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High school level: Dependent on class, but intro class

Lesson Plan Title: Art and the Real World

Length:6 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 artwork, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

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.

- We will email our google form the week before the class
 - If students already have a website / etsy, they will be grouped up with those who haven't and combine products.
- Have students ever attended a craft fair / show?
 - What was their experience? How did people set up the booths?
 - How did the artists price their art?
 - Was the artists' art one of a kind or were there duplicates?
- Do any of the students use squarespace / Etsy?
 - Has anyone ever shopped / browsed on Squarespace / Etsy?
- Do any of the students have a digital camera?
 - What is their experience with manipulating photographs?
 - What is their primary subject?
- Have the students ever photographed their art to promote themselves or sell?
- Would their art be one of a kind or can it be duplicated?
 - How does this affect the price?

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)

Students will learn how to utilize photographing techniques to best represent their artworks. They will research local art fairs and the fees associated with attending. They will investigate booth setup types and make a maquette of their proportional space.

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 of 3D, utilizing at home lighting and home studio settings, Style, Understanding target audience / market, Observation, Designing a space - maquette for selling venue.

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.

Students will learn how to research, set up and respond to a market, which will allow them to be effective business owners in the future. Students will learn how to start a business and plan for finances, allowing them to achieve financial security. Students will learn how to network and advertise, such as in craft shows and digitally, allowing them to effectively self promote to advance in their career.

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**

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. (-Co Visual Art Standard: _____ - GLE: _____ -SHoM: _____ -Art learning: _____ Examples, technologies, skills _____ -Numeracy, Literacy, and/or Technology)

After learning optimal simulated studio space setup, SWBAT set up a photoshoot to take at least three photographs of their specific artworks in a controlled environment with a digital camera (-**Co Visual Art Standard:** Observe and Learn to Comprehend- **GLE:** Interpret, analyze, and explain the influence of multiple contexts found in visual art and design. -**SHoM:** Develop Craft, **Art learning:** Expressive features and characteristics of art, Taking photos in studio setting with optimal lighting

After learning about a digital marketing site (Etsy, squarespace, facebook), students will be able to represent themselves and at least two well-photographed and well-priced projects according to time spent and material costs on the digital forum.
(-**Co Visual Art Standard:** Envision and Critique to Reflect - **GLE:** Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived. -**SHoM:** Envision _ -**Art learning:** Materials / techniques, Numeracy with how they are pricing artworks according to time spent and materials calculations, and technology according to how they format the digital market and edit photos)

After researching at least three venues in which they can sell their work, SWBAT hold a ten minute discussion with the class on the types of vendors and example displays that vendors have. (-Co Visual Art Standard: Envision and Critique to Reflect- GLE: Examine the nature of diverse aesthetic experiences to build a language of representation that can be used to respond to the world -SHoM: Understand art world -Art learning: Conceptual / Ideation / personal grounding, technologies - utilizing digital search engines to find and collect information. Literacy - explaining different venues in a discussion, writing bullet point notes to bring up.)

After investigating at least three planned art venues for the upcoming year, SWBAT created a properly built maquette that shows clear thought of the optimal display of their artwork. (-Co Visual Art Standard: Invent and discover to create- GLE: Articulate and demonstrate that the making and study of art and design can be approached from a variety of perspectives. -SHoM: Envisioning -Art learning: Conceptual/ ideation / personal grounding)

After creating maquettes and websites, SWBAT have a studio walk wherein they can write two comments and three responses on and respond as a group to the comments. (-Co Visual Art Standard: Relate and connect to transfer GLE: Develop proficiency in visual communication skills that extends learning to new contexts.. -SHoM: Observe -Art learning: constructive criticism formulation, art concepts utilized, Literacy - responding to each others' comments, utilizing art language to comment and reflect.)

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both the 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.**

| Differentiation: | Access (Resources and/or Process) | Expression (Products and/or Performance) (Outcome) |
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| (Multiple means for students to access content and multiple modes for students to express understanding.) | Smartphone (Android and/or iphone / google pixel) or camera Someone else possibly taking the photo Utilizing the timer function on the cameras and phones so photo can be taken by oneself | Manipulate photos to lesser extent, only utilizing lighting in studio setup (no filters) Minor sizing editing- can be done on phone instead of laptop. |
| Extensions for depth and complexity: | Access (Resources and/or Process) More advanced cameras for better efficiency Different (more advanced) lighting techniques / equipment such as key lights, backdrops, soft box and tripod | Expression (Products and/or Performance) (Outcome) More advanced editing expectations like Photoshop Make their own business cards |

Different (more advanced) materials for maquettes
such foam core or wire

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.**

Define vocab:

- Composition
- Ambient Light
- Key Light
- Softbox
- Mass production
- Fill lighting
- Filter

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.**

- Digital Cameras/Phones
- Laptops
- Backdrops
- Softbox/Lights
- Art pieces
- Masking tape
- Cardboard
- Varying unique materials such as beads, pipes, etc set out

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.**

- Website and Etsy page examples.
 - The presentation:
 - https://docs.google.com/presentation/d/1qBMD8jxU9xJ-ItaqI_B-S9ZdB_37lwGHcaEVZ_8ukdc/edit?usp=sharing
 - <https://www.youtube.com/watch?v=sl1ATJS9cv0&pbjreload=10> (12:20)

- <https://www.youtube.com/watch?v=yW3W4wo90Ms> Tips on how to price your art 4mins
- <https://www.youtube.co/m/watch?v=4Qo1asxxkDA> art market tips
- <https://www.youtube.com/watch?v=1Zd6YIXMu3U> (1:37) (Teaser video)
- <https://www.youtube.com/watch?v=Vpj28da03JQ>
- https://drive.google.com/file/d/1CM8JnCX7nuGI9suIVQ_WNiTUeT7xvheR/view
- WOLD
 - Lighting, tripods,, softbox
- Small homework sheet to research with dimensions and pick:
https://docs.google.com/document/d/1qIID_8R39WR-0Z5CNjntpqOvrWVI4g8SzOxP9ybfTGM/edit?usp=sharing
- ARTISTS EXAMPLES
- <https://docs.google.com/document/d/1PXphfL-If8gfR4HH197AH7u09ncWsZ2XemLaa9WDT4g/edit?usp=sharing>

Preparation:

What do you need to prepare for this experience? List steps of preparation in a bulleted format.

Pre assessment form:

Sending an email containing a link to this form:

https://docs.google.com/forms/d/e/1FAIpQLScl0kGKT-92wbv2ttrsvQ631114syc6E4rJndMts6EbOEBXyw/viewform?usp=sf_link

Presentation for the lessons:

https://docs.google.com/presentation/d/1qBMD8jxU9xJ-ItaqI_B-S9ZdB_37lwGHcaEVZ_8ukdc/edit?usp=sharing

Safety:

Be specific about the safety procedures that need to be addressed with students. List all safety issues in a bulleted format.

- To be careful of cords coming from lights to avoid tripping or breaking materials.
- Exacto knife cutting the maquette boards needs proper set up

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.

Have you used filters? If so, when did you use them? Why do you use them? We are learning how to use lighting to make the product more professional without filters in this lesson.

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.

Show successful Squarespace and Etsy accounts. <https://www.youtube.com/watch?v=s11ATJS9cv0&pbjreload=10>

Watch a YouTube video by a successful art marketer.

What sort of art marketing techniques do you use or observe?

Have you ever envisioned selling your art?

- How would you do this?
- Online or in person? What factors?

Would you sell prints or original artworks? Why?

How would you price your art?

- How much money did you invest creating your piece?
- How much time did you spend on your piece?

If you move forward to sell your artworks how and where would you sell them?

- What kind of atmosphere would you want to present? How will you achieve this atmosphere?

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

| Days | Instruction | Learning | Time |
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| Day 1 | 1. Motivate students by showing examples of and instruct through powerpoint and Youtube the steps of creating optimal images for selling. Ask | 1. Students will learn the expectations and outcomes of the project, as well as the ways artworks can be photographed. Students will | 8:30 am-8:40 Intro / pre assessment / ideation |

