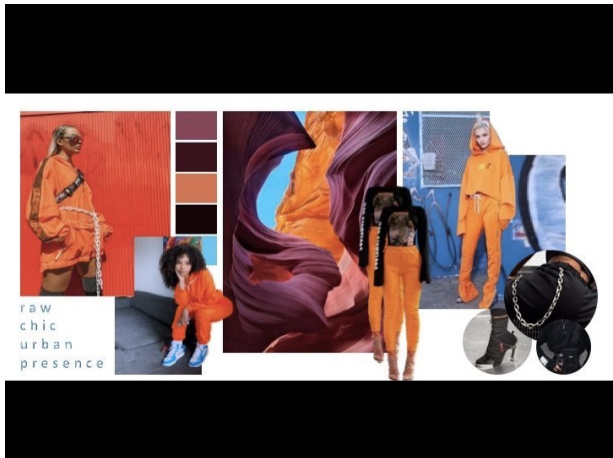
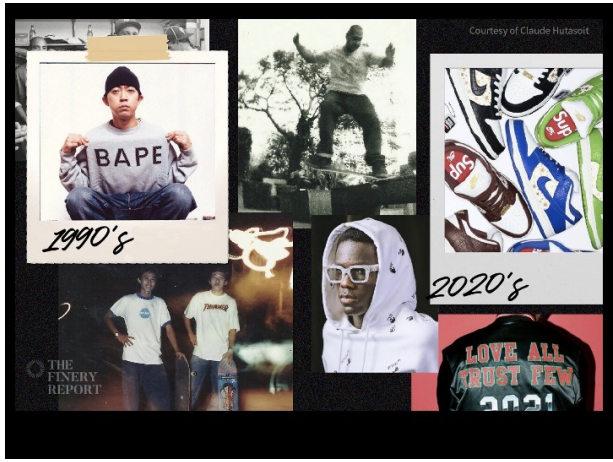
It can take Nature a hundred careful years to grow a tree. But a man can burn it down in just one careless second. Please, help prevent wildfires.

**ONLY YOU**

**conscious by nature**

Element is committed to reducing its environmental impact by continuously improving how its products are made. Here you will find all of our garments containing preferred fibers that have a lower environmental impact, such as organic cotton and recycled rubber.

# Day 2 Logo Design



# Day 3 Logo Design

What is a LOGO?



## What is a LOGO?

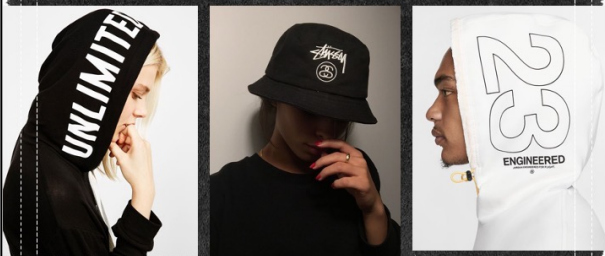
Logos represent an organization or company through a visual image that can be easily understood and recognized.

A logo generally involves symbols, stylized text or both.



## LOGO Design

Text and/or symbols are a key part of the logo design.



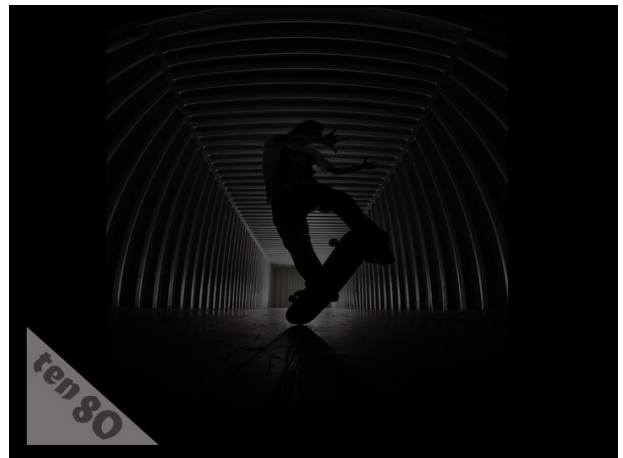
An architect by training, Virgil Abloh's involvement with international fashion started with an internship at Fendi's in 2009, alongside Kanye West. Following a year-long collaboration with the rapper, Abloh founded Off-White in 2012, and was also hired as the artistic director for menswear at Louis Vuitton.





