

WEB DESIGNS A STORY COMES ALIVE

ART AND CAREERS

GRADE LEVEL: 6–8

May be modified for lower and upper grades.

OBJECTIVE

- Student will be able to understand how web designers organize information in an accessible and visually appealing way.
- Student will be able to create a web site of a children's picture books.

MATERIALS

drawing paper

pencil

computer

software: Microsoft Word, Microsoft Publisher, and

Microsoft FrontPage

CD-RW (rewritable)

CONCEPT

Web designers create web sites. They turn words and art into Internet sites that people can use. These web sites include text, photos, three-dimensional or moving graphics, sound, and interactive devices.

In this lesson, students will create a web site of a children's picture book. They will write the text: a fictional story or rhyme for a three to five year old. They will create the graphics out of geometric shapes. They will choose the correct typestyle for a younger child, pick sound words that are fun to say and hear, and think about appropriate activities and procedures for children. On each of the 16 pages, including the cover and the title page, they will place a "character" button to click on to "turn the page". When the picture book web site is completed, these creations will be shared with the primary school students.

PROCEDURE

1. Brainstorm possible themes for their picture books. Write these themes on slips of paper and place them in a container. Draw from this container and start brainstorming story ideas under each theme. Vote on one theme and story idea that the class will then use for their web site.
2. Turn class into a web design company—think of a catchy company name. "Hire" a CEO or board of directors, who will oversee the entire company. Then "hire" students to fulfill the following leadership roles: project manager, art editor, multimedia editor, and text editor. Each of these leaders will need to "hire" their team of artists.

Make all these job responsibilities very concrete. Create a Career Expectation Notebook where compete job descriptions and job responsibilities will be provided.

3. The first job of the art editor, graphic designer, and web artist is to design a company logo that can be posted on the completed website. The logo may be hand drawn, scanned, digital, illustrated, or a combination.
4. This phase of the web design process involves the gathering of information through research and brainstorming. The entire web team will meet to determine the following:
 - What they want the site to accomplish (children reading a picture book)
 - To whom the site should appeal (children ages three to five)
 - Content (fictional story or poem, illustrated with pictures)

CLASS EXPERIENCE

- Timeline of construction
5. Creating a framework. The student project manager and team leaders are in charge of creating a site map, (a visualization of the site as a whole) of all pertinent information submitted for inclusion in the site. A chart resembling a family tree is easy for the students to apply. Each page, except the home page, has a “parent”, and it can have siblings as well as children. The site map acts as more than a simple display of the site structure; it is an environment for building, reorganizing ideas, and creating a concise pathway through the web site. Place all information in the proper order.
 6. The audio and visuals are ready to be developed and included. The creativity of the students gives the project its personality. Use the following list as guidelines to assist in designing this part of the process:
 - Color selection
 - Scan photos and illustrations and/or create graphics, photos, animations, and reference buttons
 - Determine names of the major sections
 - Compile research
 - Create text and decide text font and size
 7. Assemble each web page for the web site. The students should load the graphics, photos, and text into the web software, adding sounds and animation where appropriate.
 8. Test the results. Navigate the entire web site to see if it is enjoyable, easy to use, concise,, and in the correct order. Take a moment for all to ask themselves the following. “Does this look and feel like something that would interest three to five year olds? Did I get the correct mood or feeling across?”
 9. Organize a web site launch party! Invite parents, school administrators, and the young children for whom it was created to reveal the story on this web site!
 10. Enjoy!

ASSESSMENT

Group and individual evaluations should be distributed, inquiring into how well they worked together to accomplish their goals and to evaluate how well they accomplished the individual requirements.

RESOURCES

BOOKS

Bartlett, Gillian. *Great Careers for People Interested in Art and Design*. New York: UXL Company, 1996.

Summerfield, C.J. *Career Information Center : Communicatio0n and the Arts*. MacMillan Library Reference, Simon and Schuster, New York, 1996.

WEB SITES

www.princetonol.com/groups/iad/lessons/middle/careers.htm

art.nmu.edu/departments/AD_Career-Jobs.html

www.khake.com