**Learners’ Characteristics:** Students at this age are in the Pseudo-Naturalistic Stage or the age of Reasoning. Students start to be aware of environment that they selected, and understand personal meaning into objects and events.

**Students w. Learning Disabilities Characteristics:** ADD/ADHD students may be hyperactive and impulsive that they might fail to pay close attention to details in subjects. Students with Autism may have difficult with verbal communication and have problem of social interaction. ESL students may have understanding problem in English as they need in the classroom.

**Lesson Plan Title:** Brand me !  **Grade:** 7th grade**\_\_\_\_ Time: \_**4- 42 minutes

**Teacher: \_\_**Ms. Sang Eun Patricia Lee\_\_\_\_\_\_\_ **Date:** \_\_\_\_Mar. 9th 2012\_\_\_\_\_\_\_\_\_\_\_

**Theme Concept:** Consumerism, social status, and advertising

What is consumerism? How does it relate to social status and advertisement in our lives? How consumerism affects our society, our economy and the environment? People are constantly purchasing goods and consuming materials in excess of our basic needs at the turn of 20 century. In the critical thinking context, consumerism is used to describe the tendency of people to identify strongly with products and services we consume in terms of marketing perspective. More specifically, as people consume their commercial brand names, it leads us to perceive the status symbolism appeal. A consumer culture has been permeated throughout the process of globalization. That is why people see products or services in the form of advertisements. Products that we see from Television or magazines’ advertisements are penetrated into our lives so that people often times identify themselves with their favorite brand names. The polarization of wealth becomes seriously matter to our society.

**Non-Art Discipline Concept:** Social Studies

Every day people use a variety of goods and materials, from the food we eat, the clothes we wear to things like the cell phone, cars, etc. This is consumption. Consumerism is the belief that personal happiness is based on the increasing consumption of products. Consumers are subject to advertising that promotes the buying more of products. However, that is not the happiness and success. Students will see the growth of consumerism in other countries like China, India. Those countries are fast growing consumer societies, and the United States still remains as the largest consumer society in the world.

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**Aesthetics:**  Students are asked the following questions in small group or as a whole class.

I would show some logos, characters from magazines to students.

1. Does every artwork tell a story?
2. Do artworks always have the meanings that the artist intended?
3. Are titles important clues to understand the meaning of an art work?
4. Do the meaning of art work change over time?

**Art Production (Art Making):**

1. ***Element or Principle of Design***: Creating products on students’ own advertisements with using unique colors or forms in developing students’ names for their own logos.
2. ***Technique/Process***: students utilize different advertising techniques such as designing name for logos, layout letters on products from magazines. Then students create their own logos/characters based on their names.

**Concepts in Art Disciplines**

**Art Criticism:** One Hundred cans by Andy Warhol, 1962.

(Select one work of art for whole-class art criticism discussion.)

1. ***Description***: What objects do you see? What colors do you see?

What kinds of letters do you see? What kinds of images do you see?

What colors represent the lettering?

1. ***Formal Analysis***: How does this object show vivid and sharp appearance?

Why did he choose the colors? What message do the objects convey?

1. ***Interpretation***: How does this art work make you feel??Why did he choose the medium?

How does this art work show connection to commerce and mass media culture?

1. ***Judgment***: Who is his audience? Is this an art work? Why? Would you use this hang in your room?

**Art History:** Andy Warhol

(Artist or Art Movement/Period)

1. Andy Warhol was born in the United States, 1928.
2. Andy Warhol was a leading artist as visual art movement known as Pop Art.
3. His works mostly was related to exploration of artistic expression from celebrity culture and advertisements.
4. Andy Warhol was an early adopter of the silkscreen printmaking process as a technique for making printings.

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**Learning Objectives**

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**Non-Art Discipline:** Social Studies

Students will learn how consumerism affects our society and economy through the process of globalization.

Student will generate ideas about consumerism, social status, and advertisement by.

Student will reflect on their consumption behavior and collect ideas about the way people perceive them without brand names.

**Adaptations/Modifications for Students w. Learning Disabilities:**

For ADD/ADHD students, they will be provided as a guidance of visual references. I would shorten the numbers of assignments.

For ESL students, it would be same as above instruction. But the length of assignment is reduced and then slowly increased later as their understanding level became better.

**Art Disciplines:**

Students will learn how to input their own ideas about consumerism, social status, and advertising by creating their own logos.

Students will develop an awareness of the feelings that come from advertisements that tell them what they should have by inspirations.

Students will experiment with mixed media such as magazines.