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| <p>questions about why these tips are useful and important?</p> <ol style="list-style-type: none"> a. Questions: Focus? Lighting? Background? Reflections (Of object, of surroundings)? b. Tips: <ol style="list-style-type: none"> i. Use a fill to surround the object with light. ii. Have a steady camera (Elbows on table or tripod) iii. Have a contrasting background from object (Light / dark / neutral) <p>2. Introduce how the students will be photographing their artworks.</p> <ol style="list-style-type: none"> a. Groups of three will set up a photo-making studio setting, take optimal photos of their artwork that could be marketable. <p>3. While students in groups are setting up studio spaces, teachers will be wandering and aiding.</p> <p>BREAK</p> <p>4. Teachers will present videos on esite making, in order to create websites (Squarespace, etsy) that showcase their art. Students should take notes on tips provided, teachers will write tips on board.</p> <ol style="list-style-type: none"> a. https://www.youtube.com/watch?v=s11ATJS9cv0&pbjreload=10 <p>5. Teachers will walk and ensure understanding of strategies of web building presented by the videos. Among strategies will be pricing of art according to time spent and material costs.</p> <ol style="list-style-type: none"> a. https://www.youtube.com/watch?v=yW3W4wo90Ms b. Strategies: | <p>learn optimal studio set up and photographing skills.</p> <p>2. Students will learn by integrating the knowledge of the lighting and photographing how studio space setup affects photos.</p> <p>BREAK</p> <p>4. Students will reflect with partners about successful strategies suggested by esite makers they will implement, and will start construction on their etsy page.</p> <p>5. They will price their art appropriately, manipulate their photos for optimal realism for potential buyers</p> | <p>8:40-9:00 am Presentation</p> <p>9:00-9:15 Setup (groups of three)</p> <p>9:15-10:00 Photographing</p> <p>10:00-10:30 Slight editing</p> <p>10:30-10:40 Break</p> <p>10:40-11:00 Present videos on esite making</p> <p>11:00-11:20 Work on esites</p> <p>11:20- 11:30 Closure and homework</p> |
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| | <ul style="list-style-type: none"> i. Cost Multiplier: Take what you spent on the print/materials and mutiple it by 2 or 3 ii. Hourly Rate: Decide what you want to make per hour you work on your art iii. Price what you want: Least helpful- can lead to over pricing <p>6. Teachers will lead discussion on process and esites, and will give homework to investigate art selling venues.</p> <ul style="list-style-type: none"> a. Guiding questions: Does your esite name represent you? What are everyone’s esite names? Did everyone sign up successfully? What price range is everyone thinking of for their items? b. What are places art is sold? Are they indoor? Outdoor? Crowded? Noisy? What is an inviting booth? What do the vendors do if there is bad weather? *Hands out assignment with more detail on it* | <p>6. Students will have beginning knowledge of art selling venues.</p> | |
| Day 2 | <ul style="list-style-type: none"> 1. Teachers will discuss plans for the day and lead discussion on research homework. <ul style="list-style-type: none"> a. What venues did you find? b. Indoor or outdoor? c. Price d. Distance / location e. Time of year f. Booth setup 2. Teachers will present maquette making techniques and display techniques (appropriate scaling, materials to use, visibility in show, safety procedures). (showing youtube video as well) | <ul style="list-style-type: none"> 1. Students will listen to other peers’ ideas through pair-share. 2. Students will listen to the presentation and create maquettes and sketch display devices to utilize for their art. | <p>8:30 am - 8:40 - intro and ideation for day</p> <p>8:40-8:50 - Pair share on Venues, Display types, and business cards</p> <p>8:50-9:10 - Class Discussion on venues (outdoor? indoor?Price?), display types, and business cards</p> |

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| | <p>a. https://www.youtube.com/watch?v=4Qo1asxxkDA</p> <p>3. Teachers will pass out supplies for maquettes and explain activity.</p> <p>BREAK</p> <p>4. Teachers assist students with problem solving on display devices and maquettes. Teachers propose problems to solve (weather? market? time of year? comfort?)</p> <p>5. Teachers will instruct students to claim a half table, put a piece of paper in front of their laptops for peers to write on, leave their website up, and have peers comment on price, setup, photography elements, and design of page as well as maquettes / sketches of display devices. Students will have a handout referring to what they are to write comments about.</p> | <p>3. Students make maquettes and optionally business cards (if extension needed)</p> <p>BREAK</p> <p>4. Students will learn to solve the problems</p> <p>5. Students will circle through stations, writing comments on the price, setup, photography elements, and design of the page, as well as maquettes and sketches of display devices. Students will participate in discussion and reflect and share knowledge of selling venues.</p> | <p>9:10 - 9:30 presentation on maquettes and physical display types</p> <p>9:30-9:40 - BREAK</p> <p>9:40-10:40 - Making maquettes and business cards</p> <p>10:40-11:20 gallery walk / discussion</p> <p>11:20-11:30 - Closure</p> |
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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.)

For a reflection activity students will display their market maquette, business card and the website for a 30 minute gallery walk. They will have a paper laid out for feedback from peers on improvements and successful techniques. Teachers will lead group conversations in order for students to discuss with each other how they feel about creating display devices, problem solving (weather..what happens if it rains and the venue is outdoors?), websites, business cards, maquettes, markets.

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| <p>Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?</p> | <p>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.</p> |
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| <p>Did the students take at least three photographs of their artworks in an optimal simulated studio space setup with their digital camera or smartphone?</p> <p>Did the students utilize two well-photographed and well-priced artworks on a digital forum?</p> <p>Did students research three venues to sell their work, and can they hold a ten minute discussion on the types of vendors and examples of displays that vendors have?</p> <p>Did students create a maquette of the optimal display of their artwork?</p> <p>Did students complete two responses to comments written on their critique paper?</p> | <p>Rubric attached https://docs.google.com/document/d/1PXphfL-If8gfR4HH197AH7u09ncWsZ2XemLaa9WDT4g/edit?usp=sharing</p> |
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