

Advertisement

- *verb (used with object)*
 - to announce or praise (a product, service, etc.) in some public medium of communication in order to induce people to buy or use it: *to advertise a new brand of toothpaste.*
 - to give information to the public about; announce publicly in a newspaper, on radio or television, etc.: *to advertise a reward.*
 - to call attention to, in a boastful or ostentatious manner: *Stop advertising yourself!*
 - *Obsolete.* to give notice, advice, or information to; inform: *I advertised him of my intention.*
- *verb (used without object)*
 - to ask for something by placing a notice in a newspaper, over radio or television, etc.: *to advertise for a house to rent.*
 - to offer goods for sale or rent, solicit funds, etc., by means of advertisements: *It pays to advertise.*

Title of Lesson: Communication Through Advertisement

Grade Level: 9-12 **Number of Students in Class:** 10

Class Time: One class period for the teacher to explain the assignment; One class period for students to research and plan; and 10-14 class periods for open studio time for art production.

Vocabulary: photo editing, illusion, deception, digital, verisimilitude, photomontage, compos graph, retouching, compositing, color correction, graphic design, publishing, consumer, retailer, supply, demand

Tools/Materials/Supplies:

Digital Cameras, Computers, Photo Editing Software (Adobe Photoshop), Photo printer, Ink, Photo paper, Depending if the students need to make props for photographs, or the type of props, there may be additional supplies. (Students may have to buy these themselves)

Intended Outcomes:

- a) Develop an understanding of the various forms and uses of visual culture
- b) Develop an ability to crucially examine visual culture and be able to read the underlying themes, messages, and plans
- c) Develop an awareness and understanding of alternative societies and cultures
- d) Develop an awareness of cultural and contextual influences upon artists
- e) Develop an awareness and understanding of the manner in which symbols and metaphors are used and applied as a means of expression
- f) Gain confidence in artist creativity
- g) Develop problem-solving abilities and higher-order thinking skills (inquiry, investigation, analysis, synthesis, reflection, evaluation, and making judgments)
- h) Develop critical thinking skills
- i) Develop the ability to work independently and as part of a team
- j) Develop a passion for creativity
- k) Develop an awareness and a respect for viewpoints of others and confidence in one's own.

Objectives:

- IO – Intended Outcome
- NVAS – National Visual Arts Standards
- Georgia QCC – Georgia Quality Core Curriculum Standards

1. Cognitive Development

- a. Student will be able to identify computer art, its uses, and make connections with to other aspects in society and world culture.
 - i. IO-b, c, d, e, g, h, k
 - ii. QCC
 - 17. Discusses issues related to electronic technology and visual arts
- b. Student will be able to recognize digital art, trends, and decode its meanings
 - i. IO-a, b, c, d, e, g, k
 - ii. QCC
 - 20. Recognizes and analyzes examples of digital art in print and broadcast media
 - 21. Describes examples of current trends in the field of computer art/design/graphics

2. Psychomotor Development

- a. Student will be able to use, control, manipulate, and experiment with media in a manner that indicates an awareness of their possibilities and potential for personal creative expression
 - i. IO - f
 - ii. QCC
 - 4. Combines digital images with traditional art media
 - 5. Produces a related series of digital images that are based on: student's imported art works and images created within the computer
- iii. NVAS (9-12)
 - 1. 1a apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in their works
- b. Student will be able to develop an understanding of dangers and hazards of various art media and the necessity for following safety rules with regard to the use of materials
 - i. IO -f,g
 - ii. NVAS (9-12)
 - 1. 1a apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in their works

3. Affective Development

- a. Student will be able to recognize how digital art is consumed and its affect on the consumer
 - i. IO-a, c, d
 - ii. QCC
 - 11. Identifies how computer art is used in many facets of society from production of consumable items in mass media
- b. Student will be able to distinguish common qualities of digital media that makes it appealing
 - i. IO-a, b, d, e, f, g, i, j
 - ii. QCC
 - 13. Identifies additive colors that comprise the basic palette of the computer display and subtractive colors that comprise the basic palette of the printing process
 - 12. Analyzes and evaluates the use of elements of art and principles of design in computer-generated (digital) images

Motivation:

The teacher will show images, commercials, and other forms of advertisement. Then there can be an open dialogue between the teacher and students about other forms of advertisement and its role in visual culture.

