

**Standards, Benchmarks
& Indicators
Covered in This Unit**

ENGLISH LANGUAGE ARTS

VISUAL ART

ELA STANDARD 4

Reading Applications: Informational, Technical and Persuasive Text

➤ **Benchmark A**

Use text features and structures to organize content, draw conclusions and build text knowledge

Indicator gr3:1

Use the table of contents, chapter, headings, captions & illustrations to locate information & to comprehend texts

➤ **Benchmark C**

Identify central ideas & supporting details of informational text

Indicator gr3:3

Identify and list the important central ideas and supporting details of informational text.

➤ **Benchmark D**

Use visual aids as sources to gain additional information from text.

Indicator gr3:4

Draw conclusions from information in maps, charts, graphs and diagrams.

ELA STANDARD 6

Writing Process

➤ **Benchmark B**

Determine audience/ purpose for self-selected & assigned writing tasks

Indicator gr3:3

Develop a purpose & audience for writing.

➤ **Benchmark C**

Apply knowledge of graphics or other organizers to clarify ideas of writing assessments

Indicator gr3:4

Use organizational strategies to plan writing.

➤ **Benchmark I**

Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

Indicator gr3:9

Use technology to compose text.

Indicator gr3:16

Rewrite and illustrate writing samples for

Bold Brochures

Integrating informational Text and Visual Aids to Create an Original Marketing Piece

Overview

Students gather and analyze promotional/informational pieces from one or more arts/cultural organizations. Using visual organizers, students clarify ideas and develop their writing for a specific purpose and audience. Integrating text features, visual art elements and technology (when available), students create a brochure to be published, presented and displayed.

By the End of this Unit, Students Will Be Able to:

- Gather information from multiple sources during an art experience, either from a visiting artist or during a field trip to an arts institution
- Develop writing for a specific purpose and audience
- Use an organizer to clarify and compose the essential information for text blocks, including identified factual information and details
- Use 3 text features and 3 visual elements that strengthen text messages
- Publish brochures for display using electronic resources
- Deliver a presentation

Student Work Product

- Student-designed and created brochure
- Completed graphic organizer/brochure template (see Attachment A)
- Oral presentation of their brochure

Time

- 1 pre-visit classroom activity, 40-50 minutes
- 1 arts experience (varies by engagement)
- 2 post-visit activities, 40-50 minutes each

Materials

- 2-3 samples of brochures, maps, calendars, bios or other promotional material from one or more arts/cultural organizations
- Pre-Visit Activity Assessment
- Bold Brochures Worksheet
- Brochure Template Graphic Organizer
- Paper & art supplies (markers, crayons, etc.)
- Computer with printer
- Post-Visit Activity Assessment

Appropriate Engagements

While this curriculum unit addresses visual art standards, appropriate arts engagements may be from any arts discipline: theater/drama; music; dance or visual art.

Teacher/Arts Specialist Preparation

Have conversation with your building's art teacher. You may choose to team-teach the unit, or have the art teacher incorporate the activities into the students' art class time.

Teacher/Arts Specialist & Arts Provider Conversation

Teacher and arts provider have conversation/email exchange. Discuss lesson unit. Arts provider:

- Provides teacher with samples of brochures, postcards, flyers or other promotional information for students to review (while this information may be

display and sharing with others.

ELA STANDARD 9

Research

➤ **Benchmark B**

Select and summarize important information and sort key findings into categories about a topic.

Indicator gr3:5

Sort relevant information into categories about the topic.

ELA STANDARD 10

Communication: Oral and Visuals

➤ **Benchmark G**

Deliver a variety of presentations, using visual materials as appropriate.

Indicator gr3:9

Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

VISUAL ART STANDARD 2

Creative Expression and Communication

➤ **Benchmark A**

Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully

Indicator gr3:1

Demonstrate skill and expression in the use of art techniques and processes.

➤ **Benchmark B**

Use elements & principles of art to express ideas, emotions & experiences.

Indicator gr3:2

Use appropriate visual art vocabulary when describing art-making processes.

Indicator gr3:3

Create 2-dimensional works that demonstrate awareness of space and composition (e.g. relate art elements to one another & to the space as a whole).

VISUAL ART STANDARD 3

Analyzing and Responding

➤ **Benchmark A**

Identify and describe the visual features and characteristics in works of art.

