

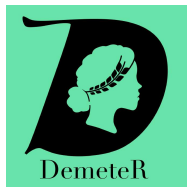
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# LOGO CONTEST



## Logo Creation

One of the first steps in the development of Demeter Project was the creation of a logo that would be used as its digital identity. For this purpose, a contest was organized in which students of Arts in IES Mar de Alborán would be a valuable asset.



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## Introduction

The students working on this unit are studying the first year of post compulsory education. They focus their studies on arts, which is a discipline that suits perfectly the development of this Didactic unit. All of them are over sixteen years old and this is the first time in which they are asked to put into practice their artistic skills for an academic purpose. However, this mini project is carried on in their English learning classes. So they will work on arts and logo creation process from the perspective of English teaching classes.

This group of students will also work on a different mini project called ScapeRoom developed in the SuperHero event, which is organized in the school for charity purposes.

## Teachers and collaborators of the thematic module

This unit has been designed by the English language teacher with the support of the arts department and the Computing and IT VET teacher.

## Objectives

- One of the first objectives of this didactic unit is to develop the methodology Thematic learning and to test it for the sake of this project.
- The development of this unit also aims to make students aware of the reality in which some countries have suffered from having antipersonnel mines.
- Another objective is to influence the student's self awareness as artists. The students in this group start a new stage in their lives. They mutate from being just students of arts to artists themselves. This didactic unit will contribute to develop their creative skills at the same time that they learnt how to introduce themselves as potential artists in English.
- They will learn English Vocabulary related to the topic and about design.

## Materials and resources

- Painting and drawing material, and a personal computer.
- Internet connection. Students can use the computers in the ICT room or their own cell phones.
- Classroom projector.

## Summary of lessons and timing.

This unit has been developed within a span of 5 lessons that were carried out in a span of two weeks. It was carried out during the first weeks of the school year.

### ❖ Lesson 1: Demeter Project presentation:

- ❖ During the first lesson the students learn about *Demeter Project* and its precursor project *Icaros*. Since this lesson is carried out in the first weeks of the school year the students also learn about the school participation in the Erasmus programme.
- ❖ First, the students learn about *Icaros Project* by surfing the official web and watching the videos online.
- ❖ Then, the teacher presents *Demeter Project* as a work in progress project. It was compared to the *Icaros* project and how their work on the logo creation would contribute to the best dissemination of the project.
- ❖ Later, the students learn about the final objective of this unit which is drafting a logo for the Demeter project and presenting the artistic creative process.
- ❖ Finally, there is a debate on how arts and artists have contributed to charities.



### ❖ Lesson 2: Definition of the objectives

- ❖ As a warm-up, the teacher writes some words on the board and the students must say sentences about what they learnt in the previous lesson. Some words were: Icaros, rover, logo...
- ❖ Next, the teacher explains the Contest on *Demeter Project* logo. The best draft would be chosen as a model for the logo.
- ❖ The group brainstorms the concepts that the logo should stand for: *cooperation, communication, Mother Earth, investigation and science, solidarity and childhood*. In this part of the lesson the students revise vocabulary in English to name objects that are related to the above concepts. Mother earth is related to a wheat stalk, for example.

- ❖ Finally, The students draw objects related to these concepts and their classmates had to guess the concept.

## ❖ Lesson 3: Learning the process for a logo creation.

- ❖ In this lesson the students watch a video on the process of logo creation. This video is the model for the students creation and presentation of their logo creation process. (<https://www.youtube.com/watch?v=EQUlOKb9B0s>).

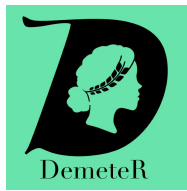


- ❖ Before watching this 30 minutes video the students are introduced to some vocabulary related to logo design like sketch or “competitor’s analysis”. The objective here is to practice vocabulary in English that is related to Arts.
- ❖ After watching the video the students surf the web to get ideas. and start sketching the first versions of their logos.