Instructional Strategies:

Student Input:

- a) The students will research advertising's history, major artists/firms, and how it is commonly used contemporarily. All will be recorded in their visual research journals. (Art History)
- b) From there the students will research the FDA's research of products. Then the student can find examples of products taken off of the market and why. (Findings will be recorded in visual research journals)
- c) After research is complete, the student can choose a product he or she wants to present, and a possible bad outcome and how it could be presented (conclusions recorded in visual research journal). (Aesthetics)
- d) Production will begin, first making props for photographs (Art Production)
- e) Digital Photographs will be made and then uploaded to computers. Students should seek out different solutions for this assignment. (Art Production)
- f) After loading images to computer, the student can choose the best image(s) for his or her advertisement. (Art Production)
- g) Using photo editing software, the students can add text, make a photomontage, and or make adjustments to the final image. (Art Production)
- h) Students will present work to the class. As a group the class will evaluate the work in terms of aesthetic qualities, if the student met the requirements of the assignment, and if it is affective or not. (Art Criticism)
- i) Allow time for student to make adjustments, as a result of the critique, if wanted. (Art Production)

Teacher Input:

The teacher will present the assignment explaining advertising and its significance in visual culture: such as context in which it was made, common elements of art and principles of design used, use of color, use of text, persuading aspects, how easily readable they are to viewers. Then the teacher will present the focus of the assignment is to create an advertisement of a product. At first glance, the image can/should seem normal, trying to promote a product. When looking closer, the viewer will see that this product has bad effects and should not be bought / used. The teacher will stimulate dialogue between students, asking questions, to further the conversations (especially during critique). Make sure to document student's work for your own teaching portfolio.

The objectives that will be presented to the students will be:

- a) Understand and evaluate the different forms of advertisement
- b) Understand and evaluate advertisements from different cultures and eras
- c) Research different advertising artists/firms, history, and how it is commonly used today
- d) Research FDA standards, and products that did not meet these standards and why
- e) Think in diverse ways of how to present a product in a appealing way, but also deters consumers from the product
- f) Produce props for photographs
- g) Take pictures, using multiple solutions with technique and different solutions for the final image
- h) Upload work to the computer and use photo editing software to adjust images, make a photo collage, add text, etc.
- i) At the conclusion of each class, the student will store their work properly and clean their work spaces
- j) At the beginning of class, the students will be reminded of what actions are expected of them during the lesson. Each lesson will be concluded with a summary of the day's events.
- k) At the conclusion of the assignment, present your advertisement and research to the class indicates and displays pride and concern.

Modifications:

For a student with visual impairment, the assignment may need to be adjusted. Instead of a visual ad, maybe a verbal ad similar to those heard on the radio.

Assessment:

Each student will be asked to assess their own efforts by means of a self-assessment sheet, in order to reflect upon their efforts.

Teacher assessment criteria will relate directly to the lesson's objectives and will be based on the following rubrics:

- l) Understanding of information (through discussion)
- m) Synthesis and the development of multiple ideas (journal assessment)
- n) Technical abilities (analysis of the completed work)
- o) Sensitivity to the media (analysis of the completed work)
- p) Creativity and inventiveness (journal assessment and analysis of the completed work)
- q) Presentation of the work (journal assessment and analysis of the completed work)
- r) Commitment and sincerity (observation during class)

Benchmarks for each rubric will be provided and the students will be aware of them prior to the beginning of the assignment

Closure:

Each class period will be concluded with clean up, each student will be responsible for his or her area(s) worked in. A quick review will be given over what previous events and information within the class. Then indicate what the students will need for the next class period.

Teaching Performance Evaluations and Reflections:

1. Were your objectives met? Why or Why not?
2. What kinds of unexpected things emerged from this lesson?
3. What went well or did not go well for this lesson?
4. Did you make/complete the assignment yourself before you taught the lesson?
5. What will you change next time?
6. Do you have visual samples (actual work, slides, digital images, and video), written samples, or documentation of student performance along with the lesson plan to document your teaching?
7. Did you document student work that met or exceeded your requirements?