



Teacher:

Class: 2nd grade

Duration: 3 class periods

Course Unit:

Lesson Title: Business in Art

LESSON OVERVIEW

Commercial artists need practical business and math skills as well as artistic skills to design advertisements that promote products and services. In this lesson, students will design an advertisement poster inspired by pop artist Roy Lichtenstein. Students will calculate the cost of their artwork, practicing basic math and business skills to discover how artists can make a living selling their artwork.

STANDARDS

Tennessee State Standards

Visual Art—Grade 2

- 1.1 Use tools and media consistently in a safe and responsible manner.
- 1.2 Demonstrate an understanding of a variety of techniques.
- 2.1 Identify, understand, and apply the elements of art.
- 2.4 Understand and apply context in art.
- 6.2 Understand connections between visual art and other disciplines in the curriculum.

Common Core Connections for Integrated Subjects—Math/Language Arts

2.OA.A.1 Represent and solve problems involving addition and subtraction.

2.OA.B.2 Add and subtract within 20.

2.MD.C.8 Work with time and money.

CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.

OBJECTIVES
<ol style="list-style-type: none"> 1. Students will define <i>commercial art</i> and how it is used in business. 2. Students will learn a formula to calculate the price of an artwork. 3. Students will use elements of art to create an advertisement of their own. 4. Students will discover connections between pop art and commercial products.
ASSESSMENT/EVALUATION
<p>Students will complete a written response in which they define commercial art, describe the process for creating their advertisement, and reflect on the results of their price formula.</p>
MATERIALS
<ul style="list-style-type: none"> • 1 sheet of paper per student (to use as collage background) • 1 pair of scissors per student • 1 glue stick per student • 1 journal (or several sheets of paper) per student • 1 pencil per student • A PC-to-projector connection • 2 pieces of white construction paper per student • Markers, colored pencils, or crayons (shared among the students) • 1 black marker per student • 1 posterboard per student • 1 ruler per student • 2 large garbage bags • Acrylic paint, in a range of colors • 1 paint palette per student • 2 paper towels per student • 1 water cup per student • 1 paintbrush per student • Several Q-tips per student • Drying racks • 2 white gel pens per table
ACTIVATING STRATEGY
<ol style="list-style-type: none"> 1. Ask students to bring in age-appropriate magazines, newspapers, and printouts of online advertisements. Distribute a sheet of paper, a pair of scissors, and a glue stick to each student. Have students tear and cut out the ads to create collages representing some of their favorite products. 2. Explain how artists are hired by businesses to create these types of images, called <i>advertisements</i>. 3. Define <i>commercial art</i> as art used to sell products and services by grabbing the attention of people and creatively persuading them to buy. 4. Ask students what their favorite kid-friendly product is. This could be a food, game, toy, television show, fashion item, etc. Have students write their answers down in their journals (or on a sheet of paper). 5. Define <i>pop art</i>. [Say:] Pop art was inspired by popular culture, everyday objects, and commercial prints. Billboards, comic strips, supermarket products, and various types of advertisements all provided inspiration for pop artists such as Andy Warhol and Roy Lichtenstein. These artists wanted their art to appeal to everyone. In contrast, commercial art is used to advertise and sell specific products to a particular person or audience. 6. Show Pop Art by Tate Kids.

INSTRUCTIONS

DAY 1

1. At the start of this class period, students should have their journals (or sheets of paper) and pencils with them. Introduce the lesson and state the objectives.
2. Show the "[Art and Business](#)" episode of [ArtQuest: Art Is All Around You](#).
3. Introduce the project scenario. [Say:] Imagine you have been hired to create a poster advertising your favorite product. You have been given a stipend of \$25 for your art supplies and it is your goal to stay at or below this amount. Each supply will be worth \$1.50.
4. Have students select a product name or slogan, target audience, and a mood for the advertisement.
5. Have students consider an intended audience for the product. [Say:] To whom are you selling the product to? How old are they? Are they a boy or girl? What are their interests?
6. Have students write their answers down in their journals (or on a sheet of paper).
7. Next, have students consider the mood of the advertisement. Explain that *mood* is the general atmosphere, feeling, or emotion that a work of art or advertisement generates. Color is one of the most effective ways to create mood. Provide examples. [Say:] The color red is associated with excitement or passion, while the color green is associated with peace and relaxation. What sort of feeling or mood do you want the advertisement to evoke in the viewer? Discuss what colors will help you do this.
8. Review "[How Colors Influence People](#)" (see under Extended Learning) with the students, and/or allow them time to brainstorm color associations as a class.
9. Tell students to choose two colors to create mood in their advertisement, and to write these down in their journals (or on their sheets of paper). (Note: the colors must correspond to the acrylic paints available for Day 2, Step 5).
10. Explain that line and shape can also influence the mood of an advertisement by directing the eye of the consumer. Certain lines are more appealing than others. Provide some examples. [Say:] Swirls are associated with calmness, while spirals and zigzag lines are associated with excitement.
11. Have students choose the shapes and lines that will best appeal to their audience and write these down.
12. Explain that movement shows action or a path for the viewer's eye to follow in an artwork. Movement is produced in a variety of ways by using diagonal, gestural, and directional lines.
13. Have students select a type of movement to incorporate into the advertisement and write it down.
14. Hand to each student a sheet of white construction paper, a pair of scissors, and a black marker. Distribute markers, colored pencils, or crayons around the room.
15. Have students draw the product in pencil on the construction paper, making the product large enough so that the name or logo can fit inside it.
16. Tell students to incorporate color into their sketches, using the markers, colored pencils, or crayons.
17. Ask students to use their black markers to outline the product shape.
18. Direct students to cut the product shape out and set the image aside.
19. Hand out posterboards and rulers. Remind students of the shapes and lines they wrote down in Step 11. Tell them to begin creating the background of their ad by covering the poster board with those shapes and lines, using their rulers and pencils. Encourage students to fill their poster boards from top to bottom and side to side, including the corners.
20. To clean up:
 - Students will place their product shapes and poster boards in a safe storage area.
 - Students will return materials to the appropriate bins.
 - One student will collect paper scraps and place them into a large garbage bag.

