

Ana Scott

ART 325

Part I: Research

After intervening with one of my coworkers who has siblings and cousins in middle school, I discovered that many kids within this age group have an interest in photography and posting photos of objects that hold value to them. So the physical objects that we will be investigating are those that carry meaning for students and the physical photographs of those objects.

After considering Anne Burkhart's thoughts on object/material culture, I have decided that it is important for students to consider how the objects add meaning to their lives. For this project, I want students to analyze the objects that they choose to photograph through a consumerist lens.

I want students to consider how consumerism impacts the objects that they use and buy. Students will categorize/sort their objects according to a spectrum of want to need. Students will be introduced to different concepts of consumerism such as Maslow's Hierarchy of Needs and other Consumerist ideas and theories. I also plan on showing them different artists who emphasize consumerism in their work, as well as artists who use photography and collage to demonstrate their concepts.

These artists would include:

Andy Warhol

Claes Oldenburg

Ron English

Dotmasters

Part II: Lesson Plan

Daily Life Project: Consumerism and Objects

Title: Consumerism and Objects

Date: 11/1/20

Teacher: Ana

Lesson Idea and Relevance: What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?	This lesson serves to introduce students to the role of objects in their lives through a consumerist lens. This concept is important because consumerism is both a part of American culture and it affects students' lives. The lesson includes the theories and historical context of consumerism. This information has the potential to educate students in their roles as consumers. Students will also learn how to use photography to communicate ideas and concepts. This is relevant to middle school students because social media involves posting photos to communicate certain ideas and concepts. Students might also consider the value of the objects that they own and how they can change their lifestyle to benefit both themselves and society.
---	---

Essential Understanding (s): What are the "big ideas"? What specific understandings about them are desired?	Essential Question (s): What provocative questions will foster inquiry, understanding, and transfer of learning?
<p>Students will understand that :</p> <ul style="list-style-type: none">● the objects that we buy and use play a key role within our culture● the act of shopping is a ritual that shapes and transforms our identities● we live in a world that profits from and convinces consumers that there is much greater value in the objects and media that we purchase● artists can create art that both encourages and discourages consumerism in society● we can use art to demonstrate how we contribute to consumerism and our roles as consumers	<ul style="list-style-type: none">● How can you represent your contribution to consumerism through the display of objects that you own?● Why do humans collect wealth and objects?● How can you specify the value of an object?● Can you think of other artists who use consumerism as a concept in their art?● How can concepts such as Maslow's Hierarchy of Needs be used to communicate consumerism?● How can I use the elements of photography to convey meaning and concept in my art?

Outcomes - Students will be able to...What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?

Students will be able to

- Students will be able to connect the idea of consumerism to specific artists, leaders, and philosophers.
- Students will be able to understand the role of consumerism in society.
- Students will be able to use photography to convey their role as both a consumerist and a human.
- Students will be able to understand how to use photography and editing to create photos that emphasize or communicate an overall concept.

Student Reflective Activity: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?

Assessment Instrument (s): By what criteria will "performances of understanding" be judged?

After completing the project, students would post one of their photos to a discussion board and other students comment according to the following questions:

- What object did the student choose to portray and why?
- How does that object relate to consumerism?
- What works well in the photograph?
- What could the student improve upon?

After all of the students had completed the discussion, I would hope to engage them in a discussion in which I would ask them about their understanding of the project, consumerism, and using the elements of photography. I would ask most of the **essential questions** and include many follow-ups.

If I felt that students were properly equipped, I would host a debate about the future of consumerism in society and encourage the students to use their artwork to support their claims.

Pre-assessment: How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

Before engaging in content about the history of consumerism and art, I would ask students what they already know about these topics and then alter my content accordingly. I would ask them questions like:

- What do you know about consumerism? What is it and why is it important?
- Do you know of any artists that associate themselves with consumerism?
- What is your role as a consumer?

Motivation: How will you hook all students and hold their interest?

To hook onto students' interests, I will talk about how social media contributes to consumerism and how students can use photography to communicate different ideas in their posts on different platforms.

Ideation: How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?

During the lesson, students will be encouraged to make lists of objects that they associate with different wants and needs and then go find those objects. The teacher will explain how students need to have a variety of photographs and therefore planning will be essential.

Procedures: How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy?

Introductions/Discussion: (5 min) *students are present (in person or virtually)*
During this time, students will interact with their teacher in order to assess their prior knowledge about consumerism in art.

video content
Content (10 min)

During this time, the teacher will lecture some key content ideas surrounding consumerism

Example (5 min)

During this time, the teacher will share her personal example with the class.

Demonstration (5 min)

During this time, the teacher will go over the elements of photography and some tips and tricks for taking, editing, and creating pdf presentation portfolios of the photographs.

Studio time (25 min) *students are present (in person or virtually)*

Students will be creating their projects within the allotted time frame:

10 min - to take 5-6 photos

10 min - to edit all of the photos

5 min - create PDF and titles

Reflection and Discussion (10 min) *students are present (in person or virtually)*

Students will share their work in an online discussion and comment on one other student's photo (5 min). Then, students will engage in a discussion in which they are asked the **essential questions** (5 min).

Materials and Resources: What is needed to complete the learning plan? **List materials and resources in a bulleted format.**

- Phone/device to take pictures with
- Objects to photograph
- Photo Editing platform
 - Apps on Phone
 - VSCO
 - other downloadable apps
 - Editor on Mac
 - Lightroom
- Access to Microsoft Word or Google Docs

Preparation and Safety: What do you need to prepare for this experience? What safety issues need to be addressed? **List steps of preparation and safety in a bulleted format.**

Prep:

1. Gather information on resources/platforms the students have to edit and photograph their art.

2. Determine students ability to complete this project both virtually and in-person

Safety:

Go over how students photograph different objects and spaces and ask them to consider the privacy of others and themselves as they create their work.

Accommodations: How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)?

The teacher will accommodate different students according to their resources and platforms. If time and form of instruction (in-person or virtual) permits the teacher to overlook students as they take their photographs, the teacher will encourage the student to either pick objects that communicate a more abstract idea or edit the photo to communicate such ideas.

Part III: Reflection

Throughout this project, I learned that it can be difficult to trust and expect that students can understand how to abstract different overarching concepts into their art. I also learned the value of actually creating the art in order to best understand artmaking from a student perspective. I think that the act of editing the photos and collecting objects is what is going to excite students the most. The most challenging part of the assignment is going to be selecting the objects according to a scale of want to need and choosing objects that represent an idea, instead of the actual object. For middle school students, I had to consider more abstract concepts so that they would be challenged. And I had to think of ways to present content in a way that they would understand what I wanted them to. I also had to consider how to motivate middle schoolers, because I would argue that it's much more difficult to get older students motivated for certain projects.