

Timing: 1 to 3 hours

Level: Ages 15 and up

Wireframes

Activity Overview

A wireframe is a visual guide representing the basic elements of a website. A well-designed wireframe includes three key elements: interface design, navigation system, and main content areas. In this activity students are introduced to wireframes, learn why they are an important part of the design process, and learn how to create them.

Note: Portions of this activity align to the Adobe Certified Associate objectives. Within the instruction steps and technical guides, the specific learning objectives for the exam(s) are referenced with the following format: ^{1.1}

Activity Objectives

Design skills

- Communicating ideas and information through simple wireframes
- Providing multiple design ideas
- Creating wireframes
- Applying design principles
- Understanding and applying design aspects such as color theory, layout, contrast, and composition

Research and communication skills

- Evaluating and analyzing website navigation

Technical skills

Photoshop

- Creating a wireframe

Project Assets

- *Photoshop guide:* How to create a wireframe ^{3.2, 3.3, 4.1, 4.2, 4.6, 4.7, 5.1}
- *Electronic file:* wireframes.zip

Background preparation resources

[Technical and content information](#)

[ISTE NETS*S Standards for Students](#)

[Adobe Certified Associate objectives](#)

Activity Steps

1. Introduce wireframes by explaining they are a visual guide representing the basic elements of a website. A well-designed wireframe includes three key elements: interface design, navigation system, and main content areas.
2. Using the sample electronic files from the *wireframes.zip* file, introduce and discuss the following:
 - What a wireframe is. [2.2, 2.5](#)
 - Why wireframes are an important part of the design process.
 - What's involved in creating a wireframe and what should be included in a wireframe.
 - The wireframing workflow.
3. Using the "I do, we do, you do method" demonstrate how to create a wireframe.
Photoshop guide: How to create a wireframe [3.2, 3.3, 4.1, 4.2, 4.6, 4.7, 5.1](#)
4. Instruct students to create a wireframe for one of the following scenarios:
 - Re-imagine the wireframe of an existing website, for example, the home page and 2-3 other pages of their school website.
 - Create a wireframe for a web project they are currently working on.
5. Ask students to think about what they are creating the wireframe for and the design elements that would make it consistent. [2.1, 2.2, 2.3, 2.4](#) They should consider the following as they create their wireframe:
 - Graphics choice and placement
 - Text choice and placement
 - Navigation choice and placement (for both graphical and text navigation bars)
 - Color choices
 - Clear visual hierarchy
 - Design limitations created by delivery requirements
 - Multiple design options for screens of varying sizes on a variety of viewing devices
6. Allow students time to create wireframes for their website or project.
Note: It is recommended that your students have already learned about design principles.
7. Ask some students to present their wireframes to the class, discussing the design decisions they made.
8. Remind students that creating wireframes is an important step in the production of building web projects. Discuss how using the wireframe workflow can help them go from sketching basic ideas of the project's structure to a fully-functional interactive prototype. Discuss how wireframes can be especially helpful when working with clients.

Assessment:

	0 – Does not meet expectations	3 – Meets expectations	5 – Exceeds expectations
Wireframe	Absent or incomplete.	Students create wireframes based on design principles and delivery requirements to organize content on pages. Students clearly explain design decisions.	Students create wireframes based on design principles and delivery requirements to organize content on pages. When possible, students support each decision on elements in the wireframes with data and information gathered from research and clients. Students clearly explain design decisions.

Background preparation resources:

- To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: <http://tv.adobe.com>
- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>
- For an overview of the interface and for more information on the technical aspects of *Photoshop*, see *Photoshop* Help.

ISTE NETS*S Standards for Students

This project is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this project aligns to your state requirements.

ISTE NETS*S: Curriculum and Content Area Standards – NETS for Students:

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
 - a. apply existing knowledge to generate new ideas, products, or processes.
 - b. create original works as a means of personal or group expression.
3. Research and Information Retrieval
Students apply digital tools to gather, evaluate, and use information. Students:
 - c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks

4. Critical Thinking and Problem Solving

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

b. plan and manage activities to develop a solution or complete a project.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

d. transfer current knowledge to learning of new technologies.

Adobe Certified Associate Exam Objectives

Adobe Certified Associate, Web Authoring objectives

2.1 Demonstrate general and Dreamweaver-specific knowledge of best practices for designing a website, such as maintaining consistency, separating content from design, using standard fonts, and utilizing visual hierarchy.

2.2 Produce website designs that work equally well on various operating systems, browser versions/ configurations, and devices.

2.3 Demonstrate knowledge of page layout design concepts and principles.

2.4 Identify basic principles of website usability, readability, and accessibility.

2.5 Demonstrate knowledge of flowcharts, storyboards, and wireframes to create web pages and a site map (site index) that maintain the planned website hierarchy.

Adobe Certified Associate, Visual Communication objectives

3.2 Demonstrate knowledge of layers and masks.

3.3 Demonstrate knowledge of importing, exporting, organizing, and saving.

4.1 Demonstrate knowledge of working with selections.

4.2 Use Photoshop guides and rulers.

4.6 Demonstrate knowledge of drawing and painting.

4.7 Demonstrate knowledge of type.

5.1 Demonstrate knowledge of preparing images for web, print, and video.

For more information

Find more teaching materials for using Adobe software in your classroom on the Adobe Education Exchange: <http://edex.adobe.com/>.



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