

Advertisement Unit Plan

Grade 8 Art

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Adapted from the Original Unit Plan by
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Table of Contents

Unit Outcomes	Page 3
Essential Questions and Enduring Understandings	Page 4
Unit Assessment Plan	Page 6
Lesson Summaries	Page 7
Lesson Plan 1	Page 8
Lesson Plan 2	Page 10
Lesson Plan 3	Page 12
Lesson Plan 4	Page 14
Lesson Plan 5	Page 16
Lesson Plan 6	Page 18
Lesson Plan 7	Page 19
Lesson Plan 8	Page 21
Lesson Plan 9	Page 22
Resources	Page 25

Unit Outcomes

GENERAL LEARNING OBJECTIVES AND GOALS

- Students will investigate how images can be appropriated from contemporary culture to create original works of art.
- Students will create two dimensional works of art that focus on principles of design in order to learn abstraction.
- Students will examine self expression and ownership by creating an advertisement in the form of a tableau.
- Students will use an art historical image to create a tableaux and show how meaning changes as the tableau passes through a series of transitions.
- Students will use the vocabulary from the lessons in the unit to develop a positive analysis of individual and peer work.

SKILLS

Cognitive

- Students will develop their vocabulary with media literacy. (juxta-positioning, brickalage, tableaux, slogan, manipulation, graffiti and appropriation)
- Students will recognize the persuasive power of advertisers in directing consumer choice of products.
- Students will learn to question what they see.
- Students will develop abilities in communicating their ideas
- Students will gain knowledge in regards to creating a design.
- Students will increase their knowledge of the principles of design and elements of art.
- Students will understand how their experiences shape their understanding and creation of art.
- Students will develop a stronger ability to think critically.
- Students will develop their potential to create abstract art.

Affective

- Students will appreciate how the media and art has the power to communicate messages.
- Students will gain confidence in their abilities to make images that reflect self expression.
- Students will understand how their identities and values influence their choices.
- Students will learn to appreciate peer art work through a critique.
- Students will develop confidence in appropriating all ready made images to create original designs.
- Students will appreciate the computer as a tool for art making.

Psychomotor

- Students will develop skills in composition creation
- Students will develop skills in tableau creation.
- Students will develop skills in talking about art.
- Students will develop computer skills and their ability to manipulate a mouse to create desired effects.

<p>Established Goals</p>	<p>Essential Questions and Enduring Understandings</p>			
<p><i>Students will:</i></p> <ul style="list-style-type: none"> - Learn how advertisements are created. - Learn how to apply manipulation to art. - Learn how graffiti has evolved in the world of art. - Learn how to apply skills of graffiti to art. - expand on their art vocabulary. - Learn about juxtaposition and how to apply it to their artwork. - learn how text can be used to affect an image. - learn what a tableau is and how to create one. - Learn how to reflect on their own work. - Collaborate to create a shared piece of art. 	<p><i>Students will investigate how images can be appropriated from contemporary culture to create original works of art.</i></p>			
<p style="text-align: center;">MEANING</p>				
<p>Enduring Understandings: <i>Students will understand that...</i></p> <p>U1 – Advertisement has many skills that can be useful in creating art.</p> <p>U2 – Graffiti has a wide variety of examples and rich history.</p> <p>U3 –Juxtaposition can be used to create meaning in an art work.</p> <p>U4 – Common themes can be created and found in similar art works.</p> <p>U5 –Meaningful critique help artist grow technically and creatively.</p> <p>U6 – Colour and line can affect meaning in advertisement.</p>				
<p style="text-align: center;">ACQUISITION OF KNOWLEDGE & SKILLS</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="383 978 954 1514" style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i></p> <p>Juxtaposed images can be used to create a specific meaning.</p> <p>Skills in advertisement can be applied to art.</p> <p>Text can be used to convey meaning.</p> <p>The changes graffiti has gone through in contemporary culture.</p> <p>How to properly critique their own work as well as others.</p> </td> <td data-bbox="954 978 1520 1514" style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Using juxtaposed images. - Using colour to create a desired result. - Using contemporary culture to create an original work. - Creating meaning though text. - Using graffiti techniques to create art. - Enhancing art critique with basic art vocabulary. </td> </tr> </table>			<p><i>Students will know...</i></p> <p>Juxtaposed images can be used to create a specific meaning.</p> <p>Skills in advertisement can be applied to art.</p> <p>Text can be used to convey meaning.</p> <p>The changes graffiti has gone through in contemporary culture.</p> <p>How to properly critique their own work as well as others.</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Using juxtaposed images. - Using colour to create a desired result. - Using contemporary culture to create an original work. - Creating meaning though text. - Using graffiti techniques to create art. - Enhancing art critique with basic art vocabulary.
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<p>Essential Questions: <i>Students will keep considering...</i></p> <p>Q 1– How do artists generate ideas of their artwork?</p> <p>Q2 – How is graffiti unique from other art?</p> <p>Q3 – What are the different techniques that are used in graffiti and advertisement?</p> <p>Q4 – How do artists critique their work and other’s artwork in a meaningful way?</p> <p>Q5–How has advertisement affected and influenced artists?</p>				

