
Grade 10 Financial Literacy & Visual Arts

Intermediate Course Outline: Fundraising and Valuing your Work

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Resource to Support the 2011 Financial Literacy Ontario Curriculum Policy Documents

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Fundraising and Valuing your Work

Visual Arts Financial Literacy Lesson Plan Grade 10

Connections to Financial Literacy

- Understanding of key financial terms relevant to costing art work and budgeting for an event or show;
- Key budgeting terms related to revenue, expenses, needs and wants;
- Social and ethical implications of financial decisions of planning a fundraiser;
- Active citizenship as students plan and execute a fundraising event;
- Understanding the economy as it pertains to fundraising with an achievable goal or target.

The Arts Grades 9 and 10, 2010 Revised/Grade 10/AVI2O

Curriculum Expectations

A. CREATING AND PRESENTING

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

A3.3 demonstrate an understanding of a variety of ways in which art works can be presented to reach different audiences (e.g., in a classroom display, in a sculpture garden or other outdoor space in the community, on the sides of buildings or in bus shelters, mounted on the walls or on stands in the lobby of a public building such as a library, in a real or virtual gallery)

B. REFLECTING, RESPONDING, AND ANALYSING

B3. Connections Beyond the Classroom

B3.1 identify types of knowledge and skills acquired in visual arts (e.g., knowledge related to visual literacy; creative problem-solving skills; skills related to visual communication, spatial organization, and presentation), and describe how they could be applied in a variety of careers and in various areas of study.

B3.2 identify, on the basis of research, a variety of secondary and postsecondary pathways and careers related to visual arts (e.g., apprenticeships; postsecondary art programs; art-related careers in advertising, animation, fashion design, filmmaking, graphic design, industrial design, photo journalism) and the education required for these careers

C. FOUNDATIONS

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., dry brush; layering; pinhole camera; washes; techniques and tools used to create flipbooks, illuminated manuscripts, mosaics, stained glass works)

C3. Responsible Practices

C3.1 identify legal and ethical issues associated with visual arts (e.g., copyright; ownership of virtual and intellectual property; issues related to cultural sensitivity), and demonstrate legal and ethical practices when creating, presenting, and/or promoting art works (e.g., seek permission before incorporating copyrighted materials in their art work; show respect for intellectual property; demonstrate sensitivity when using patterns or conventions from other cultures in their art work)

Learning Goals

At the end of this unit, students will:

- Understand and demonstrate a variety of ways to display art in a fundraising setting;
- Be able to define fundraiser, and will be able to distinguish and creatively plan for a variety of fundraising activities;
- Understand terms related to budgeting for fundraising events, as well as for valuing their art work, whether for sale in relation to a career, or for a fundraising event;
- Understand the roles involved in creating art or planning a fundraising event, identifying career opportunities in these areas;
- Understand the legal and ethical issues and planning required for a successful fundraising event designed for students' school and/or broader community.

Readiness

Previous experience with fundraising activities in school or in the community would be an asset.

Knowledge of basic budgeting and financial terms and concepts would be an asset.

A finished studio project such as a painting or a sculpture will assist students in determining required materials and equipment when valuing the cost of an art project in lesson #2.

Terminology

Creative Chain
Fundraising
Not-for-profit
Social Justice
Philanthropic
Income Statement
Expenses
Fixed Assets
Consumables
Needs
Wants
Revenue
Break-even

Materials

Computer and projector access with Internet Connection and Video
Writing supplies: Whiteboard/Whiteboard Markers, Smartboard, Chalk and Chalkboard or Chart Paper and Markers to record student responses. Students can write with pen and paper or on computers/tablets.

BLM #1 Fundraising and Financial Terminology (Teacher Resource)
BLM #2 Fundraising and Financial Terminology (Student Resource)
BLM #3 Well Known Not-For-Profit and Arts Agencies (Teacher Resource)
BLM #4 Pricing Your Art Work: Making a Profit (Student Resource)
BLM #5 Fundraising Projected Income Statement (Student Resource)
BLM #6 Fundraising Income Statement (Student Resource)
BLM #7 Sample Silent Auction Bid Form (Student/Teacher Resource)
BLM #8 Fundraising Assessment Rubric: Letter to Not-for-profit Organization (Student/Teacher Resource)
BLM #9 Fundraising and Financial Literacy Quiz (Student Resource)

Resources

Select guests or videos from local charity or arts organization who can speak about the topic of fundraising.

Choosing the right Charity Video: <http://www.cