

Unit 4: How do I see the media?

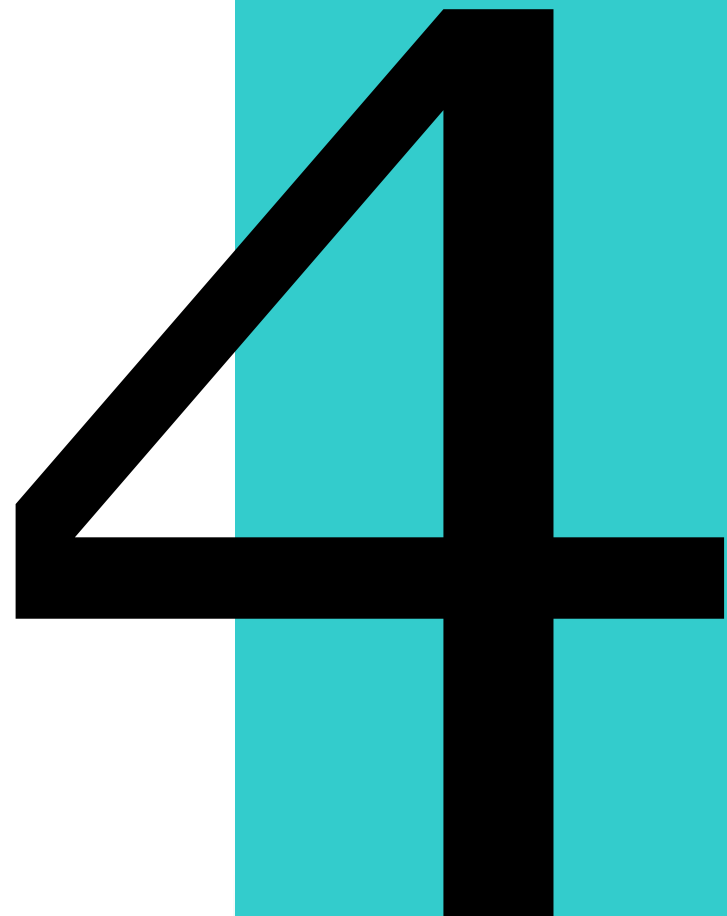
Lesson One: Front Pages



Lesson Two: Environmental Issue Posters



Lesson Three: Personal Logo Design



Unit 4: How do I see the media?*Unit Overview*

This unit is designed to promote critical thinking about the media. Through explorations of print media, advertisements and propaganda, students will gain an understanding of the media's impact on them and how they can use the media as an artistic tool to share their messages with the world.

Enduring Understandings

- Media messaging is all around us.
- Media messaging, such as propaganda, can be biased or carry the opinions of a particular advocacy group. It is important to question the source of media communications to determine their agenda.
- Artists can use the media as a tool to connect with other artists and the public and share their artwork.

Essential Questions

- How do media messages influence me?
- Who controls mass media messaging?
- How can artists use the media as a tool?
- What is 'visual culture'?

"There are only two forces that can carry light to all the corners of the globe... the sun in the heavens and the Associated Press down here."

– Mark Twain

Unit 4: How do I see the media?*Unit Objectives***Students will know:**

- Key terms related to media such as marketing, target audience, propaganda, motivation, influence;
- Types of visual media such as video, film, web pages, blogs, books, magazines, newspapers, billboards, posters;
- The work of Nancy Chunn, prominent poster artists, and prominent graphic designers;
- Graphic design characteristics and principles;
- Artistic techniques such as collage, tempera painting, and graphic design with Adobe Illustrator;
- Methods of research such as books, periodicals, and internet resources.

Students will be able to:

- Research news stories related to environmental issues;
- Create an effective collage using newspaper pages as their inspiration;
- Create an effective poster using tempera paint;
- Create an effective logo using Adobe Illustrator;
- Create thumbnail sketches to demonstrate evidence of their design process;
- Effectively combine images and text in their compositions;
- Convey a clear message in their artwork;
- Make artistic choices that enhance the message of their work;
- Discuss the purpose of a piece of motivated artwork such as a propaganda poster;
- Identify the motivation or advocacy group behind a piece of artwork;
- Discuss the role of the media in our culture;
- Participate in a group critique of their work.