STAGE 2: Evidence	
<p>2 – Evidence Evaluative Criteria <i>Performance is judged in terms of – Critique</i></p>	<p>Assessment Evidence <i>Students will need to show their learning by:</i></p> <p><i>Showcasing their paintings in a final critique and explaining the elements they used.</i></p>
<p>Participation:</p> <ul style="list-style-type: none"> - class demonstrations - portfolio work - Sketchbook vocabulary - Project sketches - Reflection on art work - Critique of peer’s work <p>Completion: craftsmanship, proper use of techniques, clean appearance</p> <p>Creativity: ability to create unique and original ideas and meanings using advertisement techniques</p> <p>Critique: reflections on own art work and critique of peer work.</p>	<p>Transfer Task: The students will show their learning by sketching, class discussions, practicing and working advertising techniques through graffiti art, text art, collaging, juxtaposing images and tableaux.</p>

Unit Assessment Plan

Method of Assessment	Tool for Assessing	Weighting	Type
Critiques and Class Discussions	Observation	n/a	Formative
Vocabulary	Checklist	n/a	Formative
Portfolio Work (Juxtaposed Image)	Rubric	15%	Summative
Portfolio Work (Graffiti Name Art)	Rubric	15%	Summative
Portfolio Work (Slogan Art)	Rubric	15%	Summative
Final Advertisement Assignment	Rubric	55%	Summative

Lesson Plan Summaries (60 minute classes)

Lesson Summary 1

Students will begin by being introduced to the idea of advertisement. They will be exposed to numerous ads and from there determine why they are effective and ineffective. Following that, students will be broken into groups and will deconstruct and present individual ads.

Lesson Summary 2

Students will learn about the term juxtaposition. They will explore art that uses the term, and learn how advertisement relies on this technique. Students will have a chance to create their own juxtaposed images, and create a narrative to explain their creations.

Lesson Summary 3

Students will be exposed to graffiti by watching clips from the documentary “Exit through the Gift Shop”. From there, concepts about graffiti and advertisement will be explored, and students will prepare with a rough draft for their next assignment.

Lesson Summary 4

Students will be given class time to work on a graffiti version of their name. These names should reflect the concepts learned in the unit, and will be added to student’s portfolios.

Lesson Summary 5

Students will explore the art of Barbara Kruger, and learn about appropriation and slogans. Students will begin to prepare for their next lesson, which will have them take a slogans and reimagining them in another way to change their meaning.

Lesson Summary 6

Students will be given class time in order to create their slogan artwork and hand in with their portfolio to be assessed.

Lesson Summary 7 - 9

Students will create their own advertisements using theatrical tableaux. A questionnaire will be completed by each group, and a picture will be taken by each group. The tableau will then be edited on the computer, and a second individual ad and reflection will be completed and handed in with the portfolio. This will take a total of 3 classes to complete.

Lesson 1 – Analyzing Magazine Advertisements

General Learning Outcomes:

Students will investigate how images can be appropriated from contemporary culture to create original works of art.

Specific Learning Outcomes:

- *Students will use critical thinking to deconstruct messages in advertisement.*
- *Students will determine the affect advertisements play on products and consumerism.*
- *Students will learn and apply new art vocabulary to self reflection and peer reflection.*
- *Students will understand the relationships between advertisement and manipulation.*

Assessment: Formative: Observation, Class discussion, Student Questionnaires

Materials: Variety of 10 advertisements (labeled 1 through 10), ballot jar, 1 slip of paper for every student, 1 questionnaire for every student

Encounter (10 min):

Students will enter the class and be asked to walk around and observe the advertisements hanging on the walls. Prior to class, the 10 different advertisements will have to be posted and labeled 1 through 10. As students wander and take in the different ads, ask them to think about which one they believe is the best ad. As students walk, hand each of them 2 small pieces of paper, and ask them to write down the number of the ad they believe is best and worst and drop it into the jar at the front of the class. Students are encouraged to talk with one another about each ad, as it can be later used to talk about how decisions can be altered and manipulated through the influence of others. Once all the pieces of paper have been handed in, have students settle for the first activity.

Ad ideas may include: Pepsi, Coca Cola, iPhone, iPod, McDonalds, Dairy Queen, A&W, Sears, SportCheck, West 49, Aeropostale, Cannon, Sony, Microsoft, Chrome, TLC, Google, Ect.

