

# PERSUASIVE POSTERS

**GRADE:** 5<sup>th</sup>

**OVERVIEW DESCRIPTION OF UNIT:**

Students will use digital technology as well as traditional drawing materials and tools to investigate how artists create symbols and metaphors in their work. Students will learn about slogans and how to combine image and text to create individual persuasive posters that express a point of view. In their ELA studies, students will explore how language can be used to have a strong impact to express an opinion.

**HABITS OF MIND:**

Students will:

- practice persistence by making a multi-stage project (engaging and persisting)
- practice thinking flexibly (stretching and flexibility)
- work on striving for accuracy and precision (observing)
- think and communicate with clarity and precision (observing and reflecting)
- create, imagine and reflect on their work (envisioning and reflection)

# ART LEARNING

## **STRANDS:**

- 1-Art-making
- 2-Developing Art Literacy: Looking/ Discussing; Arts Vocabulary; Interpreting/ Analyzing (Reading & Writing)
- 3-Connections: Other Disciplines; Observing/Interpreting the World
- 4-Community & Cultural Resources: Public Art; Online Resources/Libraries; Community-based Organizations; Artists' Studios
- 5-Careers & Life-long Learning

## **GOALS:**

- explore figure drawing and learn about proportion and **articulated** joints in the human figure
- learn how to make an effective symbol
- understand how composition is important in the effectiveness of a poster
- learn how to use oil pastels to blend color and create form
- think about and choose fonts to drive a message home and work with the imagery of the poster

## **BIG IDEAS/ENDURING UNDERSTANDINGS IN ART:**

- composition
- symbols and metaphors as subject matter; how to create a memorable image
- fonts and what makes them “pop” in a poster
- how color can work with text to make an effective poster

## **ART ANCHOR STANDARDS (from National Visual Art Standards):**

### **Creating**

1. Generate and conceptualize artistic ideas and work
2. Organize and develop artistic ideas and work
3. Refine and complete artistic ideas and work

### **Performing/Presenting/Producing**

4. Analyze, interpret and select artistic workforce presentation
5. Develop and refine artistic techniques and work for presentation
6. Convey meaning through the presentation of artistic work

### **Responding**

7. Perceive and analyze artistic work
8. Interpret intent and meaning in artistic work
9. Apply criteria to evaluate artistic work

### **Connecting**

10. Synthesize and relate knowledge and personal experiences to make art
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

## **BENCHMARK SKILLS IN ART:**

- create a poster that demonstrates inventive integration of text and image
- use contour lines to define a figure or object
- create a digital composition that demonstrates ability to use creatively font size and style
- ability to blend and mix colors
- identification and rendering of detail

- basic organization of space such as foreground and background

## **ESSENTIAL QUESTIONS-ART:**

How can a figure be drawn to look proportional? How can composition effectively create a powerful poster? What is the role of fonts in making an effective poster?

## **VOCABULARY-ART:**

articulated joints, pose, poster, design, typography, font, 2-D design, designer/ graphic designer, sketch, layout, layer, size/scale, proportion, positive and negative spaces, composition, symbol, message, impact, revise/edit, graphic, clarity, background, arrange, detail, contrast

## **UNIT ART MATERIALS/TOOLS/ TECHNOLOGY:**

- white drawing paper of various sizes for sketching and larger work
- black construction paper (18 x 24")
- Ebony pencils, erasers
- oil pastels
- iPads loaded with *Explain Everything*, *Bamboo Paper* or other drawing program

## **UNIT MOTIVATION/VISUALS/ REFERENCES:**

Reference photos selected by artist/ teacher. Links are embedded throughout this unit.

# ELA LEARNING

## **ELA GOALS:**

Students will:

- understand how words and phrases in a text shape meaning
- practice writing an opinion pieces
- create messages that have strong impact
- write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- explore the importance of action words to make catchy slogans

## **ESSENTIAL QUESTIONS—ELA:**

How can I write an opinion and be persuasive? What are actions words? How can action words help make a catchy slogan?

## **ELA PRACTICES AND SKILLS:**

Students will:

- determine main idea of a text and explain how it is supported by key details; summarize the text
- interpret information presented visually, orally, or quantitatively (i.e., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears
- integrate information from two texts on the same subject in order to write or speak about the subject knowledgeably
- refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- practice writing opinion texts

## **ELA ANCHOR STANDARDS/ELA COMMON CORE:**

Students will be able to:

- write opinion pieces that stem from informational topics or written texts
- provide reasons to support opinions or claims
- develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- use technology to produce and publish writing
- make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

## **VOCABULARY-ELA:**

slogan, phrase, infer, strategy, statement, opinion, persuade/persuasion, composition, symbol, message, impact, revise/edit, graphic, clarity, background, arrange, detail, contrast

## **UNIT ELA MATERIALS/TOOLS/TECHNOLOGY:**

Teacher-chosen worksheets, smart board, iPads, *Explain Everything*

## **TECHNOLOGY GOALS:**

Students will:

- Interact with images and text on a smart board
- Explore using a stylus and drawing program on an iPad
- Learn about and manipulate fonts on their iPads
- Import drawn images into digital files on their iPads
- Create a digital portfolio of their process and their work

## **ESSENTIAL QUESTIONS — TECHNOLOGY:**

What are some ways a stylus can be used to make drawings on an iPad? How are images imported into an iPad? What are some ways to use digital resources in class discussions and student portfolios?

# ART-MAKING LESSON #1A

## Using iPads to Learn Figure Drawing

### **Art Essential Questions:**

How can I draw a figure and make it look more realistic? What is proportion?

### **Goals:**

- Students will learn how to break down a figure into simple shapes
- Students will understand how articulated joints can make their figures look more realistic
- Students will learn how to use a stylus to draw on an iPad

### **Materials/Tools/Technology Needed:**

- Jointed wooden manikins, 1 for every 3-4 students
- iPads loaded with a drawing program such as *Bamboo Paper*, styluses

### **Motivation/Visuals/References:**

Images of moving figures as chosen by artist/teacher

### **Engagement:**

The artist/teacher could begin the class with a discussion and demonstration of what joints are and how human joints are articulated and move. We know we have knee joints and elbow joints, but what other joints might they think of? (wrist, shoulder, fingers, ankles, toes). Then he or she could do a quick overview of how to use the iPad and stylus. Students should be shown how to erase areas.

Next, have a student put a manikin in a moving position and show the students how blobs, balloons and the like can represent part of the figure. The manikins should have sockets where the knees and elbows and shoulders are and they are a key to making a figure proportional.

Then have students divide up and put their manikins in positions, working individually on iPads. They could do two standings drawings and maybe a sitting one and a laying down one. If you think it would help, they could photograph the first one and draw over the photograph to break down the parts and learn how to make a blobby drawing.

If time, they could each choose their favorite drawing and share it during reflection.

### **National Visual Art Standards:**

VA: Cr2.1.5—a. Experiment and develop skills in multiple art-making techniques and approaches through practice.

### **Vocabulary:**

manikin, proportion, joint, articulation

### **Habits of Mind:**

Engaging and Persisting, Stretching and Exploring, Observing, Reflecting, Envisioning

### **Art Skills Being Targeted:**

- close observation
- understanding proportion

### **Student Checklist:**

\_\_\_ I have drawn simple manikin figures, paying attention to the joints to create movement.

\_\_\_ By closely looking/observing, I have made figures that have a sense of proportion.

**Differentiation:**

For learning and/or physically-disabled Students: pair students with an aide. For advanced students, encourage them to draw in extra details.

**Reflection:**

Students should have a few minutes to share their experiences. Were they surprised at how well they did? Was it harder than they expected? Did they get better as they worked?



## ELA LESSON #1B

### *Communicating a Message in More Ways Than One*

#### **ELA Essential Questions:**

What are some ways we can communicate a message? What is a graphic designer? How do designers communicate messages in their work?

