



Grade: 7

Subjects: Visual Arts and Engineering

Product and Advertisement Design

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| Lesson Overview | <p>Prior lessons introduce students to the use of language to create influence in our culture. Students become familiar with the power of connotative language to sway a viewer's opinion. This lesson builds on that by adding the influence of images and asking students to explore the role of the designing engineer.</p> <p>Students learn about the power of marketing by investigating advertisements and propaganda posters. In small groups, students design a prototype of an original product that can solve an everyday problem. Then they develop an accompanying advertisement to experience the whole process of creating and marketing their ideas.</p> |
| How the Arts Improve this Lesson | <p>There is an elegant fit between engineering and design. Those employed as design engineers must think and create in a variety of ways, both logical and creative. This lesson deepens students' understanding of this relationship by giving them first-hand experience in an educational setting by acting as a design engineer.</p> <p>Some students, as linear thinkers, are more comfortable with the idea of engineering, while others are more artistically inclined. Because this lesson balances elements of both artistic and scientific/engineering creativity, students from a wide variety of interests will find entry-points to the learning.</p> <p>Students are faced with hundreds, if not thousands, of images of propaganda and advertising each day. Because students are active consumers in this society, the content of the lesson will have real-world appeal. Students will see that those who work in the field of marketing (like advertisers and design engineers) use the elements of art and principles of design intentionally to appeal to viewers. A lesson on marketing simply could not be effectively taught without examining how the visual arts play a role in the field.</p> |

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| | By the end of the lesson students may become more aware consumers and be better equipped to make smart purchasing choices. | | |
| Assessment of Student Learning | Massachusetts Learning Standards | Evidence | Collection Strategy |
| | Grades 7-8. Visual Arts. Creating. Generate and conceptualize artistic ideas and work. Generate artistic ideas that demonstrate differences in composition principles (e.g., balance, proportion, emphasis) and push the boundaries of what materials can do. (7-8.V.Cr.01) | Students will complete all parts of the Worksheet for Design Process to generate ideas for their prototypes and advertisements. Students will create a visual advertisement that uses least two principles of design to appeal to the viewer in at least one of the four ways. | Teacher will collect Worksheet for Design Process to see that all parts are logically filled out. Teacher will collect complete advertisements and assess with grading rubric. |
| | Grade 7. Technology/Engineering. Engineering Design. Construct a prototype of a solution to a given design problem. 7.MS-ETS1-7(MA) | Students will design and create a well-crafted prototype of a product, using designated materials, that presents an effective solution to an everyday problem. | Teacher will collect complete prototypes and assess with grading rubric. |
| Essential Questions | How do marketing professionals use the visual arts to sell products? What do engineers consider when they are trying to solve a problem or develop a product? | | |
| Enduring Understandings | Marketing professionals use elements of visual art and principles of design to entice viewers to purchase their products. In addition to function, engineers must consider other factors, like emotional appeal, when designing a product to solve a problem. | | |

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| <p>Materials and Needs</p> | <p>Propaganda Posters: found at https://rockwellfourfreedoms.org/topic/posters/</p> <p>Student Handouts: Admit/Exit Tickets, Treasure Hunt Tally Sheet, Word Bank, Four Types of Appeal, Principles of Design, Worksheet for Design Process (all in Appendix section)</p> <p>Videos: “Intro to Persuasive Text Using Commercials” (found at https://www.youtube.com/watch?v=azttKmT0rVc), “Seven Advertising Tricks” (found at https://www.youtube.com/watch?v=f1JWs0azs_s), and “How to make a Cardboard Prototype” Found at https://www.youtube.com/watch?v=k_9Q-KDSb9o)</p> <p>Grading Rubric</p> <p>Materials to create prototypes and art supplies for advertisements. Suggested list:</p> <ul style="list-style-type: none"> ● wood scraps ● cardboard ● recycled metals, plastics, etc. ● various papers ● paint ● markers ● pipe cleaners ● glue ● tape ● scissors | | |
| <p>Advancing Vocabulary</p> | <p><u>Engineering terms:</u> Construct Design Prototype Solution</p> | <p><u>Visual Arts terms:</u> Elements of Art Principles of Design</p> | <p><u>Previously-taught terms:</u> Connotative Language Figurative Language Literal representation Symbolism</p> |
| <p>View the <i>Word Bank</i> in the Appendix for additional vocabulary terms explored in this lesson.</p> | | | |

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| <p>Support & Accommodations Inspired by Universal Design for Learning</p> | <ul style="list-style-type: none"> ● A partially completed <i>Treasure Hunt Tally Sheet</i> will be available for those who need it. ● Student groups will be intentionally organized to support each student. ● Students will be provided with the option to select an everyday problem from an existing list or come up with his/her/their own problem to solve. ● Students will be encouraged to refer to the <i>Word Bank</i> throughout the lesson. |
| <p>Lesson Plan Progression Details</p> | <p><u>Introduction:</u></p> <ul style="list-style-type: none"> ● Do Now activity: Students are asked to write on the <i>Admit Ticket</i> one thing that they know about marketing, how it impacts their lives, and one thing that they would like to know about marketing. (DOK 1 - Students identify, remember, infer, and describe.) ● Teacher clarifies that <i>marketing</i> can be defined as the activities and business of promoting and selling products or services. Usually, an <i>advertisement</i>-- defined as a type of communication that promotes a product, service, or event-- is used to influence viewers so that they'll purchase the product or service. <p><u>Marketing here and now:</u></p> <ul style="list-style-type: none"> ● Students explore ways that marketing impacts their lives through an interactive classroom hunt. Working in groups of three to four students, the students examine each other and the room to find examples of advertisements and marketing, such as clothing and shoes with labels, bags with labels, packaging, etc. Each group completes the <i>Treasure Hunt Tally Sheet</i>, discusses the question at the bottom of the sheet, and records the group members' responses. (DOK 2 - students compare advertisements. DOK 3 - students make claims with relevant evidence to support opinions.) ● The group appoints a "reporter" to share a summary of their findings and reflections with the whole class. Classmates are encouraged to ask clarifying questions of the presenting group. (DOK 1 - students respond and ask follow-up questions.) ● Teacher instructs on vocabulary terms by stating that there are many terms related to design, marketing, and advertising that will come into play in the class project. Teacher distributes the <i>Word Bank</i> handout to review. |

- Teacher says, “Turn to a partner to talk about these questions: What makes advertising effective? How and why? Review the *Word Bank* handout and use at least two of the words from the handout while you discuss.” **(DOK 3- students support opinions with sound reasoning.)**

Instruction on the Four Types of Appeal:

- Collectively review the *Four Types of Appeal* handout by considering how each example advertisement uses the described appeal. (NOTE: students may notice that each ad actually uses more than one appeal.)
- Watch the video on persuasive commercials: <https://www.youtube.com/watch?v=azttKmT0rVc>. After each advertisement, the teacher pauses the video and asks:
 - What did you notice? **(DOK 1- students recall observations from advertisement.)**
 - What type of appeal do you think the advertisers are using? **(DOK 2- students make inferences based on observations.)**
 - What do you see that makes you think that? **(DOK 3- students provide evidence to support their reasoning.)**

Elements of Design Introduction:

- Teacher distributes the *Principles of Design* handout and reviews elements with students.

Appeal as Propaganda:

- Teacher guides the students in discussion of *propaganda*, which is defined as ideas, facts, or allegations spread deliberately to further one's cause or to damage an opposing cause. Propaganda can be spread through types of advertising, like posters. Select one of the propaganda posters (from Norman Rockwell's Museum's collection) and discuss, using these questions:
 - Which principles of design do you see? **(DOK 2 - students observe and interpret.)**
 - What messages are being conveyed through this poster? **(DOK 2 - students infer meaning.)**
 - Why and how do you think the artist delivered the message(s) and how effective were they? **(DOK 3 - students provide evidence to support their opinions.)**
 - Was the propaganda effective for that time period? What makes you say that? **(DOK 3 - students provide evidence to support their opinions.)**

- Students are paired with a partner and choose another propaganda poster to analyze. Students are asked to respond to the same four questions above, and discuss with their partner. **(DOK 2 - students observe and interpret; students infer meaning. DOK 3 - students provide evidence to support their opinions.)**

