



THEARTGALLERY
UNIVERSITY OF MARYLAND

Grade Level:

Middle/High School

Integrated Subjects:

Music Arts

Lesson Title:

Analyzing Music Posters

National Arts Education Association (NAEA) Standards and Lesson Aims:

NAEA Visual Arts Content Standard(s):

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between visual arts and other disciplines

NAEA Visual Arts Achievement Standard(s):

Middle School:

- 1.A select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.
- 2.C Select and use the qualities of structures and functions of art to improve communication of their ideas.
- 3.A Integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.
- 4.C Analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art.
- 5.B Analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.
- 6.B Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

High School:

- 1.A Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
 1. B. Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.
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2.B Evaluate the effectiveness of artworks in terms of organizational structures and functions.

2.C Create artworks that use organizational principles and functions to solve specific visual arts problems.

5.E Correlate responses to works of visual art with techniques for communicating meanings, ideas, attitudes, views, and intentions.

6.C Synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines (Music).

Aim(s):

SWBAT critically analyze music posters created by designers and understand their process of development. SWBAT employ these methods in the creation of their own music posters.

Visual Art Vocabulary:

Screen Printing - a print made by using a stencil process in which an image or design is superimposed on a very fine mesh screen and printing ink is squeegeed onto the printing surface through the area of the screen that is not covered by the stencil. Artists often create their stencil images digitally.

Simplification – to reduce in complexity, to make simpler.

Other Subject Vocabulary:

Prior Knowledge Needed:

Visual Art:

Basic knowledge of the principles of art and design.
Standards of craftsmanship for poster making.

Other Subject:

Students should be aware of the connections between the visual and music arts.

Required Materials:

Class/Student Materials:

- Poster making materials – Paper, markers, paint, pens, pencils, erasers.
- Sketch paper for drafts
- OPTIONAL - You may do a computer based lesson using graphics software to create the posters. If doing a computer-based lesson, the following are needed:
 - Computers
 - Graphics software (Photoshop, GIMP, etc.)
 - Printers
 - Print paper
- Mid-Critique Log
- Critique Worksheet

Teacher Materials:

- Analyzing Music Posters PowerPoint (teacher’s notes included on the slides)
 - Exemplars
 - Music Poster Brainstorming/Research Worksheet
 - Mid-Critique Log (optional)
 - Critique Worksheet
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Learning Activities (Engaging Activity, Lesson steps, etc.):

	<u>Day One:</u>	<u>Day Two:</u>	<u>Day Three (may need more days to complete posters):</u>
Engaging Activity/Warm-up:	<p>Warm up question: What design elements do you think need to be included when creating a poster for a band? What text, imagery, etc.?</p> <p>Allow students to answer the question in writing before sharing answers with the class. Create a class list of elements needed when designing a music poster on the board.</p>	<p>Warm up question: How might a designer entice a particular audience to their posters and, thus, to the musical artist they created the poster for?</p> <p>Allow students to answer the question in writing before sharing answers with the class.</p>	<p>Warm up question: How has your knowledge or research of the musician/musical group guided your poster design?</p> <p>Allow students to answer the question in writing before sharing answers with the class.</p>
Frontal Teaching:	<p>Show the Analyzing Music Posters PowerPoint. Engage students in a discussion on the techniques used to create these posters (screen printing) and the process of developing a design. Analyze the posters from different musical genres.</p> <p>Teacher notes are available in the notes section of the PowerPoint.</p> <p>Optional approach: If a computer lab is available to you, students may explore the PowerPoint individually. This will allow them to follow links to more artist information and listen to music by the musicians focused on in the posters.</p>	<p>Revisit the concepts you discussed as a class yesterday. Explain the mid-project critique process.</p>	<p>Reteach concepts from previous lesson days if necessary. Otherwise, have students begin working on their projects as soon as they complete the warm-up.</p>
Guided Practice:	<p>Introduce the Music Poster Brainstorming Worksheet. Go over the questions with students. Explain that it will help them prepare to create their own music posters.</p>	<p>Allow students to finish their brainstorming worksheets and sketches while you meet with each individual to discuss their progress and ideas.</p> <p>Optional approach (appropriate with larger classes): Split students into groups to complete critiques. Students must receive feedback from two of their peers before moving onto the next student. Have one student keep a log to ensure they are participating.</p>	<p>Meet with students individually as they develop and complete their projects.</p> <p>ON THE DUE DATE: Complete a final class critique. Assign works to be critiqued and have students fill out the critique worksheet before discussing as a group.</p>

Independent Practice:	Students should complete the brainstorming worksheet independently to begin working on ideas for their own music posters.	Have students finish their worksheets and sketches and begin their final product. Final product options include using poster paper with markers, pencils, pens, paints, etc. or using a computer program like Photoshop or GIMP if that option is available to you.	Students should work independently on their posters until the due date.
Check For Understanding:	Ensure students are working independently on their worksheets by floating about the room. Gauge student understanding via questions and answers. Exit Slip Question: What must designers consider when creating a poster for a musical artist/group?	Ensure students are working independently on their poster ideas or on their mid-project critiques in groups by floating about the room. Exit Slip Question: How does the musician and genre of music you are creating for affect your poster design?	Ensure students are working independently on their posters by floating about the room. Exit Slip Question: What factors about the musical artist/group allowed you to approach your poster the way you did?

Assessment Rubric/Checklist:

Checklist(s):

Music Poster Checklist:

- Choose a musician/band to create a poster for
- Complete the brainstorming worksheet
- Make several sketches to prepare for your drawing
- Participate in the mid-project critique
- Make design choices based on your knowledge of the artist, their music, and musical genre
- Use the mid-project critique to enhance your design
- Complete the final product

Rubric:

Assessment Rubric

Student Name:					Class Period:	
Assignment: Music Poster					Date Completed:	
	Excellent	Good	Average	Needs Improvement	Rate Yourself	Teacher's Rating
Criteria 1 – You completed all preparatory work including the brainstorming worksheet and several sketches before beginning your final product.	20	15	10	5		
Criteria 2 – The design elements chosen fit with the genre of music and musician you created it for and you can explain why.	20	15	10	5		
Criteria 3 – Your poster is an ORIGINAL idea. If you Googled posters for that musician, you would NOT see a similar idea used.	20	15	10	5		
Criteria 4 – Craftsmanship – You displayed skillful use of the art tools & media and took care with your artwork/protected it from harm.	20	15	10	5		
Criteria 5 – Effort, completion: You took time to develop ideas & complete project - (Didn't rush.) You focused on work during class time. The project was completed on time.	20	15	10	5		
Total Possible: 100					Your Total:	Grade: