



A DESIGN MAKEOVER PROJECT

THE GOOD, THE BAD, AND THE UGLY

THE CHALLENGE

Create a new design label for an existing food product with a poor design label.

VOCABULARY

Unity, Harmony, Contrast, Balance, Alignment, Rhythm,
Proportion, Scale, Visual Hierarchy

Standards	Objective
VA:Re.7.2.IIa: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	Students will identify an unsuccessful food product label and examine the designs to understand where it fails to aesthetically display product information to consumers.
VA:Cr3.1.IIIa: Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	Students will utilize design concepts to redesign their selected food label to efficiently and aesthetically display product information.
VA:Cn10.1.Ia: Document the process of developing ideas from early stages to fully elaborated ideas.	Students will create multiple preliminary sketches of their inventive label and a final draft of their design in their sketchbook.

DAY 1

-Students will be introduced to design vocab terms and concepts on a powerpoint in class. These terms will help students distinguish successful and unsuccessful designs.

-Students will be prompted to do a search online, at home, or in stores for food products with poor design labels.

DAY 2-5

-Students will bring in their selected product design and share with the class reasons why the design is unsuccessful, utilizing design vocab terms.

-Students will brainstorm ideas and create sketches of a new design for the product label.

DAY 6-11

-Students will create a final sketch of the new food label.

-Students will upload their sketch into illustrator and begin creating a graphic image of the label.

DAY 12

-Students will print off the new label and apply it to the product.

-Students will complete a checklist identifying which design principles they used and how they created a successful design. Students should use 5 or more principals in their work.

Checklist for Final Project:

Design Principle	No I did not incorporate this principal into my final project.	Yes I incorporated this principle into my final project.	Explain how the principal is incorporated into your design and how it creates a successful design.
Unity			
Harmony			
Contrast			
Balance			
Alignment			
Proportion			
Scale			
Visual Hierarchy			