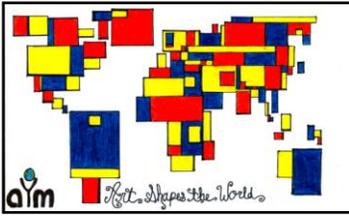


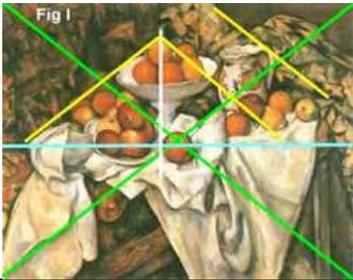
Name: \_\_\_\_\_

Section: \_\_\_\_\_

**Pennsylvania Flag Design 2017-2018**  
*Building Community Through Art*



**Vocabulary**

Word	Definition	Picture	Describe in your own words...
<p align="center"><b>Flag</b></p>	<p>A piece of cloth or similar material, typically oblong or square, attachable by one edge to a pole or rope and used as the symbol or emblem of a country or institution or as a decoration during public festivities.</p>		
<p align="center"><b>Composition</b></p>	<p>The placement or arrangement of visual elements or ingredients in a work of <b>art</b>, as distinct from the subject of a work.</p>		
<p align="center"><b>Theme</b></p>	<p>A central idea in a work of art.</p>		

## Why do we have flags?

A flag's purpose is to represent a place, organization, or person, generally on a rectangular piece of cloth, to be seen at a distance, often moving, and reproduced in quantity and in many sizes. The basic principles of good flag design will lead to a successful flag that accomplishes that purpose. Flags began thousands of years ago, first used for military purposes on land and then as identifying signals at sea. They evolved to represent royal houses, then countries and other levels of government, businesses, military ranks and units, sport teams, and political parties. Flags grew out of heraldry—the practice of designing coats of arms—and follow many of the same design principles. Following this guide will help any person or group produce a great flag.

*“A flag should be simple, readily made, and capable of being made up in bunting; it should be different from the flag of any other country, place or people; it should be significant; it should be readily distinguishable at a distance; the colors should be well contrasted and durable; and lastly, and not the least important point, it should be effective and handsome.”*

*- National Flag Committee of the Confederate States of America, 1861*

## Basic Principles of Flag Design

### 1. Use Meaningful Symbolism

The flag images, colors, or patterns should relate to what it symbolizes...***Building Community Through Art***

### 2. Representation of State

Designs should creatively use images that represent the state and subject of art. Design should also include the Youth Art Month Logo.

### 3. Be Distinctive or Be Related

Avoid duplicating other flags, but use similarities to show connections...

**Reading Reflection:** Based on the basic principles of flag design and the history of flag design, what symbols, colors, and information will you include on your flag design to communicate the theme “***Building Community Through Art.***”

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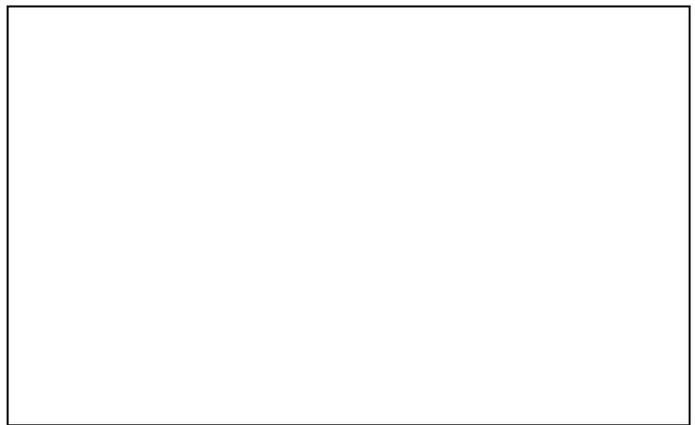
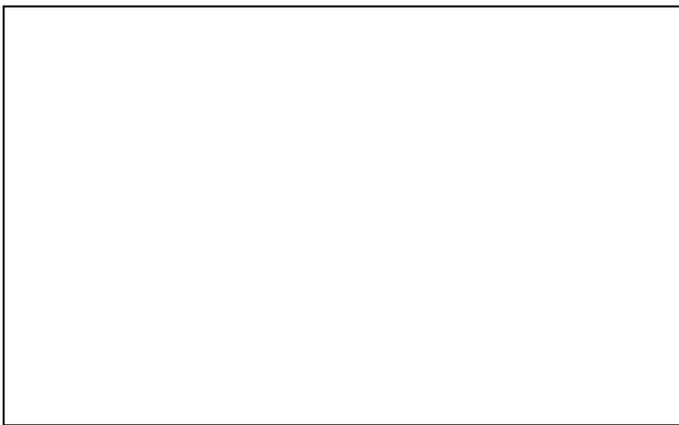
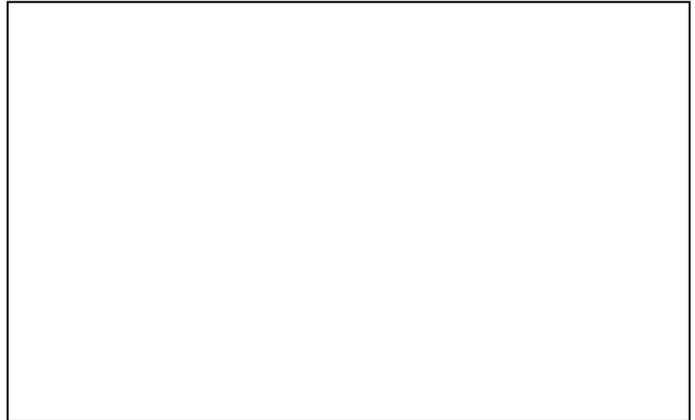
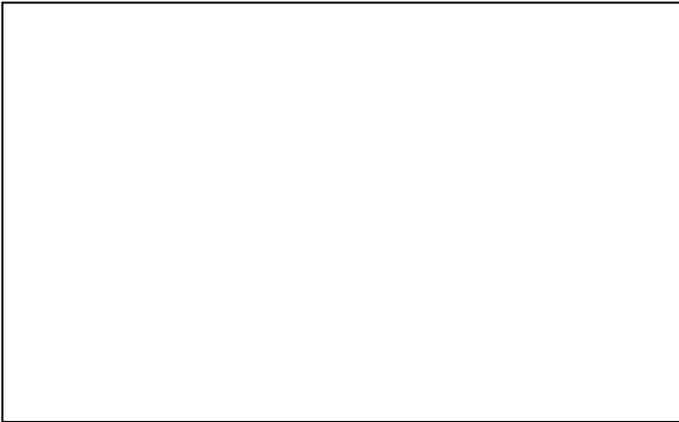
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## Flag Design Sketches

### Flag design requirements and things to consider:

- ✓ Flag designs are to be 6” by 10” in a horizontal format.
- ✓ The design should be in color. It may be created in any medium. Keep in mind how it would look if reproduced as a 3 x 5 foot flag.
- ✓ The design should reflect our state theme, “*Building Community Through Art*,” and display the YAM logo somewhere in the design.
- ✓ Consider the basic principles of flag design.



YAM Logo:



**Rubric**

	Advanced 4	Proficient 3	Basic 2	Below Basic 1	Incomplete 0
<b>Planning Packet</b>	Exceeds expectations by developing comprehensive definitions for vocabulary, sketches are thoroughly developed, and questions are answered with complex connections to vocabulary.	Vocabulary definitions clearly defined, sketches are developed, and questions are answered making connections to vocabulary.	Limited definitions of vocabulary, sketches are completed, and questions are answered making limited connections to vocabulary.	Little or no definition of vocabulary, sketches are incomplete, and questions are answered with no connection to vocabulary.	Incomplete vocabulary, sketches, and questions.
<b>Development of Theme</b> Building Community through Art	Student exceeds expectations by thoroughly communicating theme.  Theme is illustrated in great detail.	Student successfully communicates theme.  Theme is illustrated in detail.	Student communicates theme.  Theme is illustrated.	Student attempts to communicate theme with little to no detail.	Theme is not communicated.
<b>Design &amp; Composition</b>	Student shows mastery by designing a composition that is successfully organized and balanced using the principles of design.	Student organizes the composition and successfully balances the design using the principles of design.	Student organizes the composition and the composition is generally balanced using the principles of design.	Student partially balances and organizes the composition using the principles of design.	Composition is not balanced or organized using the principles of design.
<b>Application of Materials</b>	Student shows mastery by skillfully applying materials using learned techniques. Consideration is made to color, style, and craftsmanship.	Student applies materials using learned techniques. Some consideration is made to color, style, and craftsmanship.	Student applies materials using some learned techniques. Limited consideration is made to color, style, and craftsmanship.	Student does not utilize learned techniques and little to no consideration is made to color, style, and craftsmanship.	No techniques or consideration to craftsmanship, style, and color are used.
<b>Artist Statement</b>	Exceeds expectations by making complex connections between the design and theme. Identifies and reflects upon their reasons for creating the artwork.	Clearly communicates their reasons for creating the artwork, and explains their choice of design and how it relates to the theme.	Limited descriptions of how the design relates to the theme.	Little or no description of the design relates to the theme.	No description of how the design relates to the theme.