

LESSON CONCEPT –3”x3ME

Lesson:

This lesson is an introduction to branding. Branding is typically the visual communication of the identity of a company or place of business. For this exercise, students will visually communicate their personal identity using symbolism, style and colour in a 3” x 3” area. They will reference other artists’ representations of their identity and the meaning of colours. They will also conduct background work – brainstorm what they want to represent in their piece and provide 10 rough concepts – that will help them reach their final piece.

Audience:

Grade 10-12 art & design class at the beginning of the semester
Alternative art and design school i.e. Oasis Skateboard Factory

Objectives:

There are two main objectives in this lesson. First is to develop the ability to visually communicate their own identity – message, personality, values, beliefs, and lifestyle – through symbolism, colour and style. The second objective is to cultivate concise and comprehensible verbal communication skills by presenting their concept and processes.

Rationale:

Advertising and graphic design is the art of communication. In the industry designers use art to communicate clients’ messages and identities. A designer’s job is to understand the client’s message and identity and develop a style or piece that best represents them. Designers must also be able to concisely explain their piece and be able to relate it back to the client’s message and identity. This exercise opens doors to: interpreting and using symbolism and style; developing and incorporating their own style with others; develop brainstorming methods – mind map, interviews; learn presentation best practices and practice verbalizing concepts; giving and receiving constructive criticism.

Pedagogy:

My pedagogy is a hybrid of student centred, developing cognitive processes and providing

scaffolding to help them reach their goal. The student centred component of my lesson is the development of individual style through introspection and outside factors that affect or intrigue them. Students are given the opportunity to develop their own style through their past experiences and by referencing styles and cultures they visually gravitate towards or that resonates with them on a deeper level. This lesson also helps develop cognitive processes. They must identify what should be visually represented and develop concepts that will best solve this problem. Through this exercise they will develop processes that will help them identify what is most important to visually communicate in any situation or project and develop creative ways to do this.

The scaffolding components are: demonstrating how to do things; asking questions that lead to certain important realizations; identifying and correcting misconceptions; motivating students; and providing clear and realistic objectives. I will demonstrate methods they can use to formulate their identity. These methods will include brainstorming, research, and group critiques. In branding it is also important to be aware of how others perceive what you are communicating. I will identify and correct misconceptions by showing them samples of other artists' visual communications and ask them what they think is the meaning behind it. They will research the piece to find the artist's intentions and evaluate whether or not the artist was successful. This lesson will motivate students because the activity is centred around them and creating and using their own style, opposed to traditional art classes where students are expected to learn through copying other styles or works of arts. I will be a resource and facilitator for who ever needs me as opposed to the traditional classroom where the teacher is just giving instructions. Because there is a time limit to the exercise and someone's representation of their identity could potentially take any size or form, providing clear and realistic objectives will be key. For this exercise they will be asked to keep their design within a 3" x 3" are. Students will have the opportunity to develop more complex designs further down the road.

Expertise:

My professional graphic design experience along with my education in Advertising theory, strategy, and ideation makes me an ideal facilitator for this lesson. I can give examples of my trials and tribulations and offer suggestions or advice for where to find more resources.

Materials and setting:

- Classroom
- Samples of symbolic and stylistic art from the AGO and other resources.
- Sketchbooks and pencils

- Markers, pencil crayons, rulers
- Computers for research

Plan (2 x 3hr studio sessions):

DAY 1 – brainstorm, research and ideation

1. Sample pieces of artist representations of their identities through symbolism and style are laid out without description or explanation. Students to examine briefly and choose one they gravitate towards. They are asked why they chose it and discuss what they think the piece means. Some pieces could be:
 - ‘Man Changing Into Thunderbird’ Norval Morriseau, ‘Keep your change, I want change’ MEEK, ‘Bamboo Branches’ Ni Zan





2. Students research the intention, style and symbolism of what they chose and discuss whether or not they feel the artist was successful in their visual communication.

3. Brief overview about the pieces and cultures from which the samples come from.

- ‘Man Changing Into Thunderbird’ Norval Morrisseau – Morrisseau became gravely ill and visited a shaman for help. The Shaman gave him a new name, Copper Thunderbird, to give him strength. Mythological thunderbird represents strength and power, it creates thunder by flapping its wings
- ‘Keep your change, I want change’ MEEK – Meek is a graffiti artist that created street art with witty messages for social change, he is known to use stencils, black and white, and one or two focal colours, typically red. In western culture red represents energy, passion, love, speed, strength, aggression, war, passion
- ‘Bamboo Branches’ Ni Zan – Ni Zan was a Chinese Southern School of thought painter that painted with expressive brush strokes and impressionistic approach. They typically used monochromatic inks and an accent colour. The Southern School painters also opposed the formal bureaucratic Northern School painters.

Give a few more examples of symbols and styles and their meanings. Open discussion of colours and discuss what individual colours mean.

4. Students begin brainstorming: Free write – write as many one word characteristics that describe who they are for 10 mins. After that they will have a half hour to fill out questionnaire that will help reveal more about their identity. Some questions could be:

- What animal do you think best represents you? Why?
- Describe the last problem you face and how you overcame it. Why did you choose to take those actions?
- What is your favourite hobby? Why? What do you like most about it? How does it make you feel?

- Name 5 characteristics your friends would use to describe you.
 - Name 5 characteristics your family would use to describe you.
 - What is your favourite colour? Why?
 - What makes you happy? Why?
 - What makes you angry? Why?
 - What makes you sad? Why?
5. Students research reference symbols and styles they feel represents them based on their brainstorming. They also begin sketching out 10 different concepts to size.

DAY 2 – ideation, final piece and presentation

1. Students have 30 mins. to finish up concepts.
2. Students have 15 mins to form groups of 3 to present concepts to peers. Peers provide feedback on what they feel works, what doesn't and why.
3. Students have 1.5 hrs to complete their final piece.
4. Students to present their final piece – explain intention, symbolism and process – to the class.

Outcomes and Evaluation:

- Evaluation based on process, final piece, and presentation
 - process will be evaluated based on depth of research, ability to create 10 different concepts, and answering questions thoughtfully
 - final piece will be evaluated based on application of research and using individual style
 - presentation will be evaluated based on concise and coherent explanation of process and how the piece represents their identity
- Outcome will be developing process to identify identity, individual style, and visual and verbal communication