## ❖ Lesson 4: Logo creation

- ❖ The students work in groups transforming the concepts into a logo. Although each student creates their own version of the logo, working in groups helps some slow learner students to fight the “fear of the blank page”, that is, fear to start developing the idea.
- ❖ The students must agree on what idea or concept will be used by each member of the group. This stage is very important to develop the social and civic competence since students are contributing to the group success, which will be essential to every student’s success.
- ❖ These are some of the outputs made by the students.





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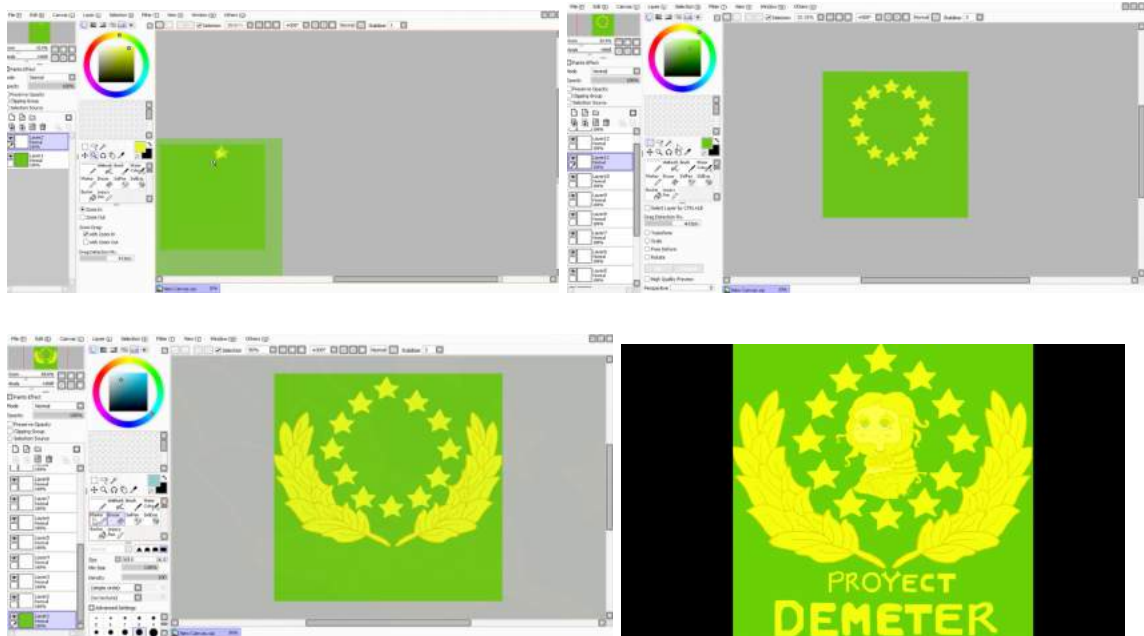
## ❖ Lesson 5: Logo Presentation

- ❖ The students decided whether they wanted to make a video presentation or a presentation class presentation.
- ❖ Example of a video by a student.





- ❖ Example of a presentation in front of the class. The student used an open source program to design his logo.



## Integration of the key competences

- Communicative competence. Communication between students not only in their mother tongue but in a foreign language such as English is basic.
- Digital competence. DEMETER students use new technologies as the basis for communication, learning, analysis, and most of all for the production of their designs.
- Learn to learn. Working through projects based on thematic learning allows students to improve their organization and collaborative skills.
- Social and civic competences. In the DEMETER project many ethical dilemmas have been debated and through these activities the student will understand and rethink concepts such as justice, human rights, solidarity, etc.
- Initiative and entrepreneurial spirit. The student has to be responsible for their own learning and has to make decisions regarding problem solving. The student will have to manage and plan in order to create a model for a logo for the DEMETER. At the same time they are competing to win the contest that the project is posing.

- Cultural awareness and expression. Art is one of the fundamental pillars of the DEMETER project. The members of the project have included this discipline because we consider it basic in the student training.

## Results and outputs



After each student presents their logo creation and the process that leads to their creation a contest decided the model for the Demeter Project Logo. In fact there were three finalists and three versions, each one developing a different and original idea. The final decision was made by the members of the Demeter project according to such criteria as identity or simplicity..

The results have an impact on the school community since the different versions of the logo were projected on the Erasmus notice board for the purpose of dissemination of the project.