Create at least 6 logo design ideas for your brand.  
See below example.


Day 4  
Logo Design



# Learning Target.

Work individually and as a team to develop a brand.

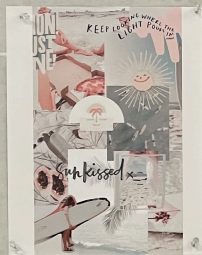
- 1- Create a brand name
- 2- Create a visual layout of your brand.
- 3- Design a logo for your brand.

## Visual Layout of Brand

- 1- Gather Images (Brands Aesthetic)
- 2- Use Google Slides or Pixlr to create your brand identity layout.

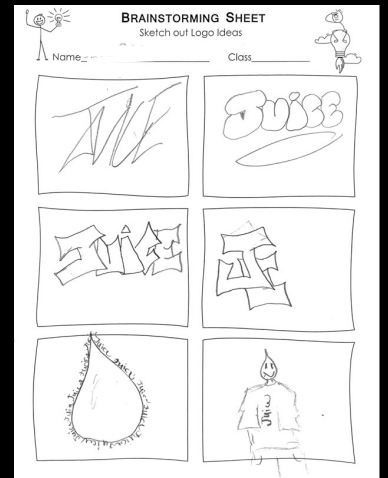
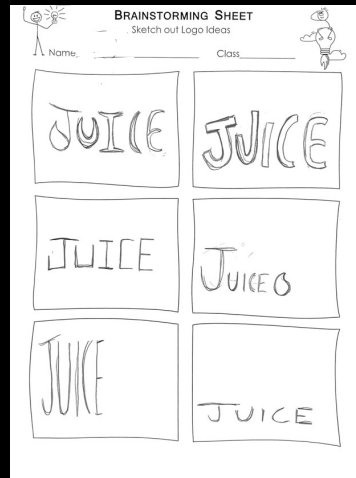
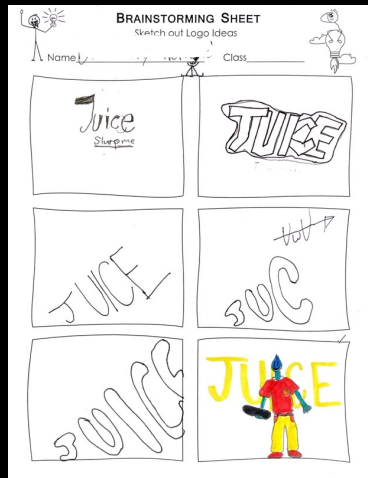
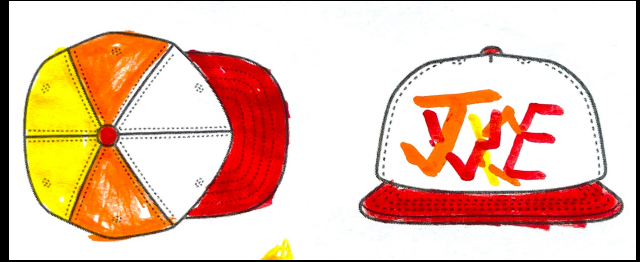


Visual Layout of Brand  
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2- Use Google Slides or Pixlr to create your brand identity layout.

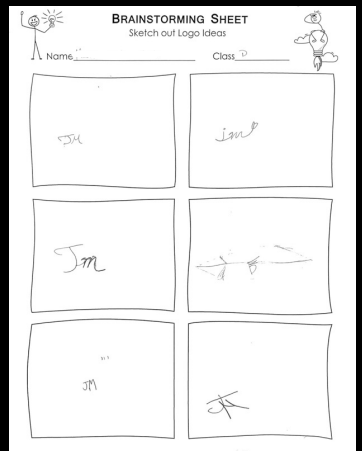
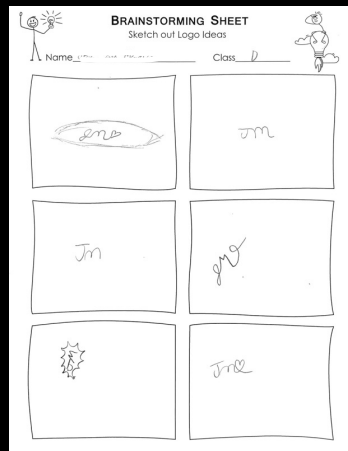




# Work of students who exceeded expectations.



# Work of students who exceeded expectations.



Work of students who exceeded expectations.



# Work of students who met expectations.



**BRAINSTORMING SHEET**  
Sketch out Logo Ideas

Name \_\_\_\_\_ Class \_\_\_\_\_


**BRAINSTORMING SHEET**  
Sketch out Logo Ideas

Name \_\_\_\_\_ Class \_\_\_\_\_

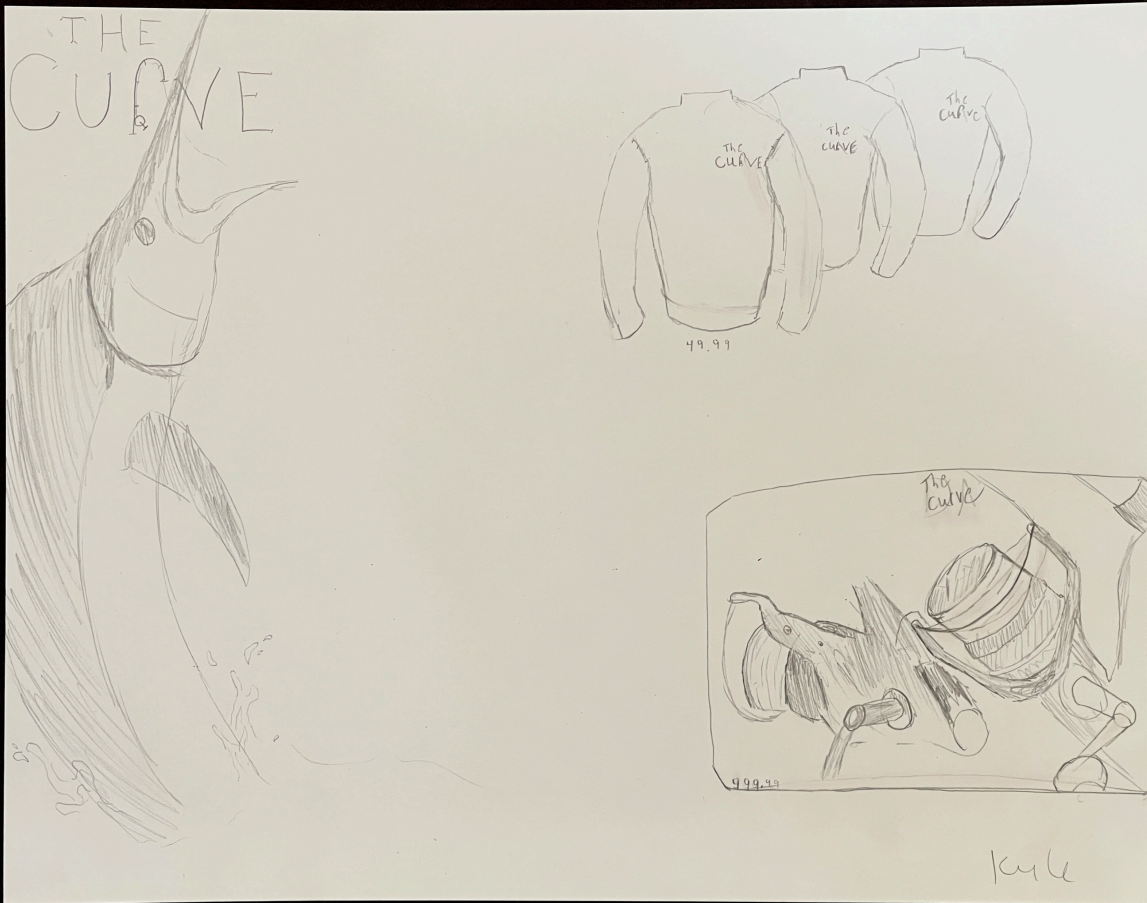

**BRAINSTORMING SHEET**  
Sketch out Logo Ideas

Name \_\_\_\_\_ Class \_\_\_\_\_


**BRAINSTORMING SHEET**  
Sketch out Logo Ideas

Name \_\_\_\_\_ Class \_\_\_\_\_


Work of student who met expectations.



**CARBON X SPINNING REEL**

Model	Price	Line	Retr.	Wind	Main Capacity	Main Capacity	Main Capacity	Main Capacity
500	5.14x	8.2:1	4000' 100m	4000' 100m	15-150	8.80oz/250g	28.50	
1000	6.75x	8.2:1	10000' 3000m	10000' 3000m	15-150	8.80oz/250g	28.50	
2000	7.75x	8.2:1	15000' 4500m	15000' 4500m	15-150	12.00oz/340g	36.70	
3000	8.80x	8.2:1	20000' 6000m	20000' 6000m	15-150	12.00oz/340g	36.70	
4000	9.80x	8.2:1	30000' 9000m	30000' 9000m	15-150	12.00oz/340g	36.70	

**Digital Art 1 Lesson Plan**  
**By: Marisol Martinez Kritikos**

**Art Lesson Title:** Branding and Logo Design

**Overarching Lesson Goals:**

1. *People gain insights into meanings of artworks by engaging in the process of art criticism.*

*(NVAS Responding: Anchor Standard 8.1, Enduring Understanding).*

2. *Creativity and innovative thinking are essential life skills that can be developed.*

*(NVAS Creating: Anchor Standard 1.1, Enduring Understanding).*

3. *People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.*

*(NVAS Creating: Anchor Standard 2.3, Enduring Understanding).*

4. *Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.*

*(NVAS Presenting: Anchor Standard 5.1, Enduring Understanding).*

**Lesson Overview:**

The lesson will begin with a Google Slide presentation. During this time students will be informed of the requirements for the design challenge. The slide show will include images of different brands that students are familiar with. Students will group share their thoughts regarding the aesthetic of these brands. After the slide show, students will decide if they will work individually or as a team and then complete brand and logo worksheets. Once the worksheets are done, students will brainstorm ideas for their brand, which includes coming up with a brand name. On Day 2, a Google Slide presentation will be presented showing different design layouts/mood boards. Students will group share, and as a whole class, discuss how images convey a certain mood. Next students will look for images that represent the aesthetic of their brand and start putting together their mood board. Day 3, there will be a brief review and then a slide show will be shown that focuses on logo design. Students will then work on finishing their mood boards and start sketching or using Pixlr for logo design ideas. Day 4, students will be introduced to the Photo Room web app and view different examples of completed design layouts. Each student will work on an individual design layout which will include their final brand logo.

**Student Choice:**

- Work individually or as a team.
- Type of products for the brand.
- The use of either Pixlr, Google Slides, and/or Photo Room app, or a combination of all.

**Grade Level/Class:** Middle School 7<sup>th</sup> and 8<sup>th</sup> grade students.

This lesson is designed for a middle school Digital Art 1 group which includes both 7<sup>th</sup> and 8<sup>th</sup> grade students in the class. Students in this class are familiar with Pixlr and have worked on several projects using this platform.

**Time Frame:** Four 45-minute class periods

**Day 1:** Slide Show Presentation of lesson introduction/ brands (10 min.)

Branding and Logo Worksheet (10 min.)

Students will work individually and as a team on creating a brand/name. (23 min.)

Cleanup (2 min.)

**Day 2:** Brief Review/Slide Show Presentation about mood boards (12 min.)

Students will work as a team and individually on mood boards. (30 min)

Cleanup (3 min.)

**Day 3:** Brief Review/ Logo Slide Show (12 min.)

Students will complete mood boards and work on logo design ideas. (30 min.)

Cleanup (3 min.)

**Day 4** Introduce Photo Room and view examples of completed design layouts. (8 min.)

Students will work on refining and completing logo designs and create individual design layout based on mood board. (35 min.)

Cleanup (2 min.)

