

Britannica Lesson Plan: Sports Day



Subject: Art and Design

Date:

Length of Session:

2 days at 45 minutes each

Prior Learning: Students will not need any prior knowledge for the lesson, but if they have not previously participated in a school-wide “sports day”, this could be covered as a full-class discussion.

Learning Objective: Students will discuss the importance of using a logo for brand identification and also produce a logo of their own, based around a school-wide sports day.

Success Criteria: Student logos should be critiqued based on the considerations determined in class.

Suitable for the 2014 NC's KS3 focus on the evaluation and analysis of creative works and how art has helped to shape history and contribute to culture.

Resources: Students may need PCs with internet connection as well as access to Britannica Image Quest. They will also need any art supplies that they might use to develop their own logos (this may depend on the medium that they have chosen or one that is chosen for them).

Vocabulary:

Symbol	Adaptability
Logo	Representation
Trademark	Composition
Audience	Colour Palette
Simplicity	Fit for Purpose

Organisation: A full class discussion would be a great way to start this lesson, but group individual work on analysing logos would work as well. Students could create logos individually or in teams.

Support Staff

Activities:

Support staff can help students analyse logos and also prompt students to think about the above vocabulary words while they are completing their own logos.

Britannica School resources/links:

Gravity/gravitation: <http://school.eb.co.uk/levels/intermediate/article/274634>

Symbol article: <http://school.eb.co.uk/levels/intermediate/article/277992>

Trademark article: <http://school.eb.co.uk/levels/intermediate/article/277406>

Arsenal logo image: http://quest.eb.com/images/104_201660

Tottenham logo image: http://quest.eb.com/images/115_3835605

Olympic logo image: http://quest.eb.com/images/151_2574915

London Olympic logo: http://quest.eb.com/images/115_2759375

Nike logo image: http://quest.eb.com/images/115_3934108

Red bull logo image: http://quest.eb.com/images/115_3873829

Time:	Teacher's Activity:	Students' Activities:
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Day 1

5-10 minutes	Open the lesson with an informal quiz, using about 5 logos (which can be found on Image Quest). Test students on which company or organisation these logos represent. After the discussion, explain to students that they will be creating a logo to advertise their school-wide sports day. The audience will be students, staff and parents as well.	Students should answer the quiz and then also lead a discussion on what qualities make the logos successful (they could begin to touch on some of the vocabulary words above, and new words could be added to that list).
5-10 minutes	Pass out a sheet with the vocabulary words so students can define what they mean and why they are important when thinking about creating a logo.	Students should define the vocabulary words. The class should also add any additional words they think would be important when considering a logo.
10-15 minutes	Break students into groups (if desired) and ensure that during their research they are considering the vocabulary ideas.	Use Britannica Image Quest to research logos (depending on time and desire, this could be spread out to logos of companies as well). Students should note down reasons that they feel the logos are successful, especially pertaining to the vocabulary list above.
10-25 minutes	Assist students with their designs as necessary.	Students should begin designing their logos. Depending on the amount of time available, students could either sketch ideas in their books or could begin working on the full project.

Day 2

5-10 minutes	Recap with students the important considerations for designing a logo.	Lead a discussion on important considerations for designing a logo.
35-40 minutes	Assist students with their designs as necessary.	Work towards completion of their logos.

Plenary: A cross curricular discussion of the importance of logos in society would be a great way to end the lesson. Students could discuss how logos have changed (i.e., the Apple logo from one with many colours to a grey, modern apple) and what logos do for society (the Coeliac UK logo quickly informs buyers if a product is wheat and gluten free).

Differentiation: Using prior logos as a basis for their own would be a good way to help support students. Conversely, a challenging option would be to ask students to consider adaptability in their work such as scalability, the use of a monochromatic logo, the logo in 3D, etc.

Extension: Give students the option to either continue designing by creating a flyer with further information (such as types of sports, time, areas around the school) or to write a proposal to the school board on why this particular logo should be used for the sports day.

Assessment Opportunities: Assessment should centre around the final logo, with special consideration given to how students have shown their understanding of the vocabulary and considerations (purpose, audience, etc.) discussed during class.