Introduction to the Group Project:

- Teacher says, “In small groups, you will decide on an original product that can be sold to solve an everyday problem. The product should aim to make life easier. First you will create a prototype of the product. It does not have to be life-size. Next, you’ll create a visual advertisement (either a billboard, poster, or magazine print page) to effectively market your product. The first step is identifying a problem to solve. If you get stuck, feel free to select a problem from the list provided.”
- Teacher shares the *Grading Rubric* with the class so all students can review the expectations.
- Teacher divides the class into groups and then distributes the *Worksheet for Design Process* to guide groups’ planning.
- Groups work to complete the worksheet while the teacher circulates to support, as needed. **(DOK 4 - students self monitor and collaboratively problem-solve.)**

Group Project Part 1: Create a Prototype:

- Before students begin building the prototype of their product, the teacher will ensure that they understand what a prototype might look like and what its purpose is. Share a pre-made example and/or this video: https://www.youtube.com/watch?v=k_9Q-KDSb9o.
- The raw materials for construction (cardboard, paper, pipe cleaners, wood scraps, tape, etc.) will be presented so that students see what is available to work with. Remind students that they need to choose materials carefully to consider the purpose of their prototype. Items should be used intentionally.
- Teacher will demonstrate necessary construction steps, such as how to operate a hot glue gun, or how to cut cardboard with a craft blade.
- Groups will begin construction of their prototypes using the various materials. They will be encouraged to refer frequently to their *Worksheet for Design Process* and other handouts to guide them as they work. **(DOK 4 - students design by integrating multiple sources in order to articulate a new creation; students problem-solve.)**

Group Project Part 2: Create an Advertisement:

- Once the product prototypes are complete, the groups will design an accompanying visual advertisement (either a billboard, poster, or magazine page), which does not need to be lifesize, but should be no smaller than 11 x 14 inches.
- The class watches this introductory video: https://www.youtube.com/watch?v=f1JWs0azs_s. Students are encouraged to consider the “tricks” from the video, as well as the elements of art and principles of design, as they create their advertisement.
- Teacher will demonstrate helpful artmaking strategies, such as how to do hand lettering, or how to make intentional composition choices.
- Arts materials are distributed, and groups work to complete the advertisement while the teacher circulates to support, as needed. **(DOK 4- students design by integrating multiple sources in order to articulate a new creation; students problem solve.)**

Conclusion:

- Groups will be given the chance to present their prototypes and advertisements to the rest of the class, explaining the intentional choices made. **(DOK 3 - students explain/justify artistic choices)**
- Students complete the *Exit Ticket*, and the teacher leads a classroom discussion to wrap up the lesson:
 - How does marketing influence your daily life, and why do you say this? **(DOK 3 - students provide evidence to support their opinions.)**
 - How does design of a product and/or the accompanying advertisement(s) influence your decisions as a consumer? **(DOK 2 - students explain.)**
 - In what ways are artistic design and engineering both a part of developing and marketing a product, and what makes you say this? **(DOK 3 - students provide evidence to support their opinions.)**
 - How did taking on the role of a design engineer and advertiser influence the way you will view products in the future, and why? **(DOK 3 - students provide evidence to support their opinions.)**

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| | <p>Extension Ideas:</p> <ul style="list-style-type: none"> ● Ask students to revise the prototype to improve it. Consider making it life-size or including moving parts. ● Teach a lesson on theatre skills and have students present their marketing campaign and product to the class (as potential investors). ● Incorporate media arts by having students film a commercial to advertise their product. ● Discuss as a class: How do you think your product and/or advertisement would change if it was 25 or 50 years ago? <p>Family Engagement Ideas:</p> <ul style="list-style-type: none"> ● Invite families to a presentation after school to see students present their prototypes and advertisements. ● Post commercials and products on school social media and/or websites for parents and public to view. |
| Resources | <p>BT. (2014, February 3). <i>Intro to Persuasive Text Using TV Commercials</i> [Video]. YouTube. www.youtube.com/watch?v=azttKmT0rVc</p> <p>MadeMyDay. (2017, July 22). <i>7 Psychological Tricks Used in Advertising to Manipulate Us!</i> [Video]. YouTube. https://www.youtube.com/watch?v=f1JWs0azs_s</p> <p><i>Potent Pictures: Propaganda Posters</i>. (n.d.). Norman Rockwell Museum. Retrieved December 01, 2020, from https://rockwellfourfreedoms.org/topic/posters/</p> <p>Quirky. (2014, December 11). <i>How to make a cardboard prototype</i> [Video]. YouTube. https://www.youtube.com/watch?v=k_9Q-KDSb9o</p> <p><i>Understanding Formal Analysis: Principles of Design</i>. (2011). The J. Paul Getty Museum. Retrieved December 01, 2020, from https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf</p> |
| Appendix | HANDOUT #1: |