### **21<sup>st</sup> Century Skills:**

Students will experience what it is like working as a designer and learn the process of designing a logo. Students that decide to work in teams will share and collaborate design ideas with one another. Students will gain technology literacy as they do research and/or use editing apps for their projects. Students will gain critical thinking as they develop designs by making decisions as they arrange visuals for their mood boards and design layout. They will develop creativity as they find ways to showcase their work. This lesson is also teaching students how to create visual presentations of their work. Additionally, students will gain graphic design strategies and can utilize what they learn for future career opportunities.

**Groups of Students:** Students' artistic skills in this class will vary. For this reason, there will be a range of skills among peers.

- **The *Advanced* Group** – Students who have more advanced artistic/technology skills may want to add more details to their final design layouts.
- **The *I've Got It* Group** – Students in this group can create their presentations and complete tasks as planned in lesson.

- **The *Almost* Group** – Students in this group may need to be guided along with more feedback and guidance. These students might need to work in a more simplified way and have additional time to complete this project.

### Art Lesson Objectives:

As a result of instruction, students will:

### Nat'l Core Arts Standard #:

#### **Objective 1:** (connects to **Re: Responding**)

NVAS 8.1

*Interpret intent and meaning in artistic work.*

Students will view images of various brands, complete brand/logo worksheets, and then work individually and collaboratively to create their own brand.

#### **Objective 2:** (connects to **Cr: Creating**)

NVAS 2.3

*Organize and develop artistic ideas and work.*

Students will create a mood board that represents the brands aesthetic.

#### **Objective 3:** (connects to **Cr: Creating**)

NVAS 1.1

*Generate and conceptualize artistic ideas and work.*

Students will brainstorm and do rough sketches of logo design ideas for their brand.

#### **Objective 4:** (connects to **Pr: Presenting**)

NVAS 5.1

*Develop and refine artistic techniques and work for presentation.*

Students will create a final design layout based on their mood board, which will include a refined logo design.

**Evaluation: A project checklist will be used to document students' progress, and summative assessment will be based on rubric.**

1. The student completed a brand/logo worksheet and developed a brand idea and name.
2. The student completed a mood board that clearly represents their brand.
3. The student completed brainstorming logo design sheet.
4. The student completed a design layout and included their brands logo.

### Essential Questions:

1. *How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?*

*(Responding: Anchor Standard 8.1) What elements in an image help create a certain mood?*  
*How do fashion images tell a story about a brand and the customer?*

2. *How do artists and designers create works of art or design that effectively communicate?*  
*(Creating: Anchor Standard 2.3) How does your design send a clear message to viewers about your brand.*

3. *What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?*



*(Creating: Anchor Standard 1.1) What was the most challenging part of this design project? How did you overcome that challenge? How does collaborating and sharing ideas with others help you during the design process?*

4. *What criteria are considered when selecting work for presentation, a portfolio, or a collection?*

*(Presenting: Anchor Standard 5.1) How did you decide on a final logo design? Why do you think this choice is the best one for your brand?*

**Your Personal Stake:** My background in fashion includes working on graphic design projects and logo development for brands. This lesson will help students to get a better sense of how designers use their creativity when designing for a brand.

### **Art Vocabulary and Definitions:**

Brand-A brand is a name, term, design, symbol or any other feature that identifies one seller's good or service as distinct from those of other sellers.

Logo-Logos represent an organization or company through a visual image that can be easily understood and recognized. A logo generally involves symbols, stylized text or both.

Mood Board-A mood board is also referred to as an inspiration board. It is a type of visual presentation or 'collage' consisting of images, text, and samples of objects in a composition. All the elements gathered are used for inspiration. It can be used to convey a general idea or feeling about a particular topic or theme. It may be also done digitally, and used for presentations.

Aesthetic- The pleasant, positive or artful appearance of a person or a thing. "Aesthetics" is about sensory experiences: how we see, hear, feel, smell, and taste. It's also about how we make personal and social meanings out of those experiences. Aesthetic in terms of fashion, is simply your style.

Design Layout- The way in which images and/or text are arranged on a page.