DAY 2

1. At the start of this class period, students should have their journals (or answer sheets), pencils, and posterboards with them. Review the lesson and state the objectives.
2. Remind students about color and mood. [Say:] *Mood* is the general atmosphere, feeling, or emotion that a work of art or advertisement generates. Color is one of the most effective ways to create mood.
3. Have students review the colors they selected and wrote down (Day 1, Step 9).

4. Remind students about shape and line. Have students review the lines and shapes they selected (Day 1, Step 11).
5. Hand out the acrylic paints, cups, brushes, Q-tips, paint palettes, and paper towels.
6. Tell students to fill in their background shapes with the colors they selected above. Encourage students to paint in sections of alternating colors.
7. While the paint is drying, remind students of the \$25 budget. As a class, have students write down each supply they have “purchased” so far. With each supply worth \$1.50, have students use basic addition or multiplication to determine the total spent. Have students write down this figure in their journals (or on their answer sheets).
8. To clean up:
 - a. Students will place their work on drying racks.
 - b. Students will return materials to the appropriate bins.
 - c. One student per table will collect paint palettes, water cups, and paintbrushes and place them in the sink for the teacher to wash.
 - d. One student will collect Q-tips and paper towels from each table and place them into a large garbage bag.

DAY 3

1. At the start of this class period, students should have with them their product shapes, poster boards, journals (or answer sheets), and pencils. Review the lesson and state the objectives.
2. Hand out glue sticks, black markers, and white gel pens. Encourage students to decorate their advertisements further by using a black marker to define the lines of their advertisement or adding small dots (in the style of American pop artist Roy Lichtenstein) with a white gel pen.
3. Tell students to gently glue their product image to the center of their poster board.
4. To clean up:
 - a. Students will place their work on drying racks.
 - b. Students will return materials to the appropriate bins.
5. Introduce the following price formula: **Material + Labor = Cost of Artwork**. Remind students that each supply is worth \$1.50, and inform them that they will charge their client \$8.00 per hour for labor. Have students will calculate the material and labor cost and write down the answer.

ALTERNATE/EXTRA ACTIVITIES:

- Students could add interesting fonts, different shapes and lines, or background images that sell their product as a lifestyle, such as scenes drawn from real life.
- Students could play with placement of the product shape. Is there a location more eye-catching than the center of the poster?
- Students could use design software such as Microsoft Expression to create an advertisement on the computer.
- Students could use crayon, colored pencil, or marker instead of acrylic paint.
- For students with special needs, demonstrate the process and provide a hands-on experience by assisting with painting, cutting, and gluing. Provide adaptive art-making tools if available.

CLOSURE

1. Have each student present their advertisement and explain the product, target audience, and color choices.
2. In their journals (or on a sheet of paper), have students list 2 similarities and 2 differences between commercial art and pop art.
3. Have students summarize the pricing formula in writing. [Ask:] Did you exceed or stay under the \$25 budget? What would you do with any money left over?

CROSS-CURRICULAR CONNECTIONS

- Language Arts
- Math

EXTENDED LEARNING

Activities:

- Tonya Abari, "[Media Awareness: The Basics of Advertising](#)" lesson plan, artsedge.kennedy-center.org
- Peggy Albers, "[Exploring Consumerism Where Ads and Art Intersect](#)" lesson plan, readwritethink.org
- J. Paul Getty Museum Education Staff, "[Create Your Own Gallery Lesson for the Getty Center](#)," getty.edu
- MoMA Learning, "[Design](#)," moma.org
- Andrea Mulder-Slater, "[Be a Curator](#)" lesson plan, kinderart.com

Articles and books:

- Bob Adelman, *Roy Lichtenstein's ABC* (Boston: Bulfinch, 1999)
- Irfan Ahmad, "[How Colors Influence People: The Psychology of Color in Business Marketing](#)," *Digital Information World*, August 8, 2013
- Brette McWhorter Sember, *The Everything Kids' Money Book: Earn It, Save It, and Watch It Grow!* 2nd ed. (Avon, MA: Adams Media, 2008)
- Mike Venezia, *Roy Lichtenstein* (Danbury, CT: Children's Press, 2002)

Videos:

- Frist Center for the Visual Arts, "[Art and Business](#)," *ArtQuest: Art Is All Around You* (2014; available at fristkids.org)
- Frist Center for the Visual Arts, "[Color Theory](#)," *ArtQuest: Art Is All Around You* (2014; available at fristkids.org)
- Tate Kids, [Pop Art](#) (2014; available at tate.org.uk)

Webpage:

- J. Paul Getty Museum, [The Business of Art: Evidence from the Art Market](#), getty.edu

For additional lesson plans and activities, visit us at fristkids.org. This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant Program under the guidance of education department staff and/or a mentor teacher. The Teaching Assistant Program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit fristcenter.org.

