Creating a brand logo with Tilt Brush – VEGA Teaching Scenario

Topic: To create a brand logo for a fictitious business with Tilt Brush

Subject(s): Art and social studies

Age / Grade: 12+ / grade 6+

Introduction to the scenario

In this assignment students work in small groups with ideas for their own businesses and create a brand with a logo. They work with 2D and 3D drawing and design. Students learn how to go from an idea for a business to branding, creating a logo and practice collaborating. In Tilt Brush they use their two dimension sketch and create the logo in three dimensions. Tilt Brush is a room-scale 3D-painting virtual-reality application. Students got the opportunity to learn how to use VR headset in a program with endless

opportunities and creating a logo taking knowledge about the characteristics of a good logo into account. Finally they share their design work with the students in their class. This assignment can easily adjust to all students.

Short description of the VR game in this scenario:

- Tilt Brush is a drawing and painting tool for VR. It allows you to access a myriad of tools and brushes to create spatial and immersive projects within virtual reality.

Learning outcomes:

A student is able to

- understand how important a logo is for a business. How it has to make a strong first impression and separate from competition.
- learn how color is a powerful communication tool, how colors affects you and how color combinations affect each other, by using different colors for different meanings for example
- get knowledge about how important composition and visual balance are to grab the viewer's attention.
- plan and draw a two-dimensional logo
- make the two-dimensional logo three-dimensional. Tilt Brush enables the students to draw in three-dimension space
- learn the basics of painting in Tilt Brush
- present the work for classmates

A selection of learning outcomes from the Finish Curriculum

- M1 encourage the student to observe art, the environment and other visual culture with different senses and by using different images
- M2 encourage eleven to discuss their observations and thoughts and to practice motivating their opinions
- M3 inspires the student to express their observations and thoughts through image and through other ways of expression
- M4 guide the student to use a variety of different materials, techniques and expressions and to practice their ability to create images
- M5 guide the student to purposefully develop their visual skills independently and together with others
- M6 guide the student to become familiar with different forms of visual communication and to use different visual expressions to influence in their images
- M7 guide the student to observe images from different perspectives and in different contexts and to think about the relationship between fact and fiction
- The student must be given the opportunity to gain knowledge and skills in both two- and three-dimensional work.
- The student should master the basics of color theory
- The student should be made aware of the importance of the media in society; how to influence and be influenced by images in different media.
- Cooperate with others towards a goal

Number of students: Duration (estimated time/number of lessons):

- 20 students (3 students in each group)
- lessons 45 min each

Prerequisites (necessary materials and online resources):

- Computers with internet connection
- VR headset with the application Tilt Brush
- Check that the internet is working
- Information about the topic to mediate to the students (videos, pictures, etc.)

Before the program begins (preparatory work for teacher):

- Search and collect information and material about the topic (different logo pictures, facts about logo analysis etc)
- Prepare and collect all things needed for the scenario
- Learn how Tilt Brush basic functions work

  Watch the video   ▶ The basics of tilt brush for oculus quest! Step by step tutorial video

- Create a task in Google classroom with project description
- Divide students into groups of maximum three
-

The main part of the scenario (number of lessons):

Part one (two lessons, 2 x 45 min)
Lesson 1 & 2

- Teacher presents and explains the assignment to the students

- What is a logo? Discussion (based on students' knowledge) and teaching

    A logo:

    -is a symbol, sign or emblem

    -is used to convey a succinct message

    -tends to be graphical and designed for easy recognition

    -is a tool to build an identity for the business as part of its brand to generate favorable thoughts and feelings about the business

    -needs to be simple, original and memorable for the greatest impact.

- The teacher shows example

- What makes a logo good? Discussion (based on students´ knowledge) and teaching

    A good logo:

    -is interesting and has a nice combination of shapes and colors

    -is simple

    -describes the business in an simple way

    - can either be typeface or icon based

    -uses colors that express meaning and suite the nature of the business

    (yellow-optimism/warmth, orange-friendly/cheerful, red-excitement/youthful, violet- creative/wise,

    blue-trust/strenght, green-peaceful/health, gray-balance/calm

    -is directed towards the masses

    -use abstract images

- The teacher shows examples

- Students (in groups of three) search, describe and analyze logos, on the internet.

- Assignment:

  Search two logos on the internet and describe and analyze them.

  - ★ Look at the logo and write down the features that you can observe

  - ★ Explain the effect that a specific feature of the logo has on the observer

  - ★ Present one of your chosen logo för the classmates

- The teacher shows a few different business logos/ icons and analyzes them.

  (If you want to read more: https://bizfluent.com/how-8420202-analyze-logos.html)

- Students assignment:

  - ★ Create a logo-an icon (no typeface) for a business, your group is designed for or if you want the student to create an own fictitious business (something the can make, bake, grow or buy and sell) and find out a name

  - ★ Convey a specific message, keep it simple, address the right audience, use colors that express meaning

  - ★ As individuals sketch as many ideas as you can (without talking) for 5 minutes

  - ★ Brainstorm your ideas as a group for 5 minutes

  - ★ As individuals sketch and revise ideas (without talking) for 5 minutes

  - ★ Share the revised ideas and collaborate to create a final version

  - ★ Draw the final version, in right colors, on a larger paper/poster

Debrief with students after the first two lessons

-What is your company name?

-How does your logo use graphics?

-How do the colors express meaning?

-How does cooperation work?

-Did you have enough time to work on the project on these two lessons?