#### **Learning Goals:**

Students will be able to:

- respond to poses by close looking
- share ideas through discussion
- practice listening
- evaluate the effectiveness of persuasive posters and cite reasons

#### **Materials/Tools/Technology:**

Manikins

#### **Possible ELA Component:**

Teacher will begin by handing out manikins to each student or group of students. Building on the last lesson where they drew the figure, ask students if they could pose the manikins to communicate something (excitement, sadness, power, shyness, etc.). They then will then have students guess what is being communicated non-verbally. Next, show students some reference images to the class and then facilitate a discussion about the effectiveness of what the poster is trying to say. Students will be asked to decide which is the most effective poster and then write three reasons why they think there is evidence to support this. In pairs, they then will compare notes. As a class, they will construct a rubric as to what an effective persuasive poster might include.

#### **Differentiation:**

Students with special needs, should be given support in terms of an aide or other assistance, as necessary. Advanced students could be given an extra assignment to find an example of a persuasive ad, photograph it and bring it into class.

#### **Vocabulary:**

pose, poster, persuasion, message

#### **Habits of Mind:**

Engaging and Persisting,  
Stretching and Exploring,  
Observing, Reflecting, Envisioning

## ART-MAKING LESSON #2A

### Working As Graphic Designers

#### **Art Essential Questions:**

What is a Graphic Designer? How do graphic artists take an idea and express it visually?  
How can we design a poster that incorporates text?

#### **Goals:**

- Students will explore ways to design a poster based on a made-up statement
- Students will use simple imagery and text to make a strong composition

#### **Materials/Tools/Technology:**

- iPads and styluses OR
  - drawing paper, pencils and erasers
  - Optional: soft colored pencils
  - smart board and/or digital projector or individual iPads loaded with reference images
- drawing program if pencils and paper are not used
- several different fill-in-the-blank sheets --Examples: "It is well-known that wearing polka dots causes extreme (dizziness) in others" or "Facts show that when students bring (pets) to school learning improves," "Giving children (pickles) at bedtime makes them have unusual dreams," etc. Students are asked to fill in the blanks to make a ridiculous result.

#### **Motivation/Visuals/References:**

2-3 reference posters that are highly graphic for smart board

#### **Engagement:**

Artist/teacher will explain that graphic designers (artists) create posters and other visual work as a job. They will then show students the reference works and lead a discussion on how the graphic artists convey and embed messages using only images. Students will be encouraged to look deeply and come up with meanings for what they are observing. They should discuss how artists can use symbols or images to represent other things. The role of what a graphic designer does should then be brought up. What kinds of decisions do graphic designers need to make? Students will then be asked to choose a random slogan as determined by teacher or a humorous fill in the blank statement (see above) and sketch out how they would design a simple and powerful poster using it as the starting point. Composition and placement should be thoughtful. Humor should be encouraged! Results will then be shared as a class.

#### **National Visual Art Standards:**

VA: Cr2.1.5—a. Experiment and develop skills in multiple art making techniques and approaches through practice.

#### **Art Skills Targeted:**

- working out a composition
- responding to a prompt with an illustration

#### **Vocabulary:**

composition, graphic design, graphic designer, sketch, symbol

#### **Habits of Mind:**

Engaging and Persisting, Observing, Envisioning, Reflection

#### **Student Checklist:**

\_\_\_ I have an understanding of what a symbol is.

\_\_\_ I made a sketch of a poster design, using a humorous slogan.



**Differentiation:**

For learning and/or physically-disabled students: pair students with an aide or support the student by allowing extra time. Advanced students should be encouraged to draw in extra details or do a second idea.

**Reflection:**

Students should briefly share their work as a class or with a partner in a turn and talk.



## ELA LESSON #2B

### *Matching Images and Text/Writing an Effective Slogan*

#### **Essential Questions:**

What is a slogan? Which slogan goes with which poster based on non-verbal information? How can students construct a slogan based on their opinion about a topic? How does an opinion differ from a fact?

#### **Learning Goals:**

- Students will learn what a slogan is
- Students will be able to successfully write a slogan using simple steps

#### **Possible ELA Component:**

Introduction: Teacher should have a few examples of posters with the words blocked out or removed for the smart board. As a class, ask students which slogan matches which image. See if they can support their reasoning.

Students will then be asked to make a list of things in their lives they feel strongly about: Litter? No playgrounds nearby? Too much homework?, etc. and choose one to make a sample slogan about.

