

CAEA Lesson Plan Format

LESSON TITLE 1: 5 Steps to Make Your Own Political Art

[KQED.org/ArtSchool](http://www.kqed.org/ArtSchool)

<http://www.kqed.org/artschool/2016/07/26/kid-curator-how-to-look-at-public-art/>



Name of Presenter: Kristin Farr

Grade Level: MS, HS

Background Information:

Kristin Farr is the arts education manager at KQED, producing arts education videos for a student audience. She is also an artist and former fifth grade teacher.

Overview:

Political artists use their work to spread messages about important issues. Eye-catching artworks can help start a dialogue about social justice, as well as raise awareness for political candidates, activists, and others who see room for improvement in their community and beyond.

Content Standards:

4.0 AESTHETIC VALUING

4.1 & 4.2 *Derive Meaning*

3.0 HISTORICAL AND CULTURAL CONTEXT

3.1 *Role and Development of the Visual Arts*

2.0 CREATIVE EXPRESSION

2.1-2.6 *Communication and Expression Through Original Works of Art*

Common Core Content Standards addressed with the lesson:

CCCS ELA Capacities

Learning Objectives/Goals/Essential Understandings:

To explore relevant social issues and election issues through an art context by comparing and contrasting the work of different contemporary political artists, choosing an issue that resonates with them, and applying the elements of art and principles of design to create an impactful visual image that expresses their opinions.

Vocabulary:

Iconic

Political Art

Impact

Activism

Collaboration

Community
Social Issues

Materials:

- +Paper, paint and markers
- +Or digital drawing tools and apps

Motivation:

A safe way for students to share their personal perspectives on relevant social issues and election issues, and cross-curricular opportunities with social students. The video catalyst is a great primer and introduction to the lesson, featuring a diverse range of contemporary political art.

Procedure/Step-by-step instructions:

OVERVIEW: Play introductory catalyst video for students:

<https://www.youtube.com/watch?v=JMVd5k2a2IM>

Step 1: USE ICONIC IMAGERY

Consider what image or symbols might best represent your issue. Tap into universally recognized logos, symbols and images.

- What kind of recognizable imagery did the artists use in the public art shown in the video?
- What elements of visual culture are representative of our time?

Step 2: DEVELOP A FINE-TUNED TECHNIQUE

Review the [KQED Art School 7 Elements of Art video series](#) and [E-Book](#) to gain an understanding of the aspects of art that make it visually attractive.

- Do bold lines and bright colors represent your issue best?
- Which elements of art will make your image visually impactful?
- If you like working with text, [practice lettering](#) that will stand out and communicate a message quickly, or find a font that conveys the mood of your message.
- If you want to represent figures, decide whether photos, [stencils](#), collage or digital art will be your best approach.

Step 3: TAP INTO THE TOPICAL

In every presidential election, polarizing issues rise to the top of many conversations, such as abortion rights, foreign policy, and the environment.

- The use of text is powerful but should be concise and easy to read in a split second. Combine an image with text, but simplify the words as much as possible.

Step 4: MAKE YOUR ART APPROACHABLE

After sketching or playing with different ideas, edit your composition to make it direct.

- Eliminate distracting or unnecessary elements.
- Share it with other students on [HackPad](#) to test if your message is communicated clearly. Invite feedback and make changes to the work if necessary.
- Also consider a wider audience online. Will your message be universally understood?

Step 5: GET YOUR ART OUT THERE

Snap a photo or screenshot of your artwork and share it on Instagram or Twitter using #PoliticalArt or plan a gallery show at your school.

Take it a step further—make copies of your poster to distribute widely and spread your message to a wider audience. Use your artwork to start dialogues about the issues that matter most to you.

Assessment and/or Evaluation: Students create one image of political art for assessment. Checking for understanding: Review 5 steps to see how they were incorporated, and assess use of one or more of the 7 Elements of Art.

Extensions:

- Cross-curricular opportunities with social studies, ELA and science. Share photos or digital projects online to a global gallery using #mediamakepoliticalart on social media.
- Study political artist Favianna Rodriguez and learn how to make political poster prints.
<http://ww2.kqed.org/artschool/2014/09/02/printmaking-with-favianna-rodriguez/>
- Webinar for teachers on how to implement the political art project.
<http://educatorinnovator.org/webinars/l2p-2-0-media-make-make-your-own-political-art/>