



Teacher Resource:

# Influence and Images

Sponsored by the Martha Holden Jennings Foundation

# Influence and Images

This unit was developed by Ms. Jeniene Hall, a Language Arts teacher at Harvard Elementary School, as a part of a collaboration project between the Toledo Museum of Art and area educators. The unit consists of pre- and post- visit lesson plans to accompany a museum field trip. It is intended for 6<sup>th</sup>–8<sup>th</sup> grade students.

## Standards Being Addressed

- Visual Literacy (CCSS.ELA-Literacy.CCRA.R.7)
- Integration and Evaluation of ideas (CCSS.ELA-Literacy.CCRA.SL.2)
- Collaborative conversations (CCSS.ELA-Literacy.CCRA.SL.1)
- Presentation with supporting evidence (CCSS.ELA-Literacy.CCRA.SL.4)
- Argument Writing (Claim/Evidence/Reasoning) (CCSS.ELA-LITERACY.W.7.1)
- Narrative Writing (CCSS.ELA-LITERACY.W.7.3)
- Explanatory/Expository Text Writing (CCSS.ELA-LITERACY.W.7.2)

## Unit Goals

- Students will practice using the Elements of Art and Principles of Design to look closely at an everyday object.
- Students will think about how the physical qualities of an object convey meaning.
- Students will think about how marketing and advertisements use the Elements of Art to influence people.

## Museum Visit Type and Goals

Special Exhibition: *I Approve This Message*

- Think carefully about how advertisements are made to influence viewers and how emotions are used in advertising.

## Key Words

- Identity
- Modern images
- Classic
- Persona
- Adjectives
- Describe
- Close looking

	<b>Lesson Title/Goals</b>	<b>Relationship to Unit Goals</b>
<b>Pre-Visit</b>	Introduction to Visual Literacy Vocabulary Elements of Art Principles of Design Learning to Look Meaning of Images	Students need to be able to read and understand images.
<b>Museum Visit</b>	<i>Special Exhibition: "I Approve This Message"</i>	Students will think carefully about how advertisements are made to influence viewers and how emotions are used in advertising.
<b>Post-Visit</b>	<ul style="list-style-type: none"> <li>• Debrief and discuss exhibit with a "See/Think/Wonder" activity.</li> <li>• Students will write summative opinion assessments about which emotion is most compelling.</li> </ul>	Students will think critically about how the images they viewed during the visit communicate various messages. Students will summarize and refine their thinking through writing.

# Pre-Visit: Introduction to Visual Literacy

## Step 1:

Project an image of the exterior of your school. Ask the students to look closely. Assign pairs of students one of the Elements of Art or Principles of Design to find in the image.

## ELEMENTS OF ART

COLOR



LINE



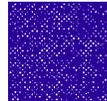
SHAPE



SPACE



TEXTURE

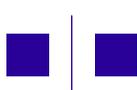


## PRINCIPLES OF DESIGN

EMPHASIS



BALANCE



PROPORTION



RHYTHM



MOVEMENT



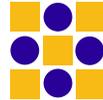
VARIETY



UNITY



HARMONY



## Step 2:

After giving the students a few minutes to work together, lead the class in a discussion of their observations. Invite the larger group to expand on or respond to their observations. After all groups have shared, ask the larger group to summarize and consider what the architects and school board were trying to communicate about the school through its design.

Ask the students the following questions:

- How does having a Language of Art help us to talk about what we are seeing?
- What is easier to identify: Elements of Art or Principles of Design?
- How has looking closely helped you think of your school in a new way?

# Post-Visit: See, Think, Wonder

## Step 1:

Ask students to recall what they **SAW** during their museum visit. Record in the “SEE” column of a See, Think, Wonder chart.

## Step 2:

Ask students what they **THOUGHT** about their museum visit. Record in the “THINK” column of a See, Think, Wonder chart.

## Step 3:

Ask students what they are still **WONDERing** about the things they experienced on their field trip. Record in the “WONDER” column of a See, Think, Wonder chart.

## Step 4:

Have students write an essay expressing their opinion on which images from their visit were the most effective creating an emotional response. Ask them to use evidence from the images to explain their emotional reaction.

## Extention Activities:

- Show two 2016 (or current) campaign ads. Discuss the four emotions [fear, anger, hope, pride] and identify which emotion is being evoked or exploited.
- Play YouTube video of will.i.am’s “Yes, We Can” music video and look at Obama’s “Hope” campaign poster. Using these two pieces of work, use “Meaning and Judgment” cards to discuss.