Teacher might then show the class how to create an effective slogan. Teacher could then introduce “The 4 Steps to Slogans”:

1. choose topic or statement and collect/write facts about topic
2. know what you want to convince your viewer of and write that down
3. shorten the above to make it catchy by using action words
4. review and figure out what needs to be changed, if anything, to make it more clear and powerful

#### **Differentiation:**

For learning and/or physically-disabled students: pair students with an aide or allow extra time. For advanced students, encourage them to make several slogans, if time.

#### **Reflection:**

If possible, students should share their solutions with the class. Students will be encouraged to talk about what makes for a good slogan.

#### **Vocabulary:**

slogan phrase, opinion

#### **Habits of Mind:**

Engaging and Persisting,  
Stretching and Exploring,  
Observing, Reflecting

#### **Materials/Tools/Technology:**

Students may work on iPads, computers or on paper to do this assignment

#### **Motivation/Visuals/References:**

Reference poster images, as in above lesson

## ELA LESSON #3A

### *Final Topic Choice and Beginning Research*

#### **Essential Questions:**

What do I care about that might make a good poster? How do writers research topics? How do writers embed a point of view in their writing?

#### **Learning Goals:**

- Students will brainstorm and then select a topic for a persuasive poster
- Students will begin research to learn more about their topic

#### **Possible ELA Component:**

Students will choose a topic they care about. It does not have to be the one from the last lesson, although it can be. The teacher can throw out some ideas to the class and then generate others from the students. **It's important to help students figure out something they truly want to do, and not something teacher-generated. Allow students some leeway, if possible so they *have ownership*.** It could be something local and/or personal, i.e., not enough physical education in school or improving the lunch menu, etc. Teacher will model reading excerpts from a sample research article (but make it clear they are not to use that particular topic), and selecting important words and phrases that might be useful. Students will then pull up articles (and images) that will give them more information about their topic. The class should discuss the concept of point of view in written work and what their positions are on the topics they have chosen.

#### **Differentiation:**

For learning and/or physically-disabled students: pair students with an aide or allow extra time. For Advanced students, encourage them to generate more research and come up with their slogan(s), if time.

#### **Reflection:**

Students may gather at the end of the session to share their topics. A list could be generated on the board to see if there is any overlap. Students should be tasked with thinking about potential slogans that might work with their topics, if time does not permit for working on the slogan during this lesson.

#### **Vocabulary:**

point of view, opinion, research

#### **Habits of Mind:**

Engaging and Persisting,  
Stretching and Exploring,  
Observing, Reflecting, Envisioning

#### **Materials/Tools/Technology:**

computer or iPad for research of  
topic and images

#### **Motivation/Visuals/References:**

Students need to print out  
reference research and images

## ART-MAKING LESSON #3B

### *Visual Persuasion and Beginning (Rough) Sketches*

#### **Art Essential Questions:**

How can graphic artists use images and text to express opinions? What stages do designs go through before being complete? What are some qualities that an effective persuasive poster might have?

#### **Goals:**

- Students will learn about composition and scale in graphic design
- Students will apply their new drawing skills to laying out a rough draft of a poster design

#### **Materials/Tools/Technology:**

pencils, erasers, paper (or computers or iPads if that suits the class better)

#### **Motivation/Visuals/References:**

Student research from ELA, as above; images from internet and research; reference poster images

#### **Engagement:**

Artist/teacher should introduce examples of reference posters on the smart board that combine image and text. Discuss what the role of each is. Encourage deep-looking. Would the poster be effective without one or the other? Where does one's eye move when looking at the poster? (Composition). What does scale (size) have to do with making a poster effective? (Small images get lost and are hard to see from a distance.) Should a poster have a lot of words on it? Why or why not?

Students are tasked with coming up with one (or preferably more), images to use for their poster by making rough layout sketches. One will then be chosen for the final, enlarged, drawing.

#### **Differentiation:**

For learning and/or physically-disabled students: pair students with an aide or allow more time. Advanced students might be encouraged to make several sketches to choose from, if time.

#### **Reflection:**

Students can share their process thus far, either with a turn and talk or to the whole class.

#### **National Visual Art Standards:**

VA: Cr2.1.5—a. Experiment and develop skills in multiple art making techniques and approaches through practice.

#### **Art Skills Targeted:**

- close observation
- planning/sketching

#### **Vocabulary:**

composition, layout, graphic, design, slogan

#### **Habits of Mind:**

Engaging and Persisting,  
Stretching and Exploring,  
Observing, Envisioning

#### **Student Checklist:**

\_\_\_ I understand the relationship text can have to an image in a poster.

\_\_\_ I have thought about my composition and made a rough sketch (or two) for a poster.

\_\_\_ I have chosen the best one to enlarge.

## ELA LESSON #4A

### *Why My Topic is Important/Slogan Writing*

#### **Essential Questions:**

What is my topic and why is it important to me? Why do I want to persuade others to agree with my point of view? How do I go about writing an effective slogan?

#### **Learning Goals:**

- Students will finalize their research on their chosen topic
- Students will try out more than one slogan and choose the best one

#### **Materials/Tools/Technology:**

Teachers choice: computers, iPads or paper notebooks

#### **Motivation/Visuals/References:**

Optional

#### **Possible ELA Component:**

Students will be challenged to finish their research and get their slogans finalized. Teacher can give pointers to the class as a whole or individualize their instruction.

#### **Differentiation:**

For learning and/or physically-disabled students: pair the students with an aide if possible. Allow extra time as needed. For advanced students, have them write a slogan that support the *OPPOSITE* point of view (i.e., "Littering Makes Our Neighborhood More Textured and Interesting!").

#### **Reflection:**

Students as a group or in a turn and talk, share their work.

#### **Vocabulary:**

slogan, topic, theme, persuasion, action word

#### **Habits of Mind:**

Engaging and Persisting,  
Reflecting, Envisioning

#### **Rubrics/Progressions/**

#### **Assessment:**

To be determined by the individual teacher

## ART-MAKING LESSON #4B

### *Composition and Layout/Beginning the Final Poster*

#### **Art Essential Questions:**

What changes might I want to make before I begin my final poster? Where should I plan on putting the text (slogan)? How much space should I allot? What scale should my images have? Is the composition too crowded or too empty?

#### **Goals:**

- Students will learn how to make an effective poster using simple, graphic images
- Students will lightly sketch their images on larger paper

#### **Materials/Tools/Technology:**

- 11" x 15" (12" x 18" cut down to the iPad proportions) paper with a tooth such as colored construction paper
- oil pastels

#### **Motivation/Visuals/References:**

- Students will need their work from the previous weeks (sketches and research/images) to enlarge and refine their posters
- Other visual images are optional

#### **Engagement:**

The artist/teacher should show the class how to LIGHTLY sketch the image(s) on the larger paper. Room needs to be left for the slogan and that should be planned ahead of time. It might be a good idea to have the teacher give the go-ahead before handing out the larger paper for the final copy. Some students may still be coming up with their images or wanting to change their idea. If students are able to block in their work, next week's demonstration of oil pastel use could be done as a mini-lesson midway in the class.

#### **Differentiation:**

For learning and/or physically-disabled students: pair students with an aide if possible. Advanced students might be encouraged to make several sketches to choose from, if time.

#### **Reflection:**

If time, it would be nice to share the process of the the students. What surprised them? What was hard or challenging?

#### **National Visual Art Standards:**

VA: Cr2.1.5—a. Experiment and develop skills in multiple art making techniques and approaches through practice.

#### **Art Skills Targeted:**

- enlarging the sketches
- composition

#### **Vocabulary:**

enlarge, scale, composition, graphic

#### **Habits of Mind:**

Engaging and Persisting, Stretching and Exploring, Observing, Reflecting, Envisioning

#### **Student Checklist:**

\_\_\_ I have lightly sketched my design on the large paper.  
(If time): \_\_\_ I have begun blending in oil pastel in my work.

## ELA LESSON #5A

### *Writing an Opinion Piece*

#### **Essential Questions:**

What are the main points or facts I would want to include to get my opinion across, loud and clear?

#### **Learning Goals:**

- Students will be able to expand on their topics by writing opinion pieces.
- Students will learn to add details to their main ideas

#### **Materials/Tools/Technology:**

Teacher's choice: computers, iPads, Paper and pencils

#### **Motivation/Visuals/References:**

Optional: newspaper editorials, Letters to the Editor, etc., on smart board or actual paper copies

#### **Possible ELA Component:**

Now that students have their theme, students might write an opinion piece that would take the form of an Editorial, Letter to the Editor or Letter to a Congressman. The teacher could show them some examples on the smart board (or actual newspapers).

#### **Differentiation:**

Learning-disabled or physically-disabled students may need the help of an aide. For advanced students, they could write a response to their own opinion piece.

#### **Reflection:**

If time, students may do a turn and talk the last few minutes of class to read their work to their neighbor.

#### **Vocabulary:**

fact, opinion, main point

#### **Habits of Mind:**

Engaging and Persisting,  
Stretching and Exploring,  
Reflecting

## ART-MAKING LESSON #5B

### *Drawing and Using Oil Pastels*

#### **Art Essential Questions:**

What are some of the coloring and blending possibilities of oil pastels? How can I use color effectively to give my poster impact?

#### **Goals:**

- Students will learn how to blend colors with oil pastels
- The use of color will be explored and exploited to make the posters have more impact

#### **Materials/Tools/Technology:**

- oil Pastels
- cotton swabs or tissues or small pieces of paper towels

#### **Motivation/Visuals/References:**

Optional references. The demonstration of ways to use oil pastels will be the motivation.

#### **Engagement:**

The artist/teacher should demonstrate blending techniques, explaining how to make various skin tones and getting clean edges. Show students how to peel the sticks and clean them off if they have unwanted colors on the surface from tumbling around in a container. Students should be encouraged to plan for where their text is going to be and fill the page with color.

#### **Differentiation:**

For learning and/or physically-disabled students: pair students with an aide or absent that possibility, divide the class into small groups, so the student(s) can be supported and participate fully in the lesson. Advanced Students might be encouraged to add texture and pattern if they finish early.

#### **Reflection:**

Either in a turn and talk or as a group, students should share their work, even if only briefly.

#### **National Visual Art Standards:**

VA: Cr2.1.5—a. Experiment and develop skills in multiple art making techniques and approaches through practice.

#### **Art Skills Targeted:**

- use of oil pastels
- coloring mixing
- blending techniques

#### **Vocabulary:**

blend, background, foreground

#### **Habits of Mind:**

Engaging and Persisting,  
Stretching and Exploring,  
Observing, Envisioning

#### **Student Checklist:**

- I have blended my oil pastels well and made new colors.
- I have worked neatly (no scribble-scrabble) and evenly.



## ELA LESSON #6A

### *Refining the Opinion Piece*

#### **Essential Questions:**

How does a writer refine or improve his/her work? What role does an editor play?

#### **Learning Goals:**

- Students will learn that good writers perfect their work by editing, reworking and listening to the suggestions of editors.
- Students will begin to understand the editing process in writing.

#### **Materials/Tools/Technology:**

work from last class, iPads, computers or paper and pencils, as needed

#### **Possible ELA Component:**

Students will be asked to work with a partner. They will take their opinion pieces from the previous lesson and work with a partner who will act as the editor and give feedback. They will then change roles and help each other with suggestions for making the writing stronger and more effective. Students will then work on their final copies.

#### **Possible Technology Application:**

Students could “publish” their work on a class blog or online (in-school) newspaper (see above).

#### **Reflection:**

Once the opinion pieces are complete, the class as a whole can regroup and talk about their experiences acting as writer and editor. How hard was it to listen to the suggestions of the editor? Did you act on the suggestions? Work may be displayed or put on a digital platform (see below).

#### **Vocabulary:**

rewrite, refine, editor

#### **Habits of Mind:**

Engaging and Persisting,  
Reflecting

## ART-MAKING LESSON #6B

### *Importing Our Posters and Using Fonts*

#### **Art Essential Questions:**

How can artists integrate technology with hand-drawn work? What is a font and how can it be chosen to express a slogan in a powerful way? What is contrast?

