Lesson Plan Title: The Effects of Advertisements Length: 3 hours

**Note:** Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know *and* what they willneed to know to be successful.

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| **Pre-Assessment:**  ***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge. |
| Can students discuss in groups in order to create a definition of visual and material culture that is relevant to the group’s discussion?  Can students evaluate an advertisement in terms of what they notice and how it affects them?  Can students sketch ideas for an artwork that uses two or more materials to communicate the way an advertisement affected them?  Can students create an artwork that utilizes composition and appropriation to express the way one or more advertisements has affected them?  Can students examine each other’s artistic choices by responding in pairs to the prompts? |

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| **Performance:**  **What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic) |
| You are considering starting your own company! But first you need to know a little about advertising so you plan to apply to an advertisement program at a the Academy of Art University in San Francisco. Instead of sending the admissions office just a standard resume or portfolio, you decide to create a mixed media piece of art to both highlight your creative skill and show the way advertising has affected you. |

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| **Concepts:**  List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.** |
| Composition  Intent  Appropriation  Images |

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| **Enduring Understanding (s):**  Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.** |
| The **composition** of an artwork *communicates* its **intent**.  **Appropriation** *supports* expression in **images**. |

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| **Standards: (All lessons should address all standards.)**  1. Observe and Learn to **Comprehend**  2.Envision and Critique to **Reflect**  3. Invent and Discover to **Create**  4. Relate and Connect to **Transfer** |

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| **Objectives/Outcomes/Learning Targets:**  Objectives **describe a learning experience** with a **condition → behavior (measurable) → criterion.** Aligned to: Bloom’s – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom’s: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology) |
| 1. Shown a selection of advertisement examples, students will be able discuss a potential definition of visual and material culture that is relevant to the group’s dialogue. (Bloom’s: Understanding - Standard: Comprehend - GLE: Historical and cultural context are found in visual art - Art Learning: Historical/multicultural content - Literacy) 2. Shown a method for planning, students will be able to evaluate an advertisement in terms of what they notice and how it affects them. (Bloom’s: Evaluate - Standard: Transfer - GLE: Communication through advanced visual methods is a necessary skill in everyday life - Art Learning: Conceptual/Ideation - Literacy) 3. Using their previous plans, students will be able to sketch ideas for an artwork that uses two or more materials to communicate the way an advertisement affected them. (Bloom’s: Apply - Standard: Create - GLE: Assess and produce art with various materials and methods - Art Learning: Materials and Techniques) 4. Given mixed media materials, students will be able to create an artwork that utilizes composition and appropriation to express the way one or more advertisements has affected them. (Bloom’s: Create - Standard: Create - GLE: Make judgments from visual messages - Art Learning: Expressive Features and Characteristics of Art) 5. Using completed artworks, students will be able to examine each other’s artistic choices by responding in pairs to the questions. (Bloom’s: Evaluate - Standard: Reflect - GLE: Interpretation is a means for understanding and evaluating works of art - Art Learning - Critical Reflection - Literacy) |

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| **Differentiation:**  Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives**. |

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| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
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| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
|  | computer, mixed media | create your own advertisement |

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| **Literacy:**  List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.** |
| written explanation of response artwork  writing a definition  pair share discussions |

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| **Materials:**  Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.** |
| examples of advertisements  mixed media materials - all materials available in the classroom |

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| Resources:List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. Make reference to where the material can be found. (These are the resources used by the teacher to support/develop the lesson.) List all resources in a bulleted format. |
| Meet Alex Billboard - http://alliartist.tumblr.com/post/100673469318/urulokid-millika-whos-alex-billboard  #likeagirl - <https://www.youtube.com/watch?v=XjJQBjWYDTs>  Mazda - <http://www.ispot.tv/ad/7skz/2015-mazda-cx-5-camera>  longboard - <http://www.colinschye.com/portfolio/loaded/3.jpg>  Mio - https://www.youtube.com/watch?v=tXG0PACMUOo  Nike - <http://jorrienpeterson.com/wp-content/uploads/2014/02/nike.jpg>  AT&T - http://www.resourcesforlife.com/wp/wp-content/uploads/2010/06/20100624th-att-painted-hands-advertising-global-world-coverage-countries-england-stonehenge.jpg |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * create PowerPoint * collect advertisement examples |

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| Safety:Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format. |
| Don’t hurt self with multimedia materials |

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| **Action to** **motivate/Inquiry Questions:**  Describe how you will begin the lesson to **stimulate student’s interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc. |
| Mazda video…  [http://www.ispot.tv/ad/7skz/2015-mazda-cx-5-came](http://www.ispot.tv/ad/7skz/2015-mazda-cx-5-camerHave)ra  Have you seen this before?  What do you think this is an advertisement for?  Now that you know what it was for do you feel it was effective?  Or does it make you feel lost and confused about the connection between the car and the camera? |

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| **Ideation/Inquiry:**  Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract.List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork. |
| How does advertising affect you? How can advertising have a lasting effect?  What makes and effective advertisement?  How does the context of an advertisement differ from other viewed images? |

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| **Procedures:**  Give a detailed account **(in bulleted form)** of how you will present the lesson logically and sequentially **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate. |

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| Day 1 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology.** | **Learning** - Students will... i.e.: brainstorm to generate ideas; describe detail to develop observation skills, etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.) | **Time** |
|  | Teachers will play a the Mazda advertising video…   * http://www.ispot.tv/ad/7skz/2015-mazda-cx-5-camera   Have you seen this before?  What do you think this is an advertisement for?  Now that you know what it was, do you feel it was effective?  Or does it make you feel lost and confused about the connection between the car and the camera?  Today we will be talking about advertisements and how they are a part of our visual/ material culture. | Students will learn about expectations and qualities of effective advertisement. | 5 minutes |
|  | Teachers will play more videos   * <https://www.youtube.com/watch?v=XjJQBjWYDTs> * https://www.youtube.com/watch?v=tXG0PACMUOo   and show images of advertisements from  U.S.   * <http://alliartist.tumblr.com/post/100673469318/urulokid-millika-whos-alex-billboard> * <http://www.colinschye.com/portfolio/loaded/3.jpg> * http://jorrienpeterson.com/wp-content/uploads/2014/02/nike.jpg * http://www.resourcesforlife.com/wp/wp-content/uploads/2010/06/20100624th-att-painted-hands-advertising-global-world-coverage-countries-england-stonehenge.jpg     While looking at these advertisements students will be filling out a work sheet to answer the questions for each one…   * What do you see? * How does this affect you? | Students will be evaluating advertisements based on what they see and how it affects them. | 10 minutes |
|  | Now that we have looked at different advertisements students will get into groups of 2-3 to discuss a definition of visual/material culture.  Some questions for the students to think about..   * Is advertisement a part of visual/material culture why or why not?   Once students have come up with a definition we will have an open class discussion where students can share what their definition was and how they came to it. | Students will discuss and create a definition of visual and material culture and be able to explain their reasoning. | 10 minutes |
|  | After we have discussed this definition as a class we will present the project for the day..   * You are considering starting your own company! But first you need to know a little about advertising so you plan to apply to an advertisement program at a the Academy of Art University in San Francisco. Instead of sending the admissions office just a standard resume or portfolio, you decide to create a mixed media piece of art to both highlight your creative skill and show the way advertising has affected you.   Students should be focusing on composition and appropriation meaning…..  Let students know this should be on a smaller scale because it will be finished during this class period | Students will form an understanding of composition and appropriation that is used in advertising. | 10 minutes |
|  | Work time:  Student should brainstorm ideas first….An option they could do is base their project on one of the advertisements show in class or walk around the art building and find a poster or one they know about from their prior knowledge  They should be thinking about their definition of visual/material culture   * What makes and effective advertisement? * How does the context of an advertisement differ from other viewed images? | Students will brainstorm to generate ideas about an advertisement that affects them.  Students will create a piece of artwork using composition and appropriation to address the prompt. | 1 hour 40 minutes |
|  | Clean up:  Students will be responsible for putting away any materials they may have used.  One student will need to sweep the floors.  Students should work together to put away green table covers. |  | 15 minutes |
|  | Once every one is finished with their artwork we will come back together.  Students will be asked to do a pair share answering a pair of questions:   * What do you see? * What does it mean? * How do you know? * Is it appropriate for the audience? | Students will reflect on each other’s artwork to further their understanding of visual and material culture. | 20 minutes |

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| **Student reflective/inquiry activity:**  Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.) |
| Students will do a pair share of their projects answering a pair of questions:   * What do you see? * What does it mean? * How do you know? * Is it appropriate for the audience? |

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| **Post-Assessment (teacher-centered/objectives as questions):**  Have students achieved the objectives and grade level expectations specified in your lesson plan? | **Post-Assessment Instrument:**  How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc. |
| * Did students discuss a potential definition of visual and material culture? * Did students evaluate the advertisements in terms of what they saw and how it affected them? * Did students sketch ideas for an artwork that has two or more materials to communicate an advertisement affected them? * Did students create an artwork that utilizes composition and appropriation to express how an advertisement has affected them? * Did students examine each other’s artistic decisions? | Will be included in final assessment. |

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| **Self-Reflection:**  ***After the lesson is concluded*** write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.) |
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**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/14 Fahey