Part two (two lessons, 2 x 45 min)

Teacher preparation:

- Bring the VR headset and check that they are charged
- Cast the VR headset to a computer and the projector

Lesson 3 & 4

- Introduce VR headset and explain what the 3D drawing program Tilt Brush is
- Students get to know how the headset and controllers work
- Watch the video about how the controllers work in Tilt Brush [Teaching Tilt Brush: The Controllers - YouTube](#) (9:58)
- Let the students try the functions of the controllers in turns (Cast the VR to computers so the other students can watch)

- When the students have an idea about how the basic functions work they start drawing their planned logo, in turns. When one student draw, the others follow the work on a computer
- While working they will figure out a lot of functions and the teacher guides them while working
- When the logo is finished they download it.

Debrief with students after lesson three and four

- How is the assignment going?
- How much more time do you need to get the logo finished?
- How does cooperation work?
- Do you have questions about functions or problems in Tilt Brush?

Part 3 (two lessons, 2 x 45 min)

Teacher preparation:

- Have access to network, computer and projector for their presentations
- Be prepared with a tick list to evaluate students' assignments. (Teacher evaluate: Student´s participation and cooperation skills, the idea of the business logo, the design of the logo, both the one made on the poster and the one made in Tilt Brush and the presentation)
- Prepare an evaluation survey for the students in Google Forms.

Lesson 5 & 6

- If a teacher has received questions from students in the two earlier lessons, the lesson begins with explaining or discussing them

- Students prepare a presentation of the assignment or go on with drawing the logo in Tilt Brush, if they are not ready

  The presentation must state:

  - The idea/purpose of their business and the name

  - Presentation of the 2D logo, drawn on the poster

  - Students have to explain: how the logo uses graphics, how the colors express meaning, how well they think their logo symbolizes the name and the purpose of the business-

  - Presentation of the 3D logo made in Tilt Brush.(What it would look like on social media or on a website)

  - How well the group worked as a team

- Students evaluate the assignment, the product, their work and cooperation in the group in the evaluation survey i Google Forms

Assessment/Criteria:

Grades 5-10	5	6	7	8	9	10
Activity and engagement	The student has had challenges with this assignment. The student hasn't shown sign of engagement.	The student has only occasionally shown interest in the work and has had difficulty finding motivation.	The student has mostly shown interest in the assignment	The student has shown interest and commitment to the assignment.	The student has shown great interest and commitment in the assignment.	The student has shown great interest, responsibility and commitment in the assignment
The overall picture of the work when completed.	The student misses and does not participate in several parts of the assignment.	The student lacks several parts of the assignment and in participation.	The student lacks part of the assignments and in participation.	The student has participated and done all the assignments.	The student has done all the assignments and you can see that the student has made an effort to participate in all the parts.	The student has participated and done all assignments in an exemplary way and it can be seen that the student has processed the content.
Creating the 2D logo	The student did not contribute with drawing suggestions and was not involved at all in revising the ideas.	The student had challenges with drawing suggestions for the business logo. The student did nor understand that the logo had to describe the business in a	The student included the basics about what makes a good logo, but lacked some important things. The student was partly involved in revising the ideas of the group and in	The student has shown understanding about what makes a good logo and has drawn good suggestions. Was involved in revising the ideas and in creating the final	The business logo suggestions were complete. The student was really involved in revising the ideas of the group and in creating the final version.	The brand logo drawing suggestions had all the parts that were requested and showed that the student masters the subject. The student was an important part in

		simple way and neither the use and meanings of the colors. The student was not really involved in revising the ideas of the group and in creating the final version.	creating the final version.	version.		revising and creating the final version.
Showing responsibility for the completion of the work. Cooperation skills.	The student showed no responsibility and had difficulties cooperating with his group. The student did not listen to his classmates.	The student had some difficulties in taking responsibility and cooperating with his group and listening to his classmates.	The student took some responsibility and cooperated well with his group.	The student showed responsibility and mostly a good ability for cooperation.	The student showed evidence of good responsibility and a good ability for cooperation.	The student showed evidence of excellent responsibility and an excellent ability for cooperation.The student made efforts in order to help his group further in the assignment.
Skills	The student shows obvious shortcomings in the understanding of the subject.	The student showed some shortcomings in the understanding of the subject.	The student showed evidence of a certain understanding and some learned knowledge of the subject.	The student showed evidence of a good understanding and had assimilated the most important content in the subject.	The student showed evidence of an excellent understanding and had assimilated the most important content in the subject but lacks	The student showed evidence of an excellent understanding and fully mastered the content.

					some knowledge.	
The VR part and the app use	The student presents obvious difficulties in understanding how the Tilt brush app works and does not follow the teacherś instruction at all. is not able to make the 2D logo into 3D. Shows a lack of interest and is careless in the use of equipment needed.	The student presented some difficulties in understanding how the Tilt Brush app works. Trying to follow the instructions, but could not keep the interest up all the time. Tried but can not make the 2D logo into 3D. The student was sometimes careless in the use of equipment needed.	The student understood the main features of how Tilt Brush app work. Mostly followed the instructions, but sometimes lacked perseverance. Could contribute with parts in the assignment to make the 2D logo into 3D. Was usually careful with the equipment.	The student showed a good understanding of howTilt Brush app works. The student always followed the teacher's instructions and contributed in creating the 2D logo into 3D. Was careful with equipment.	The student showed an excellent understanding of how the Tilt Brush app works. Always followed the teacher's instructions. Was an important part of the assignment to make the 2D logo into 3D. Was very careful with the technology.	The student mastered the use of the Tilt Brush app. Always followed the teacher's instructions and helped classmates. Directed the assignment to make the 2D logo into 3D. Was always careful with technology.