ESSENTIAL QUESTION #3: The Art of the Quick Sell

Why are magazines considered an impulse buy? Why are they situated where they are in the (grocery, book, convenience) store and how does typography facilitate this quick sell?

Students will use typography to create a visual composition of a (fictional magazine) cover of their choice. Make sure to keep in mind the principles of typography and design.

Planning: /5.5 marks Graphic organizers help you organize the information you are trying to convey (show) in your visual composition. You may use this graphic organizer or create one that will work for you.

- Use a mind-mapping program (*Mind-Meister)* to help you find the words for your visual composition. **You may NOT use Wordls for this assignment.**

- **Graphic Organizer**: *Mind-Meister* or other type of graphic organizational program.

- **Questions to ask yourself**: How can I make a total stranger buy my product with less than 1 minute to sell to them.

Visual Composition: How will you present your visual composition?   You will have 2-3 blocks to complete this task.

PRESENTATION: /5 marks (Applying theory to your presentation)

- **/5.5 marks** Common Terms used in Typography: Look at your visual composition. Choose one word and indicate where you have used: capline, topline, midline, baseline, beardline, serif, san serif, ascender, descender, bowl, counter
- **/2 marks** How did the elements and principles of design help you in purposeful text creation (Attention-getting text versus readable text)

- **/2 marks** What is whitespace? What is the role of whitespace in the use of text?
- **/2 marks** What are the key characteristics to creating a good print document?

- Student Resources: Powerpoint with examples located in the hand out folder OR google it.
- Complete the assignment chart.
- **UPLOAD the analysis and your visual composition for this project to your website.**

You must present the visual composition in your e-portfolio. You will be asked to present this information to the class. Determine what you are willing to share with your peers.

CURRICULAR LINKS:
- Visual Composition: Outcome 2 (application of the Common Terms of Typography)
- Media: Outcome 1.2 (key characteristics of media - Print)

EVALUATION LINKS:

/11 marks - Visual Composition (Outcome 2 - Typography)
/2 marks – Visual Composition (Outcome 2.2 – Typography) elements and principles
/2 marks – Visual Composition (Outcome 2.3 – Typography) white space
/2 marks – Media (Outcome 1.2 – key characteristics of Print)
/ 5 marks – e-Learning (Outcome 1.1 – digital citizenship)

REFLECTION CHART:

Typography: capline, topline, midline, baseline, beardline, serif, san serif, ascender, descender, bowl, counter

Element	I think I used the following elements of typography in my work . . .
Capline	
Topline	
Midline	
Baseline	
Bearline	
Serif	
San serif	
Ascender	
Descender	
Bowl	
Counter	

MARKING RUBRIC:

Planning	Developing Content	Constructing	Reflection	Level
Chart: • There is little evidence of planning. • The chart is not developed or is unclear.	• Much of the content is directly copied. There is little or no original content. • The content is inappropriate or inaccurate. • Copy written materials are used without permission.	• The response shows little care or effort. • The quality of the response is poorly constructed • The response is not suitable for the purpose or for the audience. • **Information** is inaccurate, inappropriate and/or is difficult to access. • The response **inefficient** or hard to read.	• Responses show little analysis of the visual composition • Cannot indicate where or how the design elements are used in the composition • Cannot state why design elements are applied	1
				2
Chart: • A detailed plan is created that covers the development process. • A script is developed which contains an acceptable level of detail.	• Some elements of the content are quoted. The quoted material is acknowledged appropriately. • The majority of the content is original. • Where copy written materials are used and permission has been sourced for its use. • The student uses royalty free materials like music. • The student creates or generates his own media. • The content is appropriate or accurate	• The response shows care and effort. • The quality of the response is excellent • The **purpose** of the digital response is clearly stated. • The digital response is suitable and appropriate for the purpose, it conveys information easily and shows imagination and care. • The **information** is accurate or appropriate. • The intended **audience** is clearly stated. • The digital response is design for its intended audience. • The digital response • is **efficient**.	• Responses are a thorough examination of the visual composition • Student has indicated with precision where and how the design element has been used in the visual composition • Student has stated why the design element was applied in the visual composition	3
				4