

## **Propaganda**

- Information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.
- The deliberate spreading of such information, rumors, etc.
- The particular doctrines or principles propagated by an organization or movement.
- *Roman Catholic Church*.
  - A committee of cardinals, established in 1622 by Pope Gregory XV, having supervision over foreign missions and the training of priests for these missions.
  - A school (**College of Propaganda**) established by Pope Urban VIII for the education of priests for foreign missions.
- *Archaic*. An organization or movement for the purpose of spreading of propaganda.

### **Title of Lesson: Communication Through Propaganda**

**Grade Level:** 9-12    **Number of Students in Class:** 20

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

### **Vocabulary:**

Propaganda, research, research (visual) journals, visual culture, cultural / societal values and roles, different forms of painting and painting processes

Depending on time period certain historical key words need to be explained (i.e. Seditious Acts).

### **Tools/Materials/Supplies:**

Research (visual) journals, paint, paint brushes, pallet knives, gel mediums, canvas/paper, solvents such as mineral spirits, digital camera, photo editing software programs, printer

### **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
- Georgia QCC – Georgia Quality Core Curriculum Standards

### 1. *Cognitive Development (knowledge, concepts, thinking skills, etc)*

- a. Student will be able to develop an awareness and appreciation for the various forms of propaganda
  - i. IO—a, b, c, d, e, g, h
  - ii. QCC (9-12 Painting)
    18. Recognizes and discusses selected major paintings, artists, and styles from diverse historical periods of world cultures
    19. Determines the influences of historical, social, and religious factors on the development of paintings
    20. Compares the roles of a painter in contemporary society with the historical roles of the painter in world societies
- b. Student will be able to understand the reasons for, and the manner in which, symbols and metaphors are used and applied in visual culture (and alternative cultures)
  - i. IO—b, c, e, g, h, k
  - ii. QCC (9-12 Painting)
    9. Applies concepts and ideas from other disciplines as sources of ideas for own works
    19. Determines the influences of historical, social, and religious factors on the development of paintings
  - iii. NVAS  
Grades 9-12 3C  
Describe the origins of specific images and explain why they are of value in their art

### 2. *Psychomotor Development (brain/body coordination)*

- 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
    1. Develops skills in using elements and principles to produce aesthetically pleasing compositions and to communicate expressive content
  - 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 (interest, attitude, emotional response, etc)*

- a. Student will be able to enjoy and appreciate the aesthetic qualities of a painting
  - i. IO—f, h, i, j, k
  - ii. QCC (9-12 Painting)
    2. Develops ideas, plans, and produces paintings that emphasize selected elements of art and principles of design
    12. Describes how the elements of art and the principles of design function to create selected expressive and/or visual qualities
- b. Student will be able to enjoy and appreciate the aesthetic qualities of finished, photo edited product

- i. IO—f, h, i, j, k
- ii. QCC (9-12 Painting)
  - 2. Develops ideas, plans, and produces paintings that emphasize selected elements of art and principles of design
  - 7. Demonstrates and applies knowledge of computer technology in painting, such as paint programs, importing and altering own paintings, and use of own digital art in mixed media paintings
  - 12. Describes how the elements of art and the principles of design function to create selected expressive and/or visual qualities

**Motivation:**

The teacher will show propaganda from varying time frames and cultures and explain the context in which it was made and how it was “read” during the era it was created and how it is viewed today.

**Instructional Strategies:**

***Student Input:***

- a) The students will research propaganda’s history, major artists, and symbolism commonly used. All will be recorded in their visual research journals. (Art History)
- b) From there the students will research issues and choose one that is two sided. Then combine different aspects from their research on propaganda and incorporate it into their design for two paintings. (Art History)
- c) After research is complete, the class will be broken up into groups, present their research, the issue they chose, and ideas for two works and how research is incorporated. (Aesthetics)
- d) Production will begin, planning and (painting) implementing ideas. (Art Production)
- e) Digital Photographs will be taken of work, once it is completed. Using photo editing software, the students can add text, or make adjustments for final image. (Art Production)
- f) The students will record any changes made throughout the process for critique.
- g) The students will present work to the class. As a group the class will evaluate the work in terms of aesthetic qualities, if both sides were presented equally and affectively. (Art Criticism)
- h) Students will be given time to make corrects/ changes to the work if wanted. (Art Production)

***Teacher Input***

The teacher will present the assignment explaining propaganda’s significance in visual culture: such as context which it is made, symbolism used, common elements of art and principles of design used, explain use of color, use of text, and persuading aspects. Then the teacher will present the focus of the assignment is to create two images considering both sides to an issue, such as confronting cultures. Both are meant to sway the viewer individually, but together have the viewer weigh out the issues and make his or her own opinion. The teacher will also stimulate discussions within the groups, and help give feedback. The teacher will explain and assist (if needed) with the painting process, and use of digital photo editing software. The teacher will help control class critique of work so students give *constructive* criticism of work. Throughout the critique stimulate dialogue with students relating work back to research, and what each work’s meaning presents. Document 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 propaganda
- b) Understand and evaluate propaganda from different cultures and eras
- c) Determine symbolic meaning with propaganda, the artists who made them, and within different cultures
- d) Research different issues that can be represented in propaganda
- e) Brainstorm different ideas that can be used in their propaganda designs
- f) Think in diverse ways of how both sides of the issue can be presented equally in a persuading manner.

- g) Organize a design that is “eye-catching,” uses elements of art and the principles of design, uses text aesthetically
- h) Produce work using painting techniques demonstrated, or other possibilities or solutions for the end product
- i) Teacher takes pictures of work and uploads them for the students to use photo editing techniques to finish the work.
- j) At the conclusion of each class, the student will store their work properly and clean their work spaces.
- k) 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 of the day’s events.
- l) At the conclusion of the assignment, present your propaganda paintings and research to the class that indicates and displays pride and concern.

**Modifications:**

A student with visual impairment may need an alternative assignment. For instance, the assignment may need to be three-dimensional to be more affective with varying texture.

**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:

- a) Understanding of information (through discussion)
- b) Synthesis and the development of multiple ideas (journal assessment)
- c) Technical abilities (analysis of the completed work)
- d) Sensitivity to the media (analysis of the completed work)
- e) Creativity and inventiveness (journal assessment and analysis of the completed work)
- f) Presentation of the work (journal assessment and analysis of the completed work)
- g) 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?