Students will create their own logos based on their own names from brand names products.

**Adaptations/Modifications for Students w. Learning Disabilities:**

For ADD/ADHD students & Autism, I would use the visual sequences in step by step, and provide one on one instruction. I would rather provide simple instruction as much as possible. I would show also model or explicit demonstration. I would ask them make simple logos as much as possible, I would provide less colors to use in their control.

For ESL students, the instruction would be same as regular students. I would provide more hands-on activities for demonstration how to make and show them model. I would possibly provide pre-teach vocabulary in 3-5 minutes. For ELL students, I would provide visual sequences for each step so that they would understand what they need for.

**Democratic Skills:**

Students will listen to other students’ voices even though they disagree with them.

Students will attentively listen to others and respect others on their critique.

Students will collaborate in a respectable manner with other students.

**Adaptations/Modifications for Students w. Learning Disabilities:**

For ADD/ADHD students, a classroom aid or the teacher should speak instead so other students would listen to them.

For ESL students, all supplemental materials for inquiry questions should be written so that they would understand and get involved in class discussion.

**Sequence of Classroom Activities:**

1. Introduction- Ask students questions about the definition of “Consumerism”
2. Stimulation Activity-looking at Andy Warhol’s prints( how prints make you feel)
3. Ask students to bring one or two magazines from home and discuss images that you selected.
4. Ask students to sketch ideas from their brand names with products.
5. Utilize logos/characters from magazines and create own logos/characters based on students’ names in using with colored pencils, and markers.
6. Art Critique

**Materials & Equipment:**

Construction papers, markers, colored-pencils.

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**Resources (books, magazines, articles, websites):**

<http://www.artchive.com/artchive/W/warhol.html>

<http://www.artcyclopedia.com/artists/warhol_andy.html>

The Philosophy of Andy Warhol (From A to B and Back Again), April 6, 1977. Harbrace Paperbound Library

**Supporting Materials (vocabulary list, artists’ biographies, historical information, student self-assessments, rubric):**

Andy Warhol’s color reproductions of selected art works

Student self-assessment

Vocabulary:

Consumerism

Pop Culture

Consumer Identity

**List of Art Works:**

Campbell Soup Cans, 1962 Silkscreen Print Andy Warhol.

Gold Marilyn Monroe, 1962 Silkscreen Print Andy Warhol.

Myths; Mickey Mouse, 1981 Silkscreen Print Poster Andy Warhol.

Brillo Box, 1964 unframed oil painting reproduction Andy Warhol.

Self-Portrait in Orange, 1966-1967 Andy Warhol

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**Stimulation Activity:** “Shopping at the mall activity”

Students will be asked to use their imagination. Teacher pretended as a sales associate at the clothing store. One of students acted as a customer. Teacher asked a student if she/he needed a help to find clothing for her/him. Student asked the teacher if he/she could try small size on or he/she could find clothing on sale at the store. Teacher told a student there were big sale on the corner, and showed him/her a variety of options to choose from clothing. Then, teacher acted like finding small size T-shirt on sale for him/her. A student would be happy to look for something that he/she liked to wear.

**Introduction/Discussion/Questions (about theme concept, concepts in art disciplines, non-art discipline concepts, art works, democratic behaviors):**

How often do you go shopping? Either groceries shopping or clothing/ interesting gadget? When you buy something, what do you care most? Do you care brand name, price etc.? This is associated with consumerism. It will also affect our society of social status and advertisements. Is there any difference between brand name and genetic name? How? What is the advertising technique’s difference between them? Do you feel there are any letterings, characters, or logos to appeal for you to purchase in the store? Students were shown Andy Warhol’s prints by visual aids (PowerPoint/ reproductions). Especially, I would first present “One Hundred Cans”. Students were asked, “What is this? One object in same repetition over and over….” I would ask students “Is this paint or print?” Students might have different answers like “I guess it’s a print or may be paint with print?” I would ask “What does Campbell Soup represent for our lives?” “Isn’t this our mundane source that we consume in every day’s lives? Do you think that it symbolizes today’s consumer’s culture?”

Explained to students the objects on Andy Warhol’s print which represent our consumer culture that will give a consumer identity.

**I Want You To… (Problematized instructions for individualized and/or small group artmaking):**

I would ask students, “I would you like to come up with an idea from flipping through magazines and try to find logos or characters that you are interested in, and then you should develop it on your own. In other words, you should create your own logos/characters which represent your own identity.”

“Think about what you like the most as a consumer/buyer.”