### **Supplies and Equipment needed:**

- Chromebook for Pixlr and/or Google Slides
- Google Classroom (PPT)
- Pencils
- Scissors
- Glue Sticks
- Markers
- Magazines
- Coloring Pencils
- 8x10" White Paper
- 11x14" Poster Board

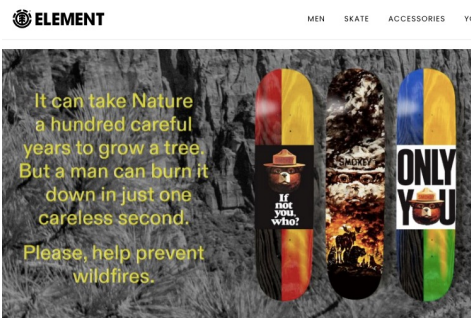
### Exemplary Artworks Focused Upon and Visuals



DC Brand Website Page



American Eagle Brand Website Page



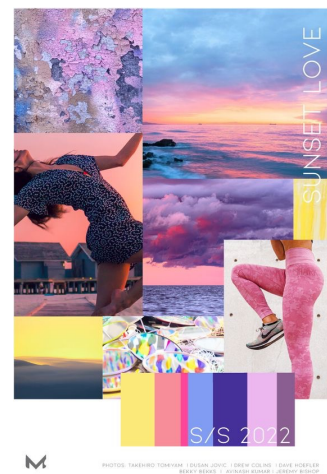
ELEMENT Brand Website Page



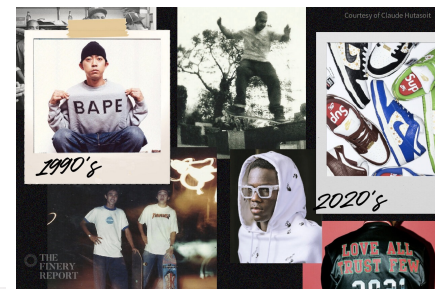
PUMA Brand Website Page



PUMA Brand Website Page



Nike Brand



Stussy Brand



Designer Virgil Abloh, Off White Brand

Diversity of Art Content: There is a diversity of brands and fashion models represented.

**DAY 1:****Preparation Before Teaching:**

Set up Google Presentation.  
Have worksheets ready to distribute.

**Introductory Activity and any Pre-Assessment:**

Students will do a brand and logo worksheet after viewing brand images and discussing the aesthetics of these brands. Students will also indicate on the worksheet if they will be working with peers as a team.

**Art Lesson Activity and Formative Assessment:**

1. After the slide show students will work on a brand/logo worksheet.
2. Students will decide if they will work on a team and develop a brand idea and name.
3. Formative assessment will consist of walking around the room checking in with students as they work on brand ideas.

**Closure:**

I will inform students what they will be working on during the next class.

**Clean-up Procedures:**

Students will put away their chrome books and clean up their area.

**DAY 2:****Preparation Before Teaching:**

Set up Google Presentation.  
Have all materials needed set up so students can easily access them.  
Display visual examples of mood boards.

**Introductory Activity and any Pre-Assessment:**

I will do a quick review and show part two of Google slide show which includes examples of mood boards. We will discuss how images convey a message to the viewer and ask the following:

Pre-Assessment Question:

*How do images tell a story about a brand and the customer?  
What is the aesthetic of the images?*

**Art Lesson Activity and Formative Assessment:**

1. Students will look for images for their mood board.
2. Students will work on putting together a mood board for their brand.
3. Formative assessment will consist of walking around the room and monitoring the students as they work.

**Closure:**

Students will be reminded to save their files if they are doing designs on the computer.

**Clean-up Procedures:**

Students will put away their chrome books, clean up their area and gather their personal belongings.

**DAY 3:****Preparation Before Teaching:**

Set up Google Presentation of Logo Design

Have all materials needed set up so students can easily access them.

Display visual examples of finished of mood boards.

**Art Lesson Activity and Formative Assessment:**

1. Students will work on finishing their mood boards.
2. Students will begin brainstorming logo ideas on a worksheet.
3. Formative assessment will consist of walking around the room and monitoring the students as they work.

**DAY 4:****Preparation Before Teaching:**

Display visual examples of finished fashion design layouts.