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What is one thing you know about marketing/
advertising?

In what ways does marketing/advertising impact your
daily life?

What is one thing you would like to know about
marketing?

Name: _____

Date: _____

HANDOUT #2:

Treasure Hunt Tally Sheet

Members of our Group: _____

Class/Period: _____

| What did you see? | Which images are used to influence the viewer/buyer? | What is the intended effect on the viewer/buyer? |
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REFLECT AND DISCUSS WITH YOUR GROUP: What do the advertisements have in common? Which images were most appealing? Why? [Record your discussion in a few bullet-pointed notes below.]

HANDOUT #3:

Word Bank

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| Advertisement a type of communication that promotes a product, service, or event | Appeal an attempt to attract, please, stimulate, or interest | Budget limited amount of money (or other resources) allowed for use for a particular purpose |
| Consumer a person who buys the product | Design Engineer a person who researches and develops ideas for new products and the systems used to make them, while also planning the form, | Engineering Design Process a series of cyclical steps that engineers follow to find a solution to a problem: 1). Identify the problem. 2). Explore to find out |

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| | | look, and workings of the new product before it is made or built | what others have done. 3). Design by making a plan and mode/prototype. 4). Use your plan to create your idea. 5). Test out your idea and prototype. 6). Improve by modifying your idea and trying again. |
| | Marketing the total activities and business of promoting and selling products or services | Media form of communication that reaches a wide group of people | Propaganda ideas, facts, or allegations spread deliberately to further one's cause or to damage an opposing cause |
| | Prototype an original experimental model of an invention | | |

HANDOUT #4:

Four Types of Appeal

1. Emotional Appeal:



©UNICEF

Uses manipulation of emotions, more than logic, to influence the consumer.

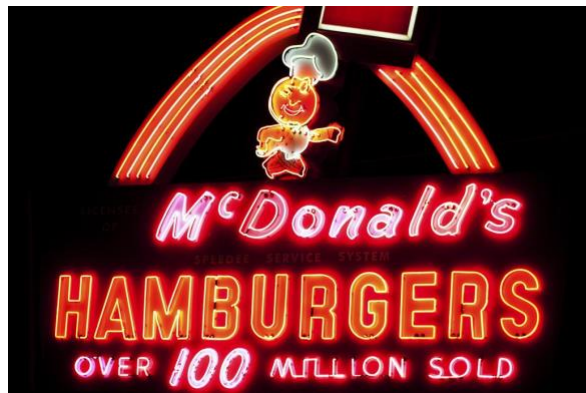
2. Exaggeration:



©Kellogg's

Stretches the truth to emphasize the value of a product.

3. Bandwagon:



©McDonald's

Convinces people that “everyone else is doing it.”

4. Loaded Words:



©McDonald's

Uses connotative language to influence consumers.

HANDOUT #5: (from https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf)

Principles of Design

The principles of design describe the ways that artists use the elements of art in a work of art.



Balance is the distribution of the visual weight of objects, colors, texture, and space. If the design was a scale, these elements should be balanced to make a design feel stable. In symmetrical balance, the elements used on one side of the design are similar to those on the other side; in asymmetrical balance, the sides are different but still look balanced. In radial balance, the elements are arranged around a central point and may be similar.



Emphasis is the part of the design that catches the viewer's attention. Usually the artist will make one area stand out by contrasting it with other areas. The area could be different in size, color, texture, shape, etc.



Movement is the path the viewer's eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape, and color within the work of art.



Pattern is the repeating of an object or symbol all over the work of art.



Repetition works with pattern to make the work of art seem active. The repetition of elements of design creates unity within the work of art.



Proportion is the feeling of unity created when all parts (sizes, amounts, or number) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.



Rhythm is created when one or more elements of design are used repeatedly to create a feeling of organized movement. Rhythm creates a mood like music or dancing. To keep rhythm exciting and active, variety is essential.



Variety is the use of several elements of design to hold the viewer's attention and to guide the viewer's eye through and around the work of art.



Unity is the feeling of harmony between all parts of the work of art, which creates a sense of completeness.

HANDOUT #6: WORKSHEET FOR DESIGN PROCESS:

Names of Group Members: _____

Everyday problem that your product aims to solve:

Brief description of how the product works:

Sketch of prototype:

Elements of product's design intended to create appeal:

Sketch of advertisement (either a billboard, poster, or magazine page):

Elements of advertisement's design intended to create appeal:

HANDOUT #7: RUBRIC: Art & Engineering Project: Product & Advertisement Design

Name: _____ **Class:** _____ **Date:** _____

Team Name: _____

Description: Students will design a product prototype to solve an everyday problem, and then create an advertisement for that product.

| | EXCELLENT - 4 | GOOD - 3 | NEEDS SOME IMPROVEMENT - 2 | NEEDS GREAT IMPROVEMENT - 1 |
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| PRODUCT PROTOTYPE: Built effectively from available materials | Group's prototype shows intentional use of the available materials and displays all details of the product. Prototype is constructed with excellent attention to craftsmanship (i.e. clean tape/glue, | Group's prototype shows intentional use of the available materials and displays most details of the product. Prototype is constructed with attention to craftsmanship (i.e. clean tape/glue, | Group's prototype shows that some thought went into the materials used, and some details of the product are shown. Prototype is constructed with little attention to craftsmanship | Group's prototype shows that some little or no thought went into the materials used, and few details of the product are shown. Prototype is constructed with little or no attention to |

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| | | straight edges, crisp hand lettering). | straight edges, crisp hand lettering). | (i.e. sloppy tape/glue, uneven edges, messy hand lettering). | craftsmanship (i.e. sloppy tape/glue, uneven edges, messy hand lettering). |
| | ADVERTISEMENT: Shows how product will solve an everyday problem | Group's advertisement uses either visuals or words to clearly describe to the viewer how the product will solve an everyday problem. It is apparent what the product is used for. | Group's advertisement uses either visuals or words to describe to the viewer how the product will solve an everyday problem. It is fairly clear what the product is used for. | Group's advertisement uses either visuals or words to attempt to describe to the viewer how the product will solve an everyday problem. The product's purpose is confusing. | Group's advertisement does not describe to the viewer how the product will solve an everyday problem. The product's purpose is totally unclear. |
| | ADVERTISEMENT: Uses principles of design to appeal to the viewer in at least one of the four ways (emotional, exaggeration, | Group's advertisement effectively uses at least two of the principles of design to appeal to the viewer in at least | Group's advertisement fairly effectively uses at least two of the principles of design to appeal to the viewer in at least | Group's advertisement attempts to use one of the principles of design to appeal to the viewer, but | Group's advertisement does not intentionally use any principles of design. There is no attempt to |

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| | bandwagon, or loaded words) | one of the four ways. | one of the four ways. | the type of appeal is unclear. | appeal to the viewer. |
| | <p>Teacher Comments:</p> <p>Scale: 15-16 pts: Exceeding Expectations 12-14 pts: Meeting Expectations 10-11: Partially Meeting Expectations 5-9: Not Meeting Expectations Fewer than 5 pts: Not enough evidence</p> <p>HANDOUT #8:</p> | | | | |

How do you think a prototype helps a design engineer make their product as effective as possible?

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In what ways did you intentionally incorporate the Principles of Design into your advertisement?

What is one thing you learned about marketing?

Name: _____

Date: _____

Plan written by Terri Cooper

Plan edited by BRAINworks Curriculum Review Committee

Stamp design by AGRAND.ie