Procedure**Activity 1 (15 min)**

Begin by counting the votes for each advertisement, and determine the most successful ad and the least successful ad. Inform the students that they were test subjects for these advertisements, and have some students inform their peers why picked the ad that they did. Once students have shared their thoughts, begin a group discussion about topics that relate to the most popular and least popular advertisements. To begin, talk about the most popular advertisement and offer your students these questions:

1. What was it about this ad that drew in your attention?
2. What is the message this ad is giving off?
3. Where is your eye drawn to on this ad?

4. Was your decision altered by others in the class?
5. What made this ad convincing to you?

For the least popular advertisement, have students discuss the following questions:

1. What components about this advertisement make it unappealing?
2. Did peer influence affect your viewing of this advertisement?
3. Would you be affected by this advertisement if you saw it on the street?
4. What could be done to make the message more effective?

Following the classroom discussion, have students copy down the following definition in their sketchbooks as they create an advertisement vocabulary page:

Manipulation: Shrewd or devious management, usually for one's own benefit.

Discuss the definition with your students, and get them to try and find relationships between the word and the principals behind advertisements.

Activity 2 (30 min)

Begin by sorting students into groups of three, with one group of two or four if there are uneven numbers. Assign groups by counting students off and having them find their group members in the class. Have students number themselves 1, 2 and 3, and assign each of the students a role. 1's will be recorders of ideas, 2's will be time keepers, and 3's will be the spokesperson for the group. Once groups are made, give students the following questionnaire. Each student must fill out their own individual sheet. Hand out to each group an advertisement that was not used for the original activity.

Questionnaire

1. Where would you expect to see this advertisement?
2. How does this ad capture your attention?
3. How does the setting of the ad affect the message?
4. What is the story this ad is trying to convey?
5. What kinds of people or characters are present in the ad? Is there a certain majority?
6. Are there any significant details that have been placed into the ad?
7. What sorts of colours are used in the ad? Does it affect the mood or message?
8. How is text used in the ad to make an impression?
9. Are there any changes you would make to improve this advertisement?
10. How does this ad work to use manipulation on its audience?

Once students have completed the questionnaires, each group will be given 2 minutes to display their ad to the class and talk about their opinions of the message. Students will all hand in their questionnaires after presenting for formative assessment.

Closure (5 min):

The class will end with a short discussion that will once again cover the idea of manipulation and how it relates to advertisements. Students will be asked to bring in magazines and newspaper pictures for the next lesson.

Lesson 2 – Changing Meaning & Juxtaposition

General Learning Outcomes:

Students will investigate how images can be appropriated from contemporary culture to create original works of art.

Specific Learning Outcomes:

- *Students will create images through the use of juxta-positioning.*
- *Students will alter the meaning of images with the arrangement of other images.*
- *Students will use their artwork to create narratives.*
- *Students will enhance their art vocabulary to help with critique and reflection.*

Assessment:

- **Formative:** Observation, Class discussion
- **Summative:** Juxtaposed images

Materials: Extra magazines and Newspapers, glue, scissors, one 10'X8' piece of Bristol board for every student, 1 large Bristol board folder per student, juxtaposed images

Encounter (15 min):

Have pieces of Bristol board folded into a portfolio for every student and label each portfolio before class begins. When students come into class, have them turn their sketchbooks to their vocabulary page and copy down the following definition:

Juxtaposition: The act of placing objects side by side for comparison or contrast. Discuss the term's meaning, and introduce the idea by displaying the following billboards:



Show students the pictures and have them consider how juxtaposition is created in these images. What are the original two component's meanings in each picture? How do these meanings change when they are placed together? Emphasize how one creates a comedic effect through chance, and the other sends a strong message due to the positioning.

Procedure**Activity 1 (40 min)**

Begin by informing students that they will be creating their own images using juxtaposition, and will be explaining their choices using narrative. Instructions:

1. Have students search through the magazines that they have brought in, or use images from the magazines and newspapers supplied by the teacher. They must begin by selecting their first image.
2. Once the first image is selected, have students pick a second image to create a juxtaposed picture. Stress the importance of looking for pictures that have very little in common to help create the effect of juxtaposition.
3. Students should not use more than 4 images to avoid creating a collage.
4. Text is not to be included in this picture, as this lesson is about images only.
5. Once students have selected their images, they will be given a piece of 10'X8' Bristol board to attach their pictures to.
6. Students are welcome to add additional images and pictures to create a fuller picture if they chose. This may be a good time to address idea relating to composition, as well as balance and focus in an artwork.
7. After the images are attached, have students write a short narrative explaining their picture on the back of the Bristol board. The narrative should be unrelated to each of the individual pictures, but address the juxtaposed image. Students are encouraged to be imaginative and create a new story that is not seen in each of the individual components. Students should write 4 to 5 sentences to show they have clearly understood their work's meaning and changed the story of the art.
8. If time allows, allow students to present their images to the class, or have them break into partners to share their art. Have other students observe the image and try to guess the meaning behind the juxtaposition. After students have commented, have the artist read their narrative to explain their image. If using partners, have students show their work to a number of classmates.