#### **Goals:**

- Students will learn how to photograph and import into Explain Everything a photo of their image into an iPad or computer
- Students will learn about fonts and choose one to use for their slogan

#### **Materials/Tools/Technology:**

- Computers or iPads
- Optional: samples of fonts on smart board

#### **Engagement:**

The artist/teacher might show students how to take a good picture of their work, and, if using a computer, import it into Explain Everything. It should be cropped, if necessary. Next, they need to introduce the basics of choosing a font for a slogan. What area should it be put in? What will show up best in terms of font style, size and color? How can they make their font in a contrasting color?

#### **Differentiation:**

Learning and/or physically-disable students should be paired with an aide, if possible. Advanced students might be encouraged to make more than one iteration of their posters, using different fonts.

#### **Reflection:**

If time, share a couple of the finished works.

#### **National Visual Art Standards:**

VA: Cr2.1.5—a. Experiment and develop skills in multiple art making techniques and approaches through practice.

#### **Vocabulary:**

type, font, bold, capitalization, serif, import, composition, contrast

#### **Art Skills Targeted:**

- designing a text
- photographing/documenting with an iPad

#### **Habits of Mind:**

Engaging and Persisting,  
Stretching and Exploring,  
Observing, Reflecting, Envisioning

#### **Student Checklist:**

- \_\_\_ I successfully photographed my drawing on my iPad.
- \_\_\_ I imported my image into Explain Everything.
- \_\_\_ I selected a font and used the contrasting color to make my slogan stand out.

## ART-MAKING LESSON #7A

### *Printing and Reflection*

#### **Art Essential Questions:**

How can an image be duplicated to make a physical poster? How does printing out the image change the feel or look of the original drawing—or does it? What does mounting or framing an image do?

#### **Goals:**

- Students will learn how to mount their work for display and how a frame enhances an image
- Students will understand how posters can be printed in multiples

#### **Materials/Tools/Technology Needed:**

- computers or iPads
- construction paper larger than the printed images on all sides
- glue sticks
- *Optional:* original drawing to compare and contrast

#### **Engagement:**

If all of the students are finished, the artist/teacher should demonstrate how to mount a poster. The class should then have an in-depth reflection on the process from start to finish on the making of their persuasive poster. Encouraging the use of rich, descriptive language is key. What makes a poster “work?” What do they notice first when they look at the various posters? Have they been persuaded by any of the messages?

#### **Differentiation:**

Learning and/or physically-disabled students should be paired with an aide as needed. Advanced students can participate in the group reflection along with the class.

#### **National Visual Art Standards:**

VA: Cr2.1.5—a. Experiment and develop skills in multiple art making techniques and approaches through practice.

#### **Vocabulary:**

display, exhibit, frame, enhance, duplicate, multiple

#### **Habits of Mind:**

Engaging and Persisting,  
Stretching and Exploring,  
Observing, Reflecting, Envisioning

#### **Possible Student Checklist:**

\_\_\_ I have mounted my printed poster on construction paper.

\_\_\_ I have looked others' posters and understand some elements that make poster effective and strong.

## ELA LESSON #7B

### *Writing About Ourselves As Graphic Artists*

#### **Essential Question:**

How does a writer support his/her point of view?

#### **Learning Goals:**

- Students will practice their writing by drafting a personal essay on making their posters
- Students will draw upon their experiences and give specific information and reasons for their opinions

#### **Materials/Tools/Technology:**

- iPads or computers or paper notebooks

#### **Motivation/Visuals/References:**

- examples of individual works

#### **Possible ELA Component:**

Students are given the assignment of writing a personal opinion piece about the process of experiencing this unit and acting as a graphic designer. What excited them? What was hard and why? What was new? Did their drawing skills improve?

#### **Differentiation:**

All students should participate to the extent they can. If advanced students finish early, they could write an extra essay on someone else's poster.

#### **Reflection:**

Students should share their essays. They could be displayed next to their posters in an exhibit.

#### **Vocabulary:**

essay, point of view, opinion, expressive, persuasion, reflection

#### **Habits of Mind:**

Engaging and Persisting,  
Stretching and Exploring,  
Observing, Reflecting, Envisioning