Indicator gr2:3

Respond to the composition of artworks by describing how art elements work together to create expressive impact

Indicator gr3:4

Identify successful characteristics that contribute to the quality of their own artworks and the works of others.

downloaded from the providers' website, original pieces are best because they demonstrate how color and presentation (shape, folds, etc) work hand-in-hand with the text to create a particular message.

BEFORE THE ARTS EXPERIENCE

Pre-Engagement Class Activities

One 40-50 minute session

Instructions

1. Administer the **Pre-Assessment** (attached). Allow 10-15 minutes for completion.
2. Introduce the basic information for the upcoming cultural visit (time and location, art genre, name of organization, program title and description, etc.) as well as the post-visit brochure activity.
3. Present examples of brochures from various artists and arts organizations to the class.
4. Ask students to discuss their reactions to the brochures. "What parts of these brochures do you like? Dislike? Why?" List their reactions on the board creating a "T" chart with the headings "Like" and "Dislike".

Identify the features they have identified as visual art elements – size, shape, color and space – and text features (see directly below). "How do these **VISUAL ART ELEMENTS** affect the way you read the message?"

Shape: Shape can make information easier, and sometimes, more fun to read.

Size: Size tells us how important information is. Large type grabs our attention first.

Color: Color can affect our feelings about information, making us feel excited or calm or clear about the message.

Space: Space can place emphasis on what is there, by having places that are empty on purpose. Too much information can be tiring and confusing. Space gives our eyes a place to rest.

5. Ask students which groups of words use space, color, shape and size to make an impact. Identify these blocks of text and pictures as **FEATURES**:

Text Features: Text features include changes to the way text looks (bold, italics, font, size, etc.) as well as the placement and uses of text (headings, captions, bullets, paragraph form, etc.)

Features: Features can include pictures, text blocks, quotes, maps, photos, tear-off slips, bold-faced headings, italics, captions, bullets, calendars.

6. Ask students to notice the placement of pictures and information blocks. Identify these placements as **FORMAT**. "How is the information presented on each page? What are the placements of visual elements on the page?"

Headings and subheadings help us organize information in order of importance. Pictures are placed next text to help us understand what we are reading. Long passages of words can be tiring to read, so visual elements are used to keep our interest going as we read the words.

7. Ask the class to identify the message of each brochure. Label this aspect as the **FUNCTION** or **PURPOSE** of each brochure. Identify the important information in the brochure as facts answering the *Who, What, Where, When* and *Why* questions.
8. Ask students to identify an **AUDIENCE** for the brochure. Who will read the brochures?

HELPFUL DEFINITIONS

Elements of Visual Arts

Line	Shape
Form	Space
Color	Texture
Value	

Line: the path of a moving point. Lines define the edges of shapes and forms. They can create texture and be thick or thin.

Shape: an area enclosed by line. It is 2-Dimensional and can be geometric (defined shape like triangle, square, circle, etc) or organic (undefined shape-squiggly, fluid, etc)

Form: is an object that occupies space (is 3-dimensional) or gives the illusion of occupying space (3-D effect is implied by the use of light and shading techniques).

Space: the emptiness or area between, around, above, below or within objects. Positive space is the main area or object of focus in an artwork. Negative space is everything else (sometimes called "white space").

Color: is the most expressive element of art and is seen by the way light reflects off a surface.

Texture: is about surface quality, either tactile or visual. Texture can be real or implied by different uses of media. It is the degree of roughness or smoothness in objects.

Value: is the degree of light and dark in a design. It is the contrast between black and white and the tones in between. Value can be used with color as well as black and white.

Text Features

Captions	Headings
Charts	Photographs
Maps	"Tear-off" cards
Bullets	Bold-faced type
Calendars	Italics

Students can collect . . .

- A bio or resume of the artist(s)
- A map of the museum/facility
- A schedule of upcoming shows
- A calendar for monthly classes
- Photos of recent events
- Membership registration cards
- A list of donors/sponsors

HELPFUL WEBSITES

- <http://www.brigantine.atlnet.org/GigapalettGALLERY/websites/ARTiculationFinal/MainPages/About%20This%20Site.htm>
- <http://faculty.indy.cc.ks.us/jnull/introelements2.htm>
- http://www.getty.edu/education/for_teachers/building_lessons/elements.html
- http://www.uen.org/utahlink/tours/tourFamilies.cgi?tour_id=14888

DURING YOUR ARTS EXPERIENCE

Ask students to gather various pieces of print information from the arts organization (see side bar "Students Can Collect . . ."). Give suggestions about the many kinds of print literature available that students can collect.