Closure (5 min):

The class will end with a short discussion that will once again cover the idea of juxtaposition to ensure the term is well understood. The class will be informed that the image and narrative they created will be handed in for assessment, and if students are not done, they are responsible for finishing their work for the start of the next class. Students who completed their image may hand it in inside their portfolios at the end of the class. This assignment will be marked on a 5scale, with 5 representing exceeds expectations and a 1 representing needs improvement. This project will contribute to the student's overall portfolio mark for the unit.

Lesson 3 – Graffiti Video

General Learning Outcomes:

Students will investigate how images can be appropriated from contemporary culture to create original works of art.

Specific Learning Outcomes:

- *Students will learn how to create mood and emotion in an image through line use.*
- *Students will abstract ideas can be represented with text.*
- *Students will create an original abstract graffiti tag that expresses their personalities.*
- *Students will learn how graffiti has had a cultural change over the past few decades.*
- *Students will understand the relationships between old and new school graffiti.*
- *Students will understand how artists inspire and affect other artist's graffiti.*

Assessment:

- **Formative:** Observation, Class discussion

Materials: “Exit Through The Gift Shop” (2010), “Wall and Piece”, “Absolut Vodka”

Encounter (30 min):

Students will be given a preview of scenes from the 2010 documentary “Exit Through the Gift Shop” to give a brief introduction to graffiti. The scenes will be preselected before class, and will mainly focus on the street artist known as Banksy, and will look at interviews and artwork of his around the world. Interviews that Banksy talks about graffiti’s impact on society and changes over time are especially important. Avoid scenes that talk about Mr. Brainwash’s artwork, or talk about his film-making process as they are unrelated.

Procedure (30 min)

To begin the discussion after the movie scenes have ended, have students open to their vocabulary page and copy the following definition:

Brickolage: Construction made of any materials that are on hand and available.

Discuss how this definition relates to graffiti, and how it relates to the ideas Banksy talks about in the movie. Start a discussion with the class on the follow ideas:

1. Begin by talking about the availability of media, and how this influences the ideas we have to create art. Discuss if anyone has recently been influenced by something they’ve seen on T.V., the internet or in public that has created an idea for a creative project.
2. Discuss the ideas of old school and new school graffiti. Relate the work of Banksy to graffiti, and talk about how he was influenced by French graffiti artist Blek le Rat. As Blek is the founder of stencil graffiti, is Banksy’s artwork a copy of Blek, or his own original art? Is it okay as a graffiti artist to use the ideas of others to create your own original work?

3. Have students brainstorm a list of objects and ideas they believe are associated with graffiti. Write these ideas down on the whiteboard for all students to reference. Have students comment on what they've learned about graffiti culture from watching the movie.
4. Return to the idea of juxtaposition, and have students brainstorm examples of juxtaposition in the movie or in graffiti culture. This will tie in the old and new vocabulary from the unit.
5. Have students show their juxtaposed artwork from the previous class. Are there ideas present in these images that go along with the ideas the graffiti culture promotes? How are brikolage and juxtaposition used in both of these mediums?
6. How can we as artists take images and ideas already seen in media and change their meaning? Students should have an understanding that we as artists can take existing images from our culture and use it to create new works of art.
7. Discuss the change graffiti has undergone. How has the idea of commercialization and the possibility of making money, as seen with Banksy's phone booth changed how the public views graffiti? Make connections that this is a big difference between new and old graffiti. Why is a piece of graffiti by Banksy celebrated when other's work is frowned upon?
8. Show students the book 'Absolut Vodka', and reference the picture that uses graffiti to sell the product. Explain that advertisers use images like this to draw our attention as they know we enjoy these kinds of popular images. Explain how the context of graffiti has changed since it was used in order to promote advertisements.
9. Explain the importance of computers in the creation of art, and how they have affected how graffiti is performed. Banksy's stencils created with computers are a great example.
10. Review ideas of how line quality and style can affect the mood of a piece of art. Go over a few different lines on the board, and have students explain what kinds of emotions are created. Have students start thinking about line qualities that reflect their personalities.

Students will be told that the next class will have them begin to look at creating their own graffiti. They will create a graffiti version of their name, and use lines and shapes that represent their personalities. Their names will be used to create their own unique design. Students will be encouraged to use abstraction, and the book "Wall and Peace" by Banksy can be used to give students ideas. Encourage them to look at more ideas before the next class starts. Students are to avoid writing in a literal and ordinary style.

