

**GRADE 7 & 8 LESSON PLAN**  
**SELF PORTRAIT PROPAGANDA POSTER – DIGITAL ARTS**

<b>Name of activity – Digital Arts Lesson Plan Information</b>	
Grade: 7-8 Subject: Arts (Visual Arts) Topic: pop culture, politics Duration: 2 hours	
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**Curriculum Expectations**

**GRADE 7**

**The Arts**

- D1.1** Create art works, using current media technologies that express feelings, ideas, and issues, including opposing points of view.
- D1.2** Demonstrate an understanding of composition, using multiple principles of design and the ‘rule of thirds’ to create narrative art works or art works on a theme or topic.
- D1.3** Use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose.
- D1.4** Use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges.
- D2.1** Interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey.
- D2.3** Demonstrate an understanding of how to read and interpret signs, symbols, and style in art works.
- D3.2** Demonstrate an understanding of the function of visual and media and of their influence on the development of personal and cultural identity.

**GRADE 8**

**The Arts**

- D1.1** Create art works, using current media technologies that express feelings, ideas, and issues, including multiple points of view.
- D1.2** Demonstrate an understanding of composition, using multiple principles of design and other layout considerations such as compositional triangles to create art works on a theme or topic.
- D1.3** Use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose.
- D1.4** Use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges.
- D2.1** Interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey.

- D2.2** Analyse ways in which elements of design are used in art works to communicate a theme or message.
- D2.3** Demonstrate an understanding of how to read and interpret signs, symbols, and style in art works.
- D3.2** Identify and analyze some of the social, political, and economic factors that affect the creation of media arts in the media arts community.

### Fundamental Concepts

#### GRADE 7

##### ***Elements of Design***

**line:** lines for expressive purposes; diagonal and converging lines to create depth of space; repetition of lines to create visual rhythm

**shape and form:** various shapes and forms, symbols, icons, logos, radial balance

**space:** use of blue or complementary colours in shadows and shading to create depth; one- and two point perspective; open-form sculpture versus closed-form sculpture; installations

**colour:** analogous colours; transparent colour created with watercolour or tissue paper decoupage

**texture:** textures created with a variety of tools, materials, and techniques

**value:** shading

##### ***Principles of Design***

**unity and harmony:** radial balance (e.g., a mandala); similarity (e.g., consistency and completeness through repetition of colours, shapes, values, textures, or lines); continuity (e.g., treatment of different elements in a similar manner); alignment (e.g., arrangement of shapes to follow an implied axis); proximity (e.g., grouping of related items together)

#### GRADE 8

##### ***Elements of Design***

**Line :** direction; perspective for depth; contour drawings of figures

**Shape and form:** weights of forms; 3D constructions and motifs; gradation in size

**Space:** perspective or foreshortening; converging lines to create depth; human figure; alternative systems for representing space

**Colour:** tertiary colours; contrast; absence of

**Texture:** real and illusory textures around us

**Value:** cross-hatching to create volume; variation of gradation

##### ***Principles of Design***

**Movement:** lines to lead viewer's eye; subtle or implied 'paths'; actual action; implied action

### Lesson Plan Overview and Objectives

Students use traditional propaganda posters to create a contemporary example.

Students create posters inspired by Guerrilla Girls, Jenny Holzer, and Barbara Kruger. Through them, they demonstrate their understanding of elements of design and principles of design.

Students learn Photoshop techniques. They use appropriate terminology related to new media art, and demonstrate understanding of the materials, tools and process.

Students learn about photography, Photoshop and collage.

Students create a digital propaganda poster that includes a self-portrait.

They learn to use the rule of thirds and colour mixing techniques to create their collage. Through their digital propaganda poster, they will demonstrate their understanding of elements of design and principles of design (focusing on balance).

### AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE

<b>Self Portrait Propaganda Poster – Digital Art</b>	
<b>Materials</b>	Reference images, digital cameras with SD cards, computers, image editing software (such as Photoshop, Pixlr Editor, GIMP, SumoPaint), colour printer
<b>Introduction Inspiration</b>	<p>The instructor introduces Jenny Holzer, Barbara Kruger, and/or The Guerrilla Girls. Discuss what messages they tried to convey and how they depicted them in their work.</p> <p>Instructor shows images of propaganda posters. Ask the class to explore their installations, posters, and performances using elements of design and principles of design.</p> <p>Personal approaches and reflections.</p> <p><b>Guiding questions</b></p> <p><b>Grade 7</b></p> <ul style="list-style-type: none"> <li>- What mood is created by the artist?</li> <li>- What do you think is the relationship between artistic intent and the expressive work?</li> <li>- How might others understand this image differently because of differences in age, life experience, culture, or beliefs?</li> <li>- How are artistic layout consideration of image and text used in this art work to convey its message?</li> <li>- What symbols do you see in this artwork?</li> <li>- What is our role in supporting visual arts in our community?</li> <li>- What role does art have in lifelong learning?</li> <li>- How do the visual arts and media influence the individual and society?</li> </ul> <p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>- How can art be seen as a visual metaphor?</li> <li>- How can an object represent an idea, a concept, or an abstraction?</li> <li>- What images do the media use to target youth?</li> <li>- How do they juxtapose text and images to create a message that challenges what the text is saying?</li> <li>- How do the artists use angle of view, images, and text to show two sides of the story?</li> <li>- How can stereotypes be reinforced or challenged in art works?</li> <li>- How would manipulating the colour change the meaning of the image?</li> <li>- How would their illustrations differ if they used colours from the opposite side of the colour wheel?</li> <li>- How would the feeling and message of the print change if it were printed in a magazine rather than hanging in a gallery?</li> <li>- How has the artist implied meanings in her image?</li> <li>- How does their artwork reflect a sense of personal or social responsibility?</li> </ul>

	<p><b>Art terms to be covered</b>  <b>Grades 7-8</b></p> <ul style="list-style-type: none"> <li>- Elements of design</li> <li>- Principles of design</li> <li>- Analogous colours</li> <li>- Rule of thirds</li> <li>- Propaganda art, parody, copy-writing</li> <li>- Social responsibility</li> </ul>
<p><b>Demonstration Activity</b></p>	<p>Show students traditional, historic propaganda posters. Iconic posters from WWII work well.          Help students dissect some of the stylistics conventions that make propaganda posters work.          Share how contemporary artists appropriate those conventions to make propaganda-inspired advertisements or parodies.</p> <p><b>Instructions</b>          Students take a photo of themselves using digital cameras, and then download to the computer.          Using the image editing software, remove the background of the portraits. The polygon lassos and/or quick masks are especially effective.          Copy and paste the edited portrait to a new file. This new file will now have two layers—the background layer and the portrait layer.</p> <p><b>Select Main Image</b>          Propaganda posters have to be strong, simple, and striking.          Students brainstorms a simple, strong image to convey their message.          Whether creating an original poster or making a parody, use new, original photographs.          Some students will end up working with appropriated online imagery. Talk about parody and copy-writing material. Explore <a href="http://creativecommons.org">http://creativecommons.org</a> for info.</p> <p><b>Work the background</b>          Students can take any number of steps to give their poster an old and authentic look.          Gradient tools and splatter brushes are widely used.          Using explosive auto shapes like starburst patterns is another way to add credence to the contemporary posters.          Another final trick with the background is applying a halftone filter to entire layers. This makes the work look like it was printed in a bygone era.</p> <p><b>Add the message</b>          Devise a simple, effective, memorable message.          The text has to be an interesting and bold font.          Have students pay attention to how the text colour and layer effects can make it pop from the background.</p>

	<p>The message is the most difficult part for students. Many want to write too much. Given them slogans as examples.</p> <p><b>Demonstration by the fine art instructor</b> The instructor demonstrates the step-by-step process of working with Photoshop and creating a propaganda poster.</p>
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### POST-VISIT ACTIVITIES

<b>Post-Visit Activity</b>	Artist reflection questions, drawing (optional)
<b>Materials</b>	Pencil, eraser, paper, crayon
<p><b>Artist Reflection</b> Students describe how they created their propaganda poster. Examine the images and print outs to discuss the effects that Photoshop offers. What was the inspiration for their propaganda posters? What message are they presenting? How are they influenced by popular culture? Students consider where they see propaganda in their daily lives.</p> <p><b>Resources</b> <a href="https://art21.org/artist/barbara-kruger/">https://art21.org/artist/barbara-kruger/</a> <a href="https://art21.org/artist/jenny-holzer/">https://art21.org/artist/jenny-holzer/</a> <a href="http://magazine.art21.org/tag/guerrilla-girls/">http://magazine.art21.org/tag/guerrilla-girls/</a> <a href="https://www.canva.com/learn/examples-of-propaganda/">https://www.canva.com/learn/examples-of-propaganda/</a> <a href="http://www.warmuseum.ca/firstworldwar/wp-content/mcme-uploads/2014/07/4-a-4-all_e.pdf">http://www.warmuseum.ca/firstworldwar/wp-content/mcme-uploads/2014/07/4-a-4-all_e.pdf</a> (posters included)</p>	

### CURRICULUM CONNECTIONS

<b>Cross Curricular and Integrated Learning</b>	Language Arts
<p><i>Language Arts (Media literacy)</i></p> <p><b>Collage Inspired by Barbara Kruger</b> Explore Barbara Kruger’s collages and discuss ideas that she provokes through her work. Create a collage inspired by Barbara Kruger.</p> 	