*Unit 4: How do I see the media?**Massachusetts Curriculum Frameworks for Visual Art 9-12***1. Methods, Materials and Techniques**

1.13 - Students will make reasonable choices of 2d and 3d media, materials, tools and techniques to achieve desired effects

2. Elements and Principles of Design

2.17 - Students will create artwork that demonstrates facility in selective use of elements and principles of design in establishing a point of view, sense of space or mood

3. Observation, Abstraction, Invention and Expression

3.12 - Students will demonstrate the ability to use representation, abstraction or symbolism to create 2d or 3d artwork that conveys a personal point of view about issues or ideas

4. Drafting, Revising and Exhibiting

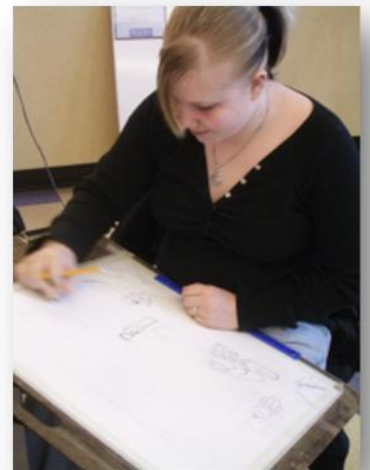
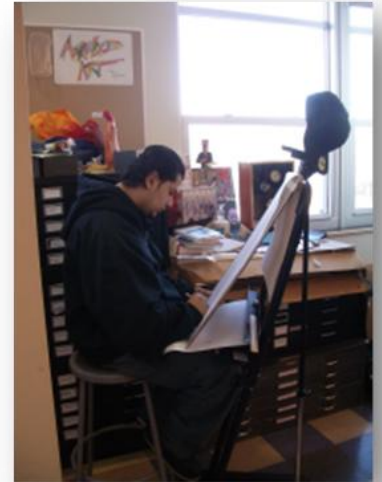
4.10 - Students will demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment

5. Critical Response

5.10 - Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work

7. Roles of Artists in Communities

7.5 - Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, film and electronic media



*Unit 4: How do I see the media?***Lesson One: Front Pages**

2 class periods

Lesson Description

This lesson helps students begin to think critically about the media. Using the front pages from their local newspapers, students will respond visually to the headlines to understand that they should not take media messaging at face value. Using artist Nancy Chunn's book *Front Pages* as a reference, students will learn how artists have turned to the media for fodder for their artwork. Students will create stamps from printing blocks with symbols and motifs that relate and respond to their headlines and articles to visually alter their newspaper page by employing the principles of rhythm, repetition, emphasis, and contrast.

**Enduring Understandings Essential Questions**

- Symbols are universal communicators that transcend language barriers.
- Visual culture provides a wealth of information and imagery that artists often respond to, appropriate, and critique.
- What are symbols?
- How does visual culture influence and inspire artists?

Resource

Chunn, N. (1997). *Front Pages*. New York City: Rizzoli.

Evidence of Learning

- Altered newspaper front page
- Class discussions
- Teacher observation
- Group Critique

Unit 4: How do I see the media?

Lesson One: Front Pages

2 class periods

Benchmark Product

A successful product is defined as a newspaper page that has been visually altered with linocut stampings, color, and text. The composition should demonstrate a relationship between the newspaper's content and the applied imagery. The student should show evidence of comprehension and analysis of media messaging. The product should show thoughtful consideration of the principles of design.

Key Vocabulary

- Communication
- Mass media
- Semiotics
- Irony
- Criticism
- Appropriation



Nancy Chunn, *Front Pages*, August 29, 1996, 1996

Materials

- Local newspaper pages
- *Soft-kut* printing blocks
- Linocut handles and cutters
- Water-based block ink
- Tempera paint
- Paint brushes
- Scissors
- Construction paper
- Glue

*Unit 4: How do I see the media?***Lesson Two: Environmental Issue Posters**

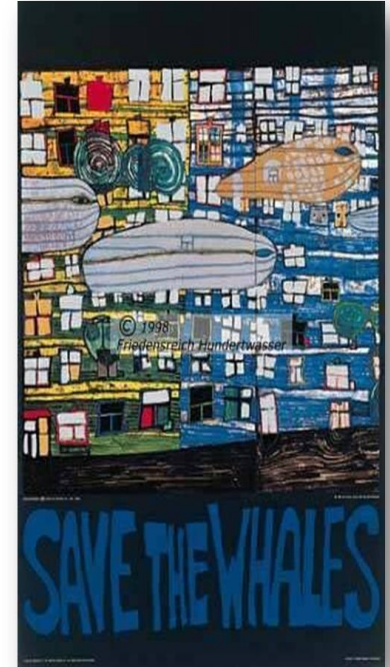
8 class periods

Lesson Description

Each student will create a poster inspired by an environmental preservation issue of his or her choosing. The poster will be intended to educate its viewers about the selected issue. It will incorporate image and text to communicate a clear message. Students will articulate why they chose their topic and why it is important to heighten the public's awareness of the issue. Students will research their topics and explore effective ways to convey their messages through the manipulation of layout and copy. As a class, students will discuss successful examples of posters to determine the common elements of creative and effective designs.