The rest of the class can be used to give students time to come up with some rough designs for their graffiti name in their sketchbooks. Students should be encouraged to come up with a number of ideas to find a style that really represents them. Remind students that while they are using ideas of graffiti that exist already in contemporary culture, they are creating their own unique styles by including their own personality into the creation of their graffiti.

Closure (5 min):

Students will be told that the following class will have them create good copies of their graffiti names. Students who finish their rough draft early may hand it in, and those who do not must come up with a rough idea for the following class. Give students time to clean up, and observe ideas from "Wall and Peace" so they can be inspired by other artwork. No assessment will be taken from this lesson.

Lesson 4 – Graffiti Names

General Learning Outcomes:

Students will investigate how images can be appropriated from contemporary culture to create original works of art.

Specific Learning Outcomes:

- *Students will affect the mood and emotion in their compositions by altering colour.*
- *Students will create artwork with a personal connection to them.*
- *Students will use their names as the basis for graffiti.*
- *Students will create graffiti elements with the use of pencil crayons.*

Assessment:

- **Formative:** Observation, Class discussion
- **Summative:** Graffiti Name Art

Materials: Portfolios, Bristol Board, pencils, pencil crayons

Encounter (10 min):

Students will enter the class and will see a variety of games and artwork done using a graffiti style around the room. Pictures of graffiti will also be posted up for viewing. Students will be handed back their rough ideas for the name art, and will be given a chance to observe the examples to determine how they will incorporate line and colour.

Have students gather for a quick recollection of the last lesson's topics. Re-introduce ideas of graffiti by offering students the following questions for discussion:

- What did you learn about graffiti from last class' movie?
- How is graffiti used with advertisement to sell products?
- Why is graffiti so dependent on works already created in society in order to create new art?
- What are some differences between old school and new school graffiti?
- How can we create abstract ideas from literal images?
- How can juxtaposition be used in graffiti?
- What is bricolage, and how is it used in graffiti?

Procedure (50 min)

The rest of class will be used to create the student's graffiti name art. Some ideas to consider during this section of the lesson should be given with the following directions:

1. Students must first show the instructor the rough copy of their graffiti name art they plan to use. They must receive a good to go from the teacher before starting on their good copy.
2. Students are encouraged to take the entire class to complete the assignment and not rush.
3. Using pencil crayon, recreate the shape of the graffiti name art you created last class. Use bright and bold colours to create your name art, and make sure the name stands out.

4. Experiment with a variety of colours to affect mood and emotion.
5. Layers of pencil crayon can be used to create different colour effects.
6. Try a variety of both 2D and 3D effects somewhere in your name.

It is a good idea for the instructor to do their own name as well to demonstrate techniques using 3D and 2D art, and how to create different colour effects using pencil crayons. These techniques can either be taught to the entire class at once, or in smaller groups showing only a few students at a time.

Once students are complete, they can hand in their good copies in their portfolios to the instructor. Students who do not complete in class will be required to finish the assignment on their own time and hand it in at the start of the next class.

Closure (5 min):

Students will be asked to hand in their work, and informed of the grading process. The graffiti name will be included in the overall portfolio mark for the unit, and will be assessed out of 10. 10 will represent exceeds expectations, and a 1 will represent needs improvement. Give students time to clean up their work space and ensure that their art is either handed in or neatly put away to be done at home.

Lesson 5 – Slogans Introduction

General Learning Outcomes:

Students will investigate how images can be appropriated from contemporary culture to create original works of art.

Specific Learning Outcomes:

- *Students will observe how juxtaposed images and text can be used to create art.*
- *Students will be introduced to the work of Barbra Kruger and learn how she used juxtaposed images and slogans from contemporary culture to compose her art.*
- *Students will use text to change the meaning of an image.*
- *Students will abstract a slogan from its literal meaning to make it more like a design.*
- *Students will alter how text is written to change its meaning.*
- *Students will add appropriation to the list of their art vocabulary.*

Assessment:

- **Formative:** Observation, Class discussion

Materials: Books and Internet Images by Barbara Kruger, Rough Copy Paper

Encounter (15 min):

Students will begin by examining artwork done by artist Barbara Kruger, and seeing how her style mixes the ideas of images and slogans. The idea that contemporary culture and images from around us are useful in creating original art should be readdressed. Have students turn to their definition page and write the following definition:

Appropriation: The act of taking something that exists in one location and using in somewhere else for another purpose.

Go over again the ideas of juxtaposition, and explain how Barbara uses appropriation to mix images and common slogans together to give each a new meaning. In this way, students will see how images and slogans taken out of context from contemporary culture can be used to create new art. Discuss the following with students:

- How is each image changed by text?
- Does the meaning become more clear when text is included in the artwork?
- What text might you add to the images to change the meaning?
- What images might you add to the text to change the meaning?