Have all materials needed set up so students can easily access them.

**Art Lesson Activity and Formative Assessment:**

1. Students will work on refining logo ideas and finishing their design layout.
2. Formative assessment will consist of walking around the room and monitoring the students as they work.

**Accommodations for Students with Special Needs:**

I am fluent in Spanish and can translate instructions for Spanish speaking students. Also, if there are English/ Spanish speaker students in the class, I can seat them next to an English Language Learners (ELL) student.

Individual student needs will be monitored throughout the lesson through observations of student performance (as ongoing formative assessments) to determine where teacher assistance or instructional modifications of the lesson are needed and will be provided. By also incorporating student-choice and focusing on the students' strengths and multiple intelligences, various learning styles will be used to accommodate all students. This can be accomplished by using various instructional and assessment strategies, such as giving choice options, allowing students

to have more time, giving either highly detailed or simplified instructions, and having tasks broken up into manageable parts.

**Unit Connection:**

This four-day project would appropriately fit into a larger 7th–8th grade graphic design unit.

**Classroom Management:** Some students will be working independently and some in groups. All materials will be placed in areas where student can easily access. Students will submit digital work on Google Classroom.

**Technology:**

A Google presentation will be shown to students to introduce the lesson and develop their understanding of the content and expectations for this lesson. This slide show will be available for students in their Google Classroom. Students will also use technology to gather and edit images and submit their final digital designs on Google Classroom.

# BRANDING AND LOGO WORKSHEET

Name \_\_\_\_\_ Class \_\_\_\_\_

## UNDERSTANDING BRANDING

Name a store where you shop for your clothes. \_\_\_\_\_

What are some of your favorite brands? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Draw one of your favorite brand's logo in the box below.



## BRANDING AND LOGO WORKSHEET

### UNDERSTANDING TAGLINES

Look at the taglines on the following brand logos. Why do you think the brand chose a tagline for their organization? Write your answers below each logo.




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### UNDERSTANDING LOGO REPRESENTATION

Pick one brand below and describe the aesthetic of the brand.