AFTER THE ARTS EXPERIENCE Post-Engagement Class Activities/Studio Time

Two 40-50 minute sessions

Instructions

1. Following the students' arts experience, review the **FUNCTION, FEATURES & FORMAT** of brochures, as well as the **ELEMENTS OF VISUAL ARTS** together in class.

2. Pass out copies of the **Bold Brochures Worksheet** (attached). Referencing this worksheet, ask students to study the brochures collected from the artists or arts organization. "What visual arts elements are being used? Which work well to attract attention? Grab attention? Simplify information? Make the message interesting? What elements don't work by distracting or confusing us?"

Ask students to identify the audience for the brochures. Then identify the main message and the important facts that answer the *Who, What, Where, When* and *Why* questions. Is there any unimportant or unrelated information?

3. Distribute copies of the **Bold Brochures Graphic Organizer** (attached). Have students complete the requested information as a tool for planning the creation of their own brochure.

4. Have students type and print the information for their own brochure, considering the impact of text features (headings, subheading, color print, bold print, italics). This may be done using classroom computers or with the assistance of the tech teacher and a computer lab.

5. Select and print pictures, maps, calendars and other visual elements from the internet or clip-art. Create additional captions and print them.

6. Create a brochure: Cut and assemble brochures onto folded construction paper using the formatting of visual and text elements studied. Paste.

7. Present completed brochures to classmates and include a critique by students of the use of visual art elements, audience, purpose and factual information presented.

Assessing Your Students' Work

- Administer the **Post-Visit Activity Assessment**. Allow 10-15 minutes for completion.
- Use the attached **Teacher Assessment Tool** (including Answer Key/Rubric) to grade students work.

Bold Brochures Worksheet

Visual Art Elements and Text Features help us summarize, organize and illustrate information.

1. Making Decisions about Features and Format:

- **Headings Tell the Main Idea:** Headings are short, capitalized and in bold type.
- **SUBHEADINGS ADD MORE DETAIL:** Subheadings are short, capitalized, but the type is smaller and lighter than headings. They are placed above more detailed information helping us summarize through the information.
- Bullets simplify information. You can use circles, diamonds, squares, check boxes or numbers to create lists. This information can be:
 - Places
 - Dates
 - Names
 - Short Ideas
- Pictures and photos “show” instead of tell. Sometimes we can understand information faster when we see it. Captions are words under a photo that explains the photo.
- Quotes can also be placed in a box to show someone else’s opinion. You can slant them (called *italics*).
- Format: Information is easier to read if it is in order (sequence).

2. Making Decisions about Visual Elements:

- **Space** – Space is the blank area around the features. Space gives our eyes a rest. Space makes the information stand out better.
- **Color** – Color makes us feel emotions about the information. Red can mean caution or attention. Green can be calming. Dark blue can make us trust the information. Red and orange can excite us.
- **Shape** – Shape is the size and style of letters and of text blocks. A mountain of information can be separated into neat smaller piles, called text blocks. Letter shapes can make information more important, clear or interesting.

Letter shapes affect the message.

Letter shapes affect the message.

Letter shapes affect the message.

3. Making Decisions About Informational Text:

Ask yourself:

- Who will read this brochure?
- What is the purpose for making this brochure?
- What main information do I need to include and what details are important?
- Are the following questions answered in the brochure?
 - Who (names)
 - What (activity, art form)
 - Where (address, maps)
 - When (time and dates)
 - Why (ideas)

Student Name _____

Date _____

Bold Brochures Graphic Organizer

What is the **purpose** of your brochure? _____

Who is the **audience** for your brochure? _____

In each box, list the key information and supporting details your brochure will need to include. Remember not to include too much information. Empty space (called “negative” or “white” space) often makes a brochure easier to read and therefore, more effective.

<p>TITLE (of brochure; could be a catchy phrase)</p>	<p>WHERE (Address)</p>	<p>WHEN (dates, hours of operations, time of performances, etc)</p>
<p>WHAT (list fact and supporting detail)</p>	<p>WHY (list fact and supporting detail)</p>	<p>WHO (list fact and supporting detail)</p>

Pre-Assessment

Teacher Instructions: Distribute a sample brochure to each student. Referencing the brochure, have students complete this pre-assessment. Save these results and record them, along with students' post-assessment results, on the Teacher Assessment Tool at the end of the unit. Remember to have students record which brochure they are using to fill out this assessment; they will need to refer to the same brochure to fill out their post-assessment.

