

“Don’t be a Copycat!”

Visual Arts Curriculum Level 3

Duration: Approx. 6 hours

DESCRIPTION OF UNIT

Students will investigate a current socio/political issue and in response develop a poster that communicates a key message.

CURRICULUM LINKS

VISION

Connected - Working in pairs, students develop their ability to share ideas and to relate and respond to the views of others. Individually students make comment on contemporary issues through visual communication design.

Actively Involved – Through the production of a poster students develop an understanding of how they can make comment on social and political issues that affect them.

PRINCIPLES

Learning to learn - Students have the opportunity to undertake a continual process of creation, reflection and refinement of their own work in addition to viewing and responding to the work of others.

Coherence - Students make links to English and Social Sciences through the consideration of contemporary social and political issues. They will have the opportunity to develop competence in the use of relevant literacy skills to identify key ideas and messages

VALUES

Innovation, inquiry and invention - Students are encouraged to think critically, creatively, reflectively and inventively through the use and re-use of found waste materials.

KEY COMPETENCIES

Thinking – Students will think critically about the relevant social and political issues concerning copyright and intellectual property rights, and decide on their personal response to these issues.

Using language, symbols and texts – Students will make meaning from the symbols and texts that they have found and re-use them to produce their own visual texts.

Participating and contributing – Students will participate and contribute to an ongoing discussion relating to how the conventions of poster design are used to express key messages about social and political issues.

Managing self - students will work to present a completed art work by a set deadline.

| ACHIEVEMENT OBJECTIVES (Level 3) | SPECIFIC LEARNING INTENTIONS |
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| <p>UC - Understanding the Arts in Context Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.</p> | Students will investigate the purpose of poster design and the context in which posters are made. |
| <p>PK - Developing Practical Knowledge Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes</p> | Students will explore the use of collage and apply knowledge of conventions and processes in the production of a poster |
| <p>DI - Developing Ideas Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.</p> | In response to the study of selected poster designs students will develop and refine ideas about a social or political issue and present these ideas in visual form. |
| <p>CI - Communicating and Interpreting Describe the ideas their own and others' objects and images communicate</p> | Students will describe (through group discussions) the ways in which ideas about social and political issues are communicated through selected poster designs. |

MATERIALS and EQUIPMENT

- A range of found text based material eg. Newspapers, magazines, junk mail etc.
- Craft knives, scissors
- Glue
- Pencils, felt markers
- A3 cartridge paper.

RESOURCES

What is Graphic Design?

- <http://www.aiga.org/content.cfm/guide-whatisgraphicdesign>
- <http://5shutters.com/what-is-graphic-design/>

Examples of contemporary graphic design predominantly using **text**

- <http://artandperception.com/2009/02/is-graphic-design-art-guest-post-by-brandon-hunter.html>
- <http://www.saatchi->

gallery.co.uk/yourgallery/artist_profile/Almir+Mazalovic/9880.html

- <http://donnagrethen.com/>
- <http://www.youthedesigner.com/2008/02/29/25-tasty-3d-graphic-design-treats/>

Examples of posters with a message

- <http://www.diggerhistory.info/pages-posters/american.htm>
- <http://www.robertlpeters.com/news/?cat=7>
- <http://good50x70.org/2008/gallery/gallery02/>

[IP Competition and Information](#)

Note:

The student is expected to actively participate in and contribute to group discussions in order to meet the Communicating and Interpreting objective of this assessment. The teacher will assess this participation and contribution.

Assessment Schedule

ASSESSMENT SCHEDULE

EVIDENCE

Pairs of students are required to hand in at least:

1 x A3 pages of drawings showing ideas and developments for the final poster design

1 x final poster design that comments on a social or political issue.