Enduring Understandings Essential Questions

- | | |
|---|--|
| <ul style="list-style-type: none"> • It is important to protect the environment. • We depend on the environment for our survival. • Design communicates important messages and perspectives. | <ul style="list-style-type: none"> • What is the environment? • Is the environment worth protecting? Why or why not? • What makes a poster design creative and effective? |
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Friedensreich Hundertwasser,
Save the Whales, 1982

Resources

Henri de Toulouse-Lautrec, *Moulin Rouge: La Goulue*, 1891

James Montgomery Flagg, *Uncle Sam Wants You*, 1916

Unknown Artist, *Europe's Victory is Your Prosperity*, 1941

J. Howard Miller, *We Can Do It*, 1942

Josef Müller-Brockmann, *Less Noise*, 1960

Maciej Urbaniec, *Cyrk*, 1978

Evidence of Learning

- Thumbnail sketches
- Environmental Issue Poster in tempera paint
- Class discussions
- Teacher observation
- Group Critique

*Unit 4: How do I see the media?***Lesson Two: Environmental Issue Posters**

8 class periods

Benchmark Product

A successful project is defined as a poster measuring 11"x17" that features images and text. The poster will communicate a clear message about an environmental issue chosen by the student. The poster will utilize at least one of the following media: colored pencil, markers, tempera paint or collage. The poster will demonstrate the student's understanding of the elements of visual arts.

Key Vocabulary

- Poster
- Graphic Design
- Copy
- Layout
- Thumbnail Sketches
- Typography
- Environment
- Pollution
- Conservation

*Materials*

- 11"x17" poster board
- sketch paper
- pencils
- erasers
- colored pencils
- markers
- tempera paint
- paint brushes
- magazines
- liquid gel medium
- scissors
- water containers
- rulers

*Unit 4: How do I see the media?***Lesson Three: Personal Logo Design**

14 class periods

Lesson Description

This lesson will introduce students to the concept of marketing. Students will explore how companies and individuals successfully brand themselves. The class will examine iconic logos of well known brands to understand what characteristics make logos effective and eye-catching. Each student will design their own personal logo to capture their individual traits visually. Students will use Adobe Illustrator graphic design software to create their logo. Upon completion, students will write artist statements to describe their design choices and explain the connection the logos have to themselves.

Frank Mason Robinson, *Coca-Cola*, 1885**Enduring Understandings Essential Questions**

- Companies and individuals rely on logos to attract consumers to their products.
- A brand identity is created by a company or individual to set itself apart within the marketplace.
- What makes a logo memorable?
- Is branding important? Why?

Resources

Meggs, P. (2005). *A History of Graphic Design*. Hoboken: Wiley Publishing.

Wilde, R. and Wilde, J. (1991). *Visual Literacy: A Conceptual Approach to Graphic Problem Solving*. New York: Watson-Guption Publications.

Widemann, J. (2007). *LOGO Design*. Cologne: Taschen.

Evidence of Learning

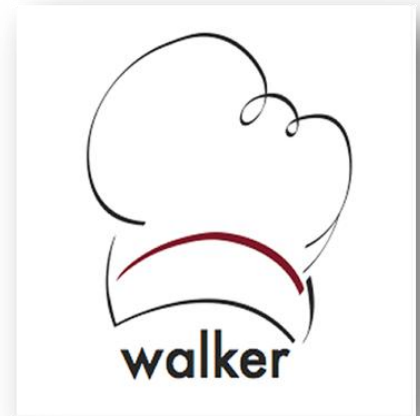
- Personal logo created in Adobe Illustrator
- Brand identity statement
- Class discussions
- Teacher observation
- Group Critique

*Unit 4: How do I see the media?***Lesson Three: Personal Logo Design**

14 class periods

Benchmark Product

A successful product is defined as a personal logo that demonstrates thoughtful consideration of the elements and principals of design. The finished design should be printed in color on 8.5"x11" paper and mounted on mat board for display. The logo should reflect and communicate the student's personality, individuality and character traits. The logo will demonstrate the student's ability to utilize Adobe Illustrator software.

*Key Vocabulary*

- Graphic Design
- Logo
- Brand Identity
- Marketing
- Trademark
- Advertising
- Marketplace
- Distinctiveness
- Recognition

Walker, Grade 9

Materials

- Adobe Illustrator software
- Computer
- Color printer
- Glossy 8.5"x11" paper
- Black mat board