Along with using images found on the internet, much of Barbara's artwork can be found at: <http://www.artandculture.com/arts/artist?artistId=67>

Her books "Thinking of You" and "Love for Sale" can also be used to illustrate her work.

Procedure (40 min)

Students will be informed that the following class will have them creating a good copy of a slogan that has had its meaning altered by the style in which it is drawn. Give students the following instructions for the rest of class:

1. Students will select a slogan from contemporary culture to use as the basis of their art. Slogans like “just do it” and “I’m lovin’ it” are good examples to offer students.
2. Have students manipulate how the slogan is presented so that the text takes on the form of a design. The slogan should be the reference point for this original creation. The new picture will come out of the changes to the old design.
3. The previous days assignments of graffiti name art will be handed back to students so that they can observe their own work and that of their peers for ideas and inspiration. Have students think once again about how colour and line quality can be used to affect the mood and idea of the piece, and think about how it can be used to change the meaning of the slogan.
4. As a class, pick a few letters and exaggerate drawing them on the board to show how different meanings can be taken from the manipulated letters.
5. Good copies cannot be started until the following class, and the rough draft must first be approved by the instructor.

Closure (5 min):

Students will be told that the following class will be a work time to create a good copy of the slogan, so this part should not be done at home. If students are still not complete with their rough drafts however, they should be encouraged to work on them at home. Students done their rough drafts may hand them in to the instructor to be approved for the good copy for next class. Students will be given time to clean up at this point and look at the book of Barbara Kruger one last time for ideas and inspiration.

Lesson 6 – Slogans Work Period

General Learning Outcomes:

Students will investigate how images can be appropriated from contemporary culture to create original works of art.

Specific Learning Outcomes:

- *Students will apply skills developed in the unit to manipulate their slogan.*
- *Students will create new meanings for a text through the use of line quality and colour.*
- *Students will understand how the relationships between the manipulation of text through juxtaposition and the method advertisers use to get customer's attention.*

Assessment:

- **Formative:** Observation, Class discussion
- **Summative:** Slogan Art

Materials: Books and Internet Images by Barbara Kruger, Bristol board

Encounter (5 min):

Students will begin by revisiting the work of Barbara Kruger to see how she juxtaposed text and images to create new meanings. Students will retrieve their rough drafts for their slogan manipulation to be approved for their good copy.

Procedure (50 min)

Students will have the remainder of the class to work on their good copies of their art. Encourage students to use bold and assertive colours to get their new meaning across, and be sure to have them use line quality techniques that they displayed in their name art. Students will hand in their finished slogan upon completion, and those who do not finish will be required to finish the slogan before the start of next class.

Ensure that students are using all of their new skills including manipulation, juxtaposition, appropriation and bricolage to complete their transformation of the slogan. Students who finish early may show their peers their artwork and explain why they made the choices they did.

Closure (5 min):

Students will be asked to hand in their work, and informed of the grading process. The slogan art will be included in the overall portfolio mark for the unit, and will be assessed out of 10. 10 will represent exceeds expectations, and a 1 will represent needs improvement. Give students time to clean up their work space and ensure that their art is either handed in or neatly put away to be done at home.

Lesson 7 – Advertisement Tableau (Part 1)

General Learning Outcomes:

Students will investigate how images can be appropriated from contemporary culture to create original works of art.

Specific Learning Outcomes:

- *Students will learn what a tableau is and how to create one.*
- *Students will combine all of their knowledge from the unit to create a collective work.*
- *Students will work together to come up with a common idea for an art piece.*

Assessment:

- **Formative:** Observation, Class discussion

Materials: Digital Camera, Assignment Handouts (1 per student)

Encounter (15 min):

Students will begin by writing out the definition of a tableau and have students include it on the vocabulary page in their sketchbooks. Students should include:

Tableau: An image created with bodies to create a still portrait.

After students have had the chance to copy the definition, have them discuss what the term means, and get everyone up on their feet to try an example of one in small groups. Students can be given popular spots to create still pictures of, including a café, a grocery store, an amusement park, and a basketball game. This will get all of the students moving and creating images that appeal to them.

Procedure (40 min)

Students will be introduced to the next topic, and will have the rest of the class and the following 2 lessons to complete their final assignment for the unit. Students will be told that they will be creating their own advertisements using all of the skills and new terms they have used in the unit to sell a product of their choice. The product must be school appropriate, and students must use at least one of the new terms discussed in the unit. Students will begin by filling out a questionnaire sheet and planning their advertisements, and will then take a photo of a tableau that represents their advertisements. This should be done within the first class so they can edit their image in the next class.

The student handout and rubric for the assignment was originally created by Janice Rahn, and has been altered to fit the goals and objectives of this unit. It can be found at the bottom of this unit plan.