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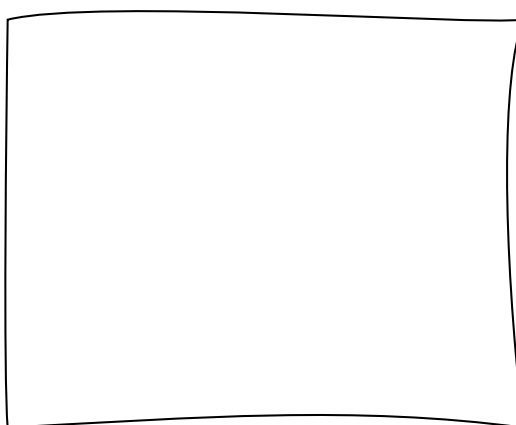
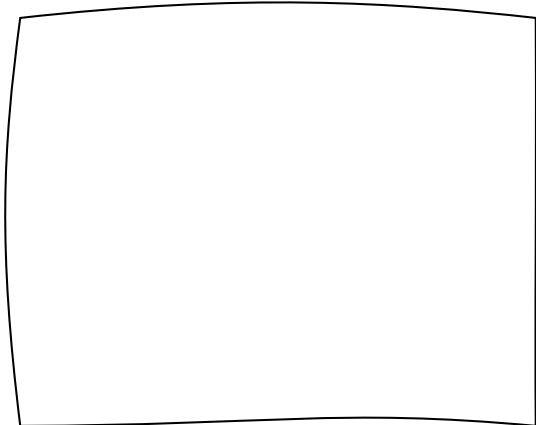
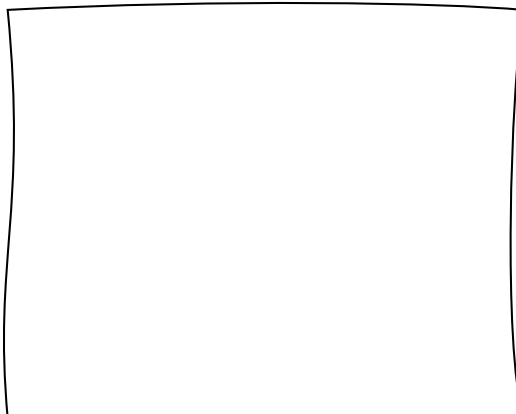
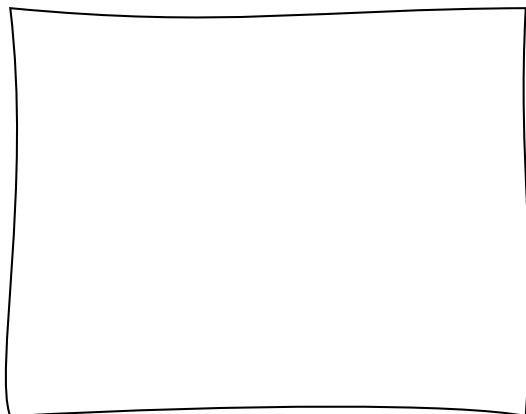
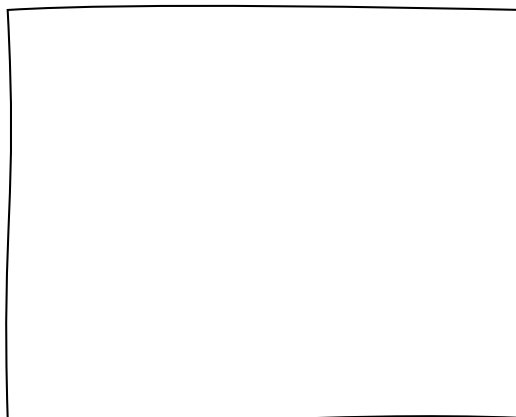
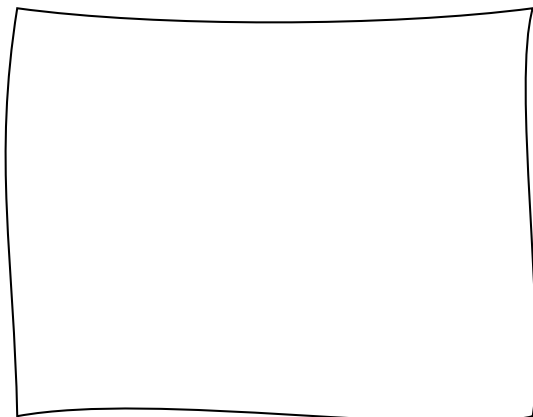


# BRAINSTORMING SHEET

Sketch out Logo Ideas



Name \_\_\_\_\_ Class \_\_\_\_\_





Name: \_\_\_\_\_ Class Section: \_\_\_\_\_  
**Brand/Logo Design Lesson Rubric**

Creativity: 20 points Student \_\_\_\_\_ Teacher \_\_\_\_\_

- Your logo design is original.

Applications of Design Concepts: 40 points Student \_\_\_\_\_ Teacher \_\_\_\_\_

- You completed a Logo/Brand worksheet.
- You incorporated a color palette for your brand.
- Your mood board reflects the aesthetic of your brand.
- Your logo design clearly represents your brand.
- Your mood board, logo design, and final design layout are all cohesive.

Techniques and Craftsmanship: 20 points Student \_\_\_\_\_ Teacher \_\_\_\_\_

- Mood board, logo, and final layout designs are refined and finished well.

Composition: 20 points Student \_\_\_\_\_ Teacher \_\_\_\_\_

- All images used have been thoughtfully arranged on both the mood board and final layout.

Total: Student \_\_\_\_\_ Teacher \_\_\_\_\_

Name: \_\_\_\_\_ Class Section: \_\_\_\_\_  
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Composition: 20 points Student \_\_\_\_\_ Teacher \_\_\_\_\_

- All images used have been thoughtfully arranged on both the mood board and final layout.

Total: Student \_\_\_\_\_ Teacher \_\_\_\_\_

**Resources for Art Content:**

<https://www.photoroom.com/background-remover/>

<https://pixlr.com/>

Color Mood Boards/Eclectic Trends Website

<https://www.eclectictrends.com/tone-on-tone-color-mood-board/>