CRITERIA:

The student:

Excellence

- Identifies a range of key relationships between the production of selected poster designs and the social or political issue that has inspired them. (UC)
- Successfully uses collage and applies knowledge conventions in the production of a poster design. (PK)
- Develops and refines a poster design that shows an understanding of contemporary poster design. (DI)
- Actively participates in and contributes to group discussions, consistently describing the ways in which ideas and design processes are used to communicate meaning in poster design.(CI)

Merit

- Identifies key relationships between the production of selected poster designs and the social or political issue that has inspired them. (UC)
- Successfully uses collage and applies knowledge of some conventions in the production of a poster design. (PK)
- Develops a poster design that shows some understanding of

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| | <p>contemporary poster design. (DI)</p> <ul style="list-style-type: none"> • Participates in and contributes to group discussions, describing the ways in which ideas and design processes are used to communicate meaning in poster design. (CI) <p>Achieved</p> <ul style="list-style-type: none"> • Identifies some relationship between the production of selected poster designs and the social or political issue that has inspired them. (UC) • Applies knowledge of relevant processes and procedures (collage, fabrication etc) in the production of a poster. (PK) • Develops a poster design that reflects contemporary poster design. (DI) • Contributes comments to group discussions about design ideas and processes used in poster design. (CI) |
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Teaching and Learning Sequence - Teacher Copy

Learning Experience: *Plan and make a poster design using collage that comments on a social or political issue.*

Investigation (UC, CI) - Approx 1-2 Periods

1. In small groups students discuss what a social or political issue is. List some key social or political issues and show examples of poster designs that communicate these messages.
2. Introduce the issues of a selected aspect of copyright and intellectual property. The following is a suggested list
 - World Intellectual Property Day 2010
 - Music Piracy- Remixing of music, illegal file sharing
 - DVD piracy
 - Software Piracy- Illegal downloading of software
 - Protecting your own intellectual property as designers/ artists/musicians
 - Clothing counterfeiting
3. Ask students in small groups to identify key messages and then combine to develop a whole class definition of specific copyright or intellectual property issues.
4. In small groups (could be self or teacher selected) use the “what’s it saying” sheet to describe the features and messages of 1 example of poster design. The aim of this activity is for each group to become the class experts on their particular poster. Each group should investigate a different poster, and will need a co-ordinator, recorder and reporter.
5. Each group reports back to the class, outlining the key features of their poster, and explaining what they think the key messages are being communicated.

Producing the poster - Approx 3 Periods

1. Briefly demonstrate how the found text based materials could be used to create a text based image by cutting, ripping and tearing. Additional marks can be added using pencils and felt markers to emphasize particular features or make small additions.
2. In pairs students brainstorm 'What will we say in our poster?' They should be referred to the previous discussions and analysis of the poster examples. The students will
 - Decide on the key message that will be the focus of the poster
 - Using found text and drawing materials and a collage process to develop 3 different ideas for poster designs that communicate the key message. Present on A3 paper
 - Select the best of these ideas and refine it (this could include combining the most successful elements of the three ideas)
 - Produce the final poster on A3 paper. Students will need to source some of their own found materials for the making of the poster. Consider the detritus around the classroom and the home. They should be encouraged to consider waste materials in a new light. Students will need to reinvent and re-use.

Student Information sheet

Investigation - Approx: 1-2 Periods

1. Watch the teacher's demonstration of the collage techniques you will use. Look carefully at the examples provided.
2. In pairs brainstorm 'What will we say in our poster?' Look back at the examples you have seen and refer to the discussions that you have had.
 - Decide on the key message that will be the focus of the poster
 - Using found text and drawing materials and a collage process to develop 3 different ideas for poster designs that communicate the key message. Present on A3 paper
 - Select the best of these ideas and refine it (this could include combining the most successful elements of the three ideas)
 - Produce the final poster on A3 paper. You will need to source some of your own found materials for the making of the poster. Consider the rubbish around the classroom and at home. Think about materials differently how will you re-invent and re-use them. Use pencils and markers to add emphasis where you think you need it.

Reflection - Approx: 1 Period

1. Discuss the effectiveness of the posters.

- Which posters communicate most clearly?
- Which posters attract your attention most effectively?
- What aspects of the design help to attract and hold your attention?
- Can you select and describe use effective use of:
 - a. text?
 - b. materials?
- Can you identify some key characteristics of successful designs?
- If you were to make another poster what might you do differently?
- Where could the posters be displayed to best ensure their messages are read?

What's it saying?!

Circle all the different fonts that have been used

Paste your poster here! And look at it closely

What is the most important information? How do you know?

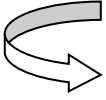
What is the key message of this poster?

Where might you see this poster? How big would it be?

What effect would its' size have?

Circle where **heavy and bold** lines have been used and also where light and fine lines have been used. What effect does this have?

Notes about other things that I have noticed



A large, empty rectangular box with a thin black border, intended for writing notes.