Students will receive the handout, and will be given the rest of the class to form groups of 3 or 4 and start brainstorming ideas. It is the goal that students will have an idea in their heads by the end of class, as they must be ready to take a picture on the instructor's digital

camera so they can begin editing it for the following class. Students do not need to have work to hand in by the end of class, but should be ready to hand in the first part of the assignment by the end of the next lesson.

Advise students that by the end of the class, they should have a rough draft completed of their questionnaire so that they have an idea of what to create for the next class. Students should also plan out the tableau image they are going to use for their advertisement and have it photographed by the teacher. If students are not ready, they will have to be ready at the start of the next class before they can edit their advertisements.

Closure (5 min):

Students will be asked to hold onto all of their planning, and will be told that the next class they will have the chance to work on computers to edit their advertisements. Students who have not finished their questionnaires or have finalized their tableau should have it decided for the start of the next lesson.

Lesson 8 – Advertisement Tableau (Part 2)

General Learning Outcomes:

Students will investigate how images can be appropriated from contemporary culture to create original works of art.

Specific Learning Outcomes:

- *Students will learn what a tableau is and how to create one.*
- *Students will combine all of their knowledge from the unit to create a collective work.*
- *Students will work together to come up with a common idea for an art piece.*

Assessment:

- **Formative:** Observation, Class discussion

Materials: Digital Camera, Assignment Handouts, Computer, MS Paint

Encounter (10 min):

Students will begin by going over the details of the assignment to ensure that every student knows what they are doing and what they need to be working on. Students who have not had a chance to get a picture of their tableau should do so now. From there, students will be given the opportunity to work on computers to edit and finalize their advertisements. Students will be emailed their tableau pictures electronically so they may be edited.

Procedure (45 min)

Students will be given the remainder of the class to edit and finalize their advertisements on the computer. Encourage students to use the following ideas:

- **Manipulation:** Use elements in your advertisement that appeal to the viewer's interests. Use elements of contemporary culture to make the ad relevant and accessible.
- **Juxtaposition:** Create a unique and original piece of art for your advertisement by including pictures that would not normally be seen together to create a new meaning.
- **Text:** Add text in the form of a slogan to emphasize the images that are seen and draw the viewer's attention. This text should give a strong message to the advertisement.
- **Appropriation:** Add elements to your ad that would not normally be found in a picture like this by finding images and sources online and inserting them electronically.

Students are advised to finish the first part of the assignment, as they will need the last day to work on the individual second section of the assignment. Students will not hand in this part of the assignment until the end of the next lesson with all of their assignment.

Closure (5 min):

Students will be told that they will have one last class to complete their assignment. They should be advised that the first part of the assignment should be completed, and that they start on the second part for the next lesson.

Lesson 9 – Advertisement Tableau (Part 3)

General Learning Outcomes:

Students will investigate how images can be appropriated from contemporary culture to create original works of art.

Specific Learning Outcomes:

- *Students will learn what a tableau is and how to create one.*
- *Students will combine all of their knowledge from the unit to create a collective work.*
- *Students will work together to come up with a common idea for an art piece.*

Assessment:

- **Formative:** Observation, Class discussion

Materials: Bristol Board, Camera, Magazines, Newspapers, Paint, Pencil Crayons, Pastels

Encounter (10 min):

Students will begin by going over the details of the assignment to ensure that every student knows what they are doing and what they need to be working on. Students will be told that this is the last class that they have to work on their final assignments, and any work not completed today will have to be done on the student's own time. Students should get with their groups and finish the first part of the assignment, or work on their own for the second part of the assignment.

Procedure (45 min)

Students will be given the following instructions regarding the second part of the final assignment:

1. On your own, you will select one of the two options for the second part of the assignment.
2. Students will work for the rest of class to firstly create an original work of art that used the skills learned in this unit to create a new advertisement or meaning image.
3. Once your second work of art is completed, work on a 250 – 500 word reflection of your creative process in your sketchbook.
4. Once the student's hard copy of the first and second assignment and reflection are completed, they can all be added to the student's portfolio and handed in for evaluation.

Closure (5 min):

Students will be told that they will have to complete the project on their own time if they have not finished. All of their work must be submitted in hard copy in their portfolios. Students will be told that this entire assignment will be assessed for 55% of their grade for the unit. Students will move on to a new unit for the next lesson, and the marks for their portfolio work and advertising assignment will be calculated and returned to them.

*Below please find the student handout for the advertising final assignment, originally created by Janice Rahn and edited by Cole Olson for this unit:

Create an Advertisement Assignment

You are the new wave of advertising. You are aware of how media savvy your audience has become and you will go to all lengths to attract and hold their attention. You have to become experts in the language of persuasion to compete with the millions of competing messages out there! You been approached by a client to design an ad campaign for their product. Your job is to design an ad campaign for your client.

