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| **Develop a sports Logo** | | |
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| A project to design a sports logo | | |
| **Subject(s):** Design and Technology  **Approx time:** 50 – 70 minutes |  | **Key words / Topics:**   * Logo * Design brief * Design criteria * Mood board * Sketching * Silhouette |
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| Stay safe  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:    • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others    Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | |
| **Suggested Learning Outcomes** |  |  |
| * To be able to design a sports team logo * To be able to communicate design ideas using sketches, notes and annotations | | |
| **Introduction** |  |  |
| This is one of a series of resources designed to allow learners to use sports themes to develop their knowledge and skills in Design & Technology and Engineering. This resource focusses on designing a sports team logo. | | |
| **Purpose of this activity**  This is one of a series of resources designed to allow learners to use the theme of the men’s Football World Cup to develop their knowledge and skills in Design & Technology. In this activity, learners will design a sports team logo.  This could be used as a one-off main lesson activity to build knowledge and understanding of branding and logos. It could also be used as part of a wider scheme of learning focussing on developing creative skills within graphics and graphic design. | | |
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| **Activity** |  | | **Teacher notes** |
| **Design brief and design criteria (5-10 mins)**  Introduce and discuss the following design brief and criteria with the class.  ­­­­**Situation**  A sports team is designing a new kit and you have been asked to design a new logo for the team. They want the logo to represent the sport and be eye-catching.  **Brief**  Design a sports logo for a sports team of your choice. Your design should use an image or a simple shape that represents the sport, use 2 to 3 appropriate colours and if used, only one font style.  **Criteria:**  The sports logo must:   * Represent the sport * Use 2 – 3 appropriate colours * Use an image or simple shape * Use only one font style * Be aesthetically appealing   Teacher to hand out worksheet needed for the task to learners.  **Mood boards (5-10 mins)**  Teacher to discuss how mood boards are used to help generate ideas. Slide 5 in the teacher presentation shows a mood board for sports in general while slide 6 is a mood board for basketball.  **Making a sports logo (10 mins)**  *Teacher to describe:*   * Step 1 – How a sports logo is created from a single image. Discuss how colours are used to show movement on an object. * Step 2 – How an image of a sportsperson can be converted into a sports logo. Discuss how the image is blacked out to create a silhouette and then add colour to show movement. * Step 3 – How different shapes may be used to add a background to the image. * Step 4 – How to add text to the logo, positioned either horizontally or vertically. Use only one font for the text.   **Designing the sports logo activity (25-30 mins)**  Learners sketch their idea for a sports logo that meets the needs of both the brief and the design criteria given.  Designs can be produced on the handout provided or on blank A4/A3 paper.  **Peer review (5-10 mins)**  Learners to ask three people to suggest one improvement each to their design.  They should then select one of these suggested improvements and use it to update the design. |  | | **Making a Sports logo activity**  Print the activity sheets and distribute to the learners.  **Mood boards**  Learners could use the presented mood boards as a catalyst for their own ideas. Alternatively, the activity could be extended and learners could create a mood board for their chosen sport.  **Making a sports logo**  Teacher may wish to demonstrate how to add movement to an image using colour.  Learners should use notes and detailed annotations to explain and describe how their design meets the needs of the brief and design criteria. |
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| **Differentiation** |  | |  |
| **Basic** |  | | **Extension** |
| * Provide additional examples of current sports team logos * Provide partially complete logos to modify |  | | * Design and develop a logo for a different theme, such as school or a company * Learners to make a 3D model of their sports logo idea using available materials within a DT workshop. |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| * Projector/whiteboard * Sketching equipment * Coloured pencils |  | | icon-ppt Presentation Sports logo  icon-doc Sports logo Activity Handout |
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| **Additional websites** |  | |  |
| * What makes a good logo: <http://www.davidairey.com/what-makes-a-good-logo> * YouTube: How to design a logo – speed video: <https://www.youtube.com/watch?v=LlHZD8HfCd0> * The importance of brand and logo: <https://www.youtube.com/watch?v=JKIAOZZritk> | | | |
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| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options)   * Show a range of logos. What company does each represent? What features of the logo relate to the activities of the company (if applicable)? | | **Extension** (Options)   * Design and develop a logo for a different theme, such as school or a company * Learners to make a 3D model of their sports logo idea using available materials within a DT workshop.   **Plenary**   * Peer review, giving feedback on designs | |
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| **The Engineering Context** film |
| * Logos and branding are an important marketing tool – many consumers prefer to buy certain products because of their brand, evidenced by the included logo. Many top sport teams have logos that have become famous and appear on all their branded products. |

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| **Curriculum links** | |
| **England**  Design & Technology   * KS3 1a, 1d, 1e, 3a, 3c | **Northern Ireland**  Technology & Design  Learning Outcomes   * Communicate effectively in oral, visual (including graphic), written, mathematical and ICT formats showing clear awareness of audience and purpose |
| **Scotland**  Technologies   * TCH 3-07b | **Wales**  Design & Technology  2.b, 2.d, 4.c, 4.d |
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| **Assessment opportunities** |
| * Informal teacher assessment by questioning throughout the activity. * Formal teacher assessment of completed work, peer review of designs produced. |