Student: _____	Date: _____
Name/Description of Brochure You Are Using to Fill Out This Form: _____	
Teacher: _____	School: _____

Student Instructions: Look over the sample brochure and answer the questions below.

1. Name **4** visual art elements you see in this brochure.

- | | | | |
|-----------------|---------------|-------------|----------------|
| _____ Audience | _____ Beauty | _____ Black | _____ Clay |
| _____ Statues | _____ Crafts | _____ Form | _____ Harmony |
| _____ Line | _____ Museums | _____ Paint | _____ Pictures |
| _____ Spectacle | _____ Shape | _____ Space | _____ Color |
| _____ Talent | _____ Texture | _____ Value | _____ White |

2. List an important fact from the brochure, and a supporting detail about this fact.

Fact: _____

Detail: _____

3. Looking at the brochure, list an example of a: *Heading* _____

Subheading _____

4. What do you notice about the placement or format of the information and pictures?

5. What is the purpose or main idea of this brochure? What details in the brochure support its' main idea?

Post-Assessment

Teacher Instructions: Distribute the same sample brochure to each student that they referenced when completing the pre-assessment. Referencing the brochure, have students complete this post-assessment. Save these results and record them, along with students' pre-assessment results, on the Teacher Assessment Tool.

Student: _____	Date: _____
Name/Description of Brochure You Are Using to Fill Out This Form: _____	
Teacher: _____	School: _____

Student Instructions: Look over the sample brochure and answer the questions below.

1. Name 4 visual elements you see in this brochure.

- | | | | |
|-----------------|---------------|-------------|----------------|
| _____ Audience | _____ Beauty | _____ Black | _____ Clay |
| _____ Statues | _____ Crafts | _____ Form | _____ Harmony |
| _____ Line | _____ Museums | _____ Paint | _____ Pictures |
| _____ Spectacle | _____ Shape | _____ Space | _____ Color |
| _____ Talent | _____ Texture | _____ Value | _____ White |

2. List an important fact from the brochure, and a supporting detail about this fact.

Fact: _____

Detail: _____

3. Looking at the brochure, list an example of a: *Heading* _____

Subheading _____

4. What do you notice about the placement or format of the information and pictures?

5. What is the purpose or main idea of this brochure? What details in the brochure support its' main idea?

Teacher Answer Key & Rubrics
For Pre* and Post Student Assessments

*NOTE: Pre- Assessment scores are for evaluative purposes only. The student’s actual grade should be based on his or her Post-Assessment scores and brochure project.

Q1. Name 4 visual elements you see in this brochure.

RIGHT ANSWERS – The elements of visual art are: Line, Form, Color, Value, Shape, Space and Texture.

WRONG ANSWERS – Audience, Talent, Beauty, Crafts, Museums, Black, Crayons, Paint, Spectacle, Clay, Harmony, Pictures, Statues, White

5	4	3	2	1
<ul style="list-style-type: none"> ▪ Student notes 4 or more of the 7 visual arts elements ▪ Student notes no wrong answers 	<ul style="list-style-type: none"> ▪ Student notes 3 of the 7 visual arts elements ▪ Student notes 1 wrong answer 	<ul style="list-style-type: none"> ▪ Student notes 2 of the 7 visual arts elements ▪ Student notes 2 wrong answers 	<ul style="list-style-type: none"> ▪ Student notes 1 of the 7 visual arts elements ▪ Student notes 3 wrong answers 	<ul style="list-style-type: none"> ▪ Student notes 0 visual arts elements ▪ Student notes 4 wrong answers

Q2. List an important fact from the brochure, and a supporting detail about this fact.

Example of a Fact: *ABC Ballet Company is putting on “The Nutcracker”*

Example of a Supporting Detail: *“The Nutcracker” will be held on Dec. 15 @ 1 pm or Tickets cost \$10 or “The Nutcracker” will be held at the Palace Theatre.*

3	2	1
<ul style="list-style-type: none"> ▪ Student states 1 fact ▪ Student states 1 appropriate supporting detail 	<ul style="list-style-type: none"> ▪ Student states either 1 fact or 1 appropriate supporting detail, but not both 	<ul style="list-style-type: none"> ▪ Student states neither a fact nor an appropriate supporting detail.