Part 1:

Complete the following questionnaire for your advertisement:

1. Product _____
2. Brand name _____
3. Design a logo for your brand name. This will be included on your final product.
4. What words or phrases do you want the public to think when they see your product?
5. How is text/language/print used? What is the relationship between the image and written text? How does the image add information to/beyond the text? What does it say?
6. What is the market of your product? How will your ad campaign appeal specifically to this market? What audience are you addressing? What are their desires, their secret fantasies? What are their insecurities? Are there any appropriations of social issues?
7. What colours are you choosing for your ad campaign? What do these colours have to do with your product and with your audience?
8. What strategies are you using to target your audience (relationships between people/figures, people/figures and product, people/figures and viewers)?
9. What rhetorical devices of media are you using to engage with your audience (persuasion, irony, satire, humour, hyperbole, etc.)?
10. What stereotypes (language, facial expressions, gestures, clothing) are you using?

Create a still image (tableau) of your ad. Consider stance, gesture, and relationship of people/figures to each other and to the product, background. Compose written or stated text in relation to the image you are creating. Once the tableau is created, it will be photographed and you can then edit it on the computer. On the computer, add juxtaposing images and include outside images and text to create the meaning of your tableau. Once your tableau has been edited and advertises the product you want to sell, print it off to be handed in with your portfolio. Each member of your groups is expected to be working all the time. Manage your time wisely.

Part 2:

Choose one of the following Individual projects:

- Another ad campaign (magazine/newspaper, or TV commercial, or internet ad). It could be related to the one you did for the in-class assignment, i.e., it could be for the same brand/product but not duplicating it in content and format. Rather than creating this advertisement with a tableau, use a collage format to create your advertisement.
- A visual representation of your text from your slogan art or another book or written text. Choose a visual or multimedia format that allows you to express yourself in original, critical, creative, and aesthetic ways, e.g., collage, poster, diagram, painting, book jacket, diorama, clay model, mural, mobiles, tableaux, dramatic role-playing, musical presentation, ect.

Be sure to have a hard copy or electronic copy printed to hand in. Include an individual self reflection in your sketchbook on the process of critically viewing and visually representing through doing this project. Make connections to definitions from the unit learned earlier (250 - 500 words).

Assessment:

A. *Group projects*

Each project will receive one group mark based on the rubric below. As well, each group member will be evaluated individually through his or her own documentation and self reflection. At the end, each individual will receive the total of the group and individual marks as a final mark.

B. *Individual Projects*

Each individual will be evaluated through the instructor based on the rubric below and through their own documentation and self reflection.

Categories	Fail	Poor	Good	Excellent	Total: .../20
	1 out of 4	2 out of 4	3 out of 4	4 out of 4	
Critical viewing	Very little or no critical viewing/meaning making of text evident	Basic evidence of critical viewing/interpretation of text	Clear evidence of a critical approach to viewing text	Original, creative and critical viewing/interpretation of text evident	
Visual Representation	Visual product does not represent any meaning/does not add to the text	Visual product demonstrates basic understanding of text and of visual representation but vague in getting idea across	Clearly represents main idea/concept; has one or more layers of interpretive meaning	Creative, original, critical representation of the text; meaning is multiple and layered. Connects with larger ideas/worlds	
Process	Very little effort to attempt to adhere to tasks of as outlined in assignment; many mechanical errors	Some effort to complete to tasks but little evidence provided; several mechanical errors	Much effort to complete all tasks. Most required elements are included; few errors	Evidence of much effort in completion of all parts of process; strong initiative; free of mechanical errors	
Reflection	No evidence of reflection on work; no self assessment	Some effort of reflection on work; connections are minimal	Clear reflection on work; good insights articulated	Cogently responds to assignment; reflects deeply	
Scholarly connections	No evidence of connections with assigned readings	Minimal reference to readings in reflection; basic understanding of content	Evidence of reading connections; articulates understanding of major concepts	Strong, explicit reference to readings. Relates clearly to content of readings; well articulated	

Resources

*Taken from Amanda Payne's Original unit plan:

- Kruger, Barbara, Stephanie Emerson, ed. **Barbara Kruger**. Massachusetts: The MIT Press, 1999.
- Lewis, Richard W. **Absolut Book: The Absolut Vodka Advertising Story**. Massachusetts: Journey Editions, 1996.
- Linker, Kate, Charles Miers, ed. **Love for Sale**. New York: Harry N. Abrams, Inc., 1990.
- Under Pressure, vol 1-08. 1999
- Third Degree Magazine Issue 5, 1999

*Added by Cole Olson:

- *Exit through the Gift Shop*. Dir. Banksy. Perf. Rhys Ifans, Thierry Guetta, Banksy. Revolver Entertainment, 2010. Film.
- Banksy. **Wall and Piece**. United Kingdom: Random House UK, 2007.