

# Adobe Illustrator Personas

## 5th Grade

### I. Standards & Benchmarks:

#### NACS (5th Grade):

- **Investigate:** *Experiment and develop skills in multiple art-making techniques and approaches through practice* (in exploration of the software and methods learned previously in Lesson 1)  
VA:Cr2.1.5a
- **Investigate, Plan, Make:** *Identify and demonstrate diverse methods of artistic investigation to choose and approach for beginning a work of art* (in preparation of mockups and sketches)  
VA:Cr1.2.5a

### II. Outcomes:

Ability to abstractly compose a recognisable form from basic shapes via Adobe Illustrator; Create a persona/character from simple shapes based on information presented in class about how art, design, and media conveys emotion.

### III. Anticipatory Set/Motivation:

- “Frederick” by Leo Lionni, 1968
- Various digital works that convey strong emotions, using layering to create the visual
- Utilizing previously done research to forge new concepts
- Looking at other works and evaluating the emotions captured

### IV. Model the Process:

#### Criteria:

- 5-7 Colors
- Personas / Characters to fit on 11 x 17
- Minimum of 30 shapes integrated
- Names of characters typed in lower left corner
- Student name written on back of printed final

#### Task Analysis:

- How to organize information to use later (demonstrated on blackboard)
- How to create and utilize a sketch
- How to move shapes in Adobe Illustrator
- How to copy/paste shapes in Adobe Illustrator
- How to layer shapes in Adobe Illustrator

#### Prior Knowledge:

Primary and secondary colors, Character, Persona, Collage, Layering, Temperament, Reference, Sketch, Shape, Composition, Depth, Balance, Design-Thinking

#### Vocabulary:

Vectors, Paths, Anchors, Handles, Layer Palette, History Palette, Open, Close, Save, Copy, Paste, Undo, Redo, Strokes, Fills, Tone

#### Materials:

- Sketch paper and pencils
- Computers with Adobe Illustrator (any version will do)

## **Demonstration:**

### **Section 1:**

- “Frederick” by Leo Lionni, 1968
- Review the characters
- Group to describe the persona/characters by appearance, motivation, temperament, etc.
- Show imagery of artworks, show how layering and tone is used
- Ask them what it “feels” like – How does it make them feel / how does the subject seem to feel itself / what do they think the artist felt?
- Write their answers down on blackboard/whiteboard
- Tell the group the objective (above), tell how it relates to the previous lesson
- Write down what kind of character they’re thinking about
  - What do they look like, how do they feel, what is their temperament
- Sketch character they’re thinking of making
- Demonstrate how this can be done
- Clean up
  - Put away sketchbooks

### **Section 2:**

- Pull out sketchbooks
- Get students to computer room with Adobe Illustrator
- Introduce Adobe Illustrator, where to get the source file (premade) to base their work in
- No more than 5-7 colors
- Demonstrate:
  - Opening the file
  - Copying shapes, pasting shapes
  - Picking a new color
  - Moving a shape
  - Making a new shape
  - Strokes v Fills
  - Moving an object “up” or “down” in depth
  - Making a new layer
  - Saving the file
- Work time: Check on progress of all students
- By end: Students should have sketched their character, named their character, and begun exploring Adobe Illustrator
- Clean up
  - Ensure files are saved, return to classroom, and put away sketchbooks

### **Section 3:**

- Resume work on characters
- Characters need names, type in lower left of document
- Ask them to describe their characters while they work
- Print their work on 11 x 17 paper, centered
- Volunteers to come up and show their characters to the class

- Remind them to put their names on the back
- Clean up and turn in assignment in collection area:
  - Ensure files are saved, printed final pieces are turned in, return to classroom, and put away sketchbooks

**V. Check for Understanding:**

- Do they have a sketch to base their work off of?
- Do they have a list of emotions or characteristics they want to convey?
- Do their characters have names?
- Are they able to use the mouse and keyboard?
- Are they able to use the software, move the shapes, copy the shapes, layer the shapes?
- Ask them to describe their characters while they work

**VI. Monitor & Adjust:**

- Verify they are able to use the computer, keyboard, and mouse appropriately
- Verify ergonomics are acceptable
- Provide guided assistance if necessary

**VII. Accommodations:**

- Motor skills – Guided assistance
- Vision difficulties – Enlarge fonts in system dialog
- Color blindness – Pair up color blind students with non-color blind students
- ADHD – Get up, walk around the room quietly and see what other students are doing

**VIII. Clean Up:**

Clean up procedures indicated in Demonstration process (5 minutes, dry per each class)

**IX. Closure & Assessment:**

1-5 Scale for each (25/25):

- Section 1: Objective & Outcome

Can the artwork be identified? Did the student achieve the outcome set forth in the lesson plan?

1      2      3      4      5

- Section 2: Craftsmanship & Technique – Attention to detail and tool control

Does the student artwork show consistent control of the tools?

1      2      3      4      5

Layering of shape and color?

1      2      3      4      5

- Section 3: Execution & Time Management

Focus and attention to task of assignment; Did the student's participation in discussion, one-on-one instruction, and use of peer-to-peer involvement add to their overall success? Did they demonstrate building on previous assignments?

1      2      3      4      5

Did the student thoughtfully work through all problems that arose? Does the work appear rushed?

1      2      3      4      5