Q3. Looking at the brochure, list an example of a Heading and a Subheading.

Typical Heading Characteristics: in larger, bolder font than other text; often is a fact (e.g. the name of a play or the title of an art exhibit)

Typical Subheading Characteristics: in smaller, lighter font than its related heading; often placed directly underneath the related heading; is a supporting detail of the fact stated in the heading (e.g. the dates and times of the play or art exhibit).

3	2	1
<ul style="list-style-type: none"> ▪ Student states 1 appropriate heading ▪ Student states 1 related subheading 	<ul style="list-style-type: none"> ▪ Student states either 1 heading or 1 subheading, but not both 	<ul style="list-style-type: none"> ▪ Student states neither a heading nor a subheading

Q4. What do you notice about the placement or format of the information and pictures?

5	4	3	2	1
<ul style="list-style-type: none"> ▪ Student accurately notes 3 or more examples of how text and/or graphic placement affects the message ▪ Student lists no inaccurate examples 	<ul style="list-style-type: none"> ▪ Student accurately notes 2 examples of how text and/or graphic placement affects the message ▪ Student lists no inaccurate examples 	<ul style="list-style-type: none"> ▪ Student accurately notes 1 example of how text and/or graphic placement affects the message ▪ Student lists 1 inaccurate example 	<ul style="list-style-type: none"> ▪ Student makes partially accurate observation regarding 1 text or graphic placement ▪ Student lists 1+ inaccurate example 	<ul style="list-style-type: none"> ▪ Student makes no attempt or examples are so inaccurate that they deserve no partial credit

Q5. What is the purpose or main idea of this brochure? What details in the brochure support its’ main idea?

5	4	3	2	1
<ul style="list-style-type: none"> ▪ Student accurately identifies the main purpose of the brochure ▪ Student lists 3 or more details supporting the purpose 	<ul style="list-style-type: none"> ▪ Student accurately identifies the main purpose of the brochure ▪ Student lists 2 details supporting the purpose 	<ul style="list-style-type: none"> ▪ Student accurately identifies the main purpose of the brochure ▪ Student lists 1 detail supporting the purpose 	<ul style="list-style-type: none"> ▪ Student accurately identifies the main purpose of the brochure, but provides no supporting details 	<ul style="list-style-type: none"> ▪ Student makes no attempt or inaccurately identifies the purpose.

Teacher Assessment Tool

Teacher Instructions: Complete one of these sheets for each student, recording the students' scores according to the attached **Teacher Answer Key & Rubrics**.

Student: _____	Date: _____
Teacher: _____	School: _____

Pre and Post Student Assessment Summary		
The student has demonstrated an understanding of:	Pre	Post
Q1. The ELEMENTS OF VISUAL ART. (max. 5/ min. 1)		
Q2. How DETAILS support MAIN IDEAS/FACTS. (max. 3/ min. 1)		
Q3. How TEXT FEATURES help to communicate ideas. (max. 3/ min. 1)		
Q4. How FORMAT affects readability and communicates ideas. (max. 5/ min. 1)		
Q5. The FUNCTION, PURPOSE or INTENT of a brochure. (max. 5/ min. 1)		
TOTAL (max. 21/ min. 5) <i>Insert post-assessment score on "Assessment Totals" table below</i>		

Brochure Rubric

5	4	3	2	1
Blends Original Art & Text Ideas With Impact	Reflects 1-2 Original Ideas	Shows Adequate Understanding	Shows Limited Understanding	Did Not Attempt

Brochure Assessment	
Based on the student's final brochure, the student has demonstrated:	
1. How art elements create visual messages.	
2. Use of captions with illustrations to communicate information and to support text.	
3. Use of headings to list important central ideas of informational text and use of subheadings to add supporting details.	
4. How to draw conclusions about information from maps, charts, graphs and diagrams.	
5. Efforts to produce a quality brochure.	
TOTAL (max. 25/ min. 5) <i>Insert on "Assessment Totals" table below</i>	

*NOTE: Pre- Assessment scores are for evaluative purposes only. The student's actual grade should be based on his or her Post-Assessment and Brochure scores only.

Assessment Totals	
Total Post-Assessment Score	
Total Brochure Score	
Students' Grand Total (max. 46/ min. 10)	