I want you to flip through magazines for 10 minutes. You can choose an ad that you are into, at this time, you should try to look carefully into logos/characters of brand names and then you might consider developing it in order to make your own consumer identity.

You could use markers, and colored pencils to create your own logos based on your names.

The result will be the best of our own brand name products that each students has, and it will symbolize advertising and effects on our consumer identity in today’s society.

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**Narrative of Classroom Procedures:**

**NJCCS:**

1. ***One Visual Arts Standard and Indicator***

**Standard 1.2 Creation and Performance**: All students will utilize those skills, media, methods and technologies appropriate to each art from in the creation, performance, and presentation of dance, music, and visual art. **Indicator1**. Incorporate carious art elements and principles in the creation of works of art. **Indicator3**. Identify form, function, craftsmanship, and originality when creating a work of art.

1. ***One Non-Art Discipline Standard and Indicator***

**Standard 6.2 History/Global Studies**: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Lesson Extensions/Connections:**

Students possibly make their own concept maps throughout this lesson.

**Concluding the Lesson (Discussion, Questions, Sharing of Productions, Recapping):**

1. Review the theme concept, and the elements and principles of design. (e.g. repetition, composition)
2. Share students’ ideas that they chose from magazines, and further discuss what they would like to develop an awareness of their own identity through logos/characters.

**More Questions, Statements, Positive Verbal Reinforcements, Suggestions and Clarification of Tasks (related to theme concept, concepts in art disciplines, non-art concept, democratic skills**

This part will be already done in “I want you to…” section.

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**Student Self-Assessment Sheet**

**“Brand Your Logo/Character”**

**Student’s name: Date:**

1**.** How did you create your own logo/character?

2. What is the definition of consumerism? How does it affect to our social status and economy?

3. What aspect of elements and principles of design that you applied to your art work?

4. Why did you choose your item for this project?

**TEACHER’S EVALUATION**

**Lesson Plan:**

Was this lesson plan appropriate for 7th grade students?

-It was appropriate for 7th graders when I teach this lesson. The lesson was indicated by NJCCS visual Standard 1.2 creation and performance and indicator 1 and 3.

Was the Theme concept good for age appropriate?

-The theme concept was related to pop culture which is determined by the interactions between people in their everyday activities such as styles of dress, the use of slang, and foods that people eat.

Was the learning material authentic to present for classrooms? -Yes it was. I showed students the real authentic materials such as cereal boxes, can of soup, coke bottles, and water bottles.

**Student Outcomes:**

1. Aesthetics: Were students able to participate in meaningful dialogue in connection with questions, such as “Is this good art work? “. – Students were participated in class discussion from the first session.

2. Art history: Did students gain knowledge about Andy Warhol? – Students surely gained knowledge about his art works from this lesson.

3. Art Criticism: Why did he (Andy Warhol) repeat can soups so many times in this picture?

- From this question, students would not understand the meaning behind, but I explained the reason.

I explained to them that we everyday consume cereal, sodas or cans for daily activities. That is why there is a meaningful note behind this picture.

4. Art making: How did students create their own logos with names? Was it challenge to brainstorm from the beginning? - Students started to think of the favorite things that they are into, and looked through the magazines and started to sketch the products.

5. Non-art concept: How does consumerism relate to pop culture?

- Student basically said that people tend to buy things that they like, and continuously purchase afterwards, so that the products became very well-known in public and that is related to pop culture.

6. Democratic Skills: were students respectfully asking questions to the teacher when they need help?

- Students always called me “Ms. Lee, I have a question about….” in class as needed.

**Outcomes for Students with Learning Disabilities**

Did students with learning disabilities frustrate this project?

I saw one student who frustrated this work, because he could not get a defined line drawing on a white paper. He could not get an idea from the brainstorming session.

Were modifications that I applied for this project appropriate for them?

- Generally, students did not much of problems to resolve art making process, but the beginning part was a challenge for them to begin with new ideas.

**Teaching of Lesson:**

Did I make clear demonstration for art making process?

-I made a lesson board for this particular class, and I wrote the procedure how to start from the beginning to the end.

Were the learning activities from this unit executed well in class?

-Students’ activities ran smoothly in class.

Was it enough time for me to finish this project with students?

-It was planned by 2 hour sessions but the class was ended by 4 hour sessions. Students needed more time to brainstorm what brand they were into and how to create their names on products.

Did I provide appropriate modifications on students with learning disabilities in order to complete the project?

-I gave them one on one instruction as needed in class. I gave them extended more time to complete, but did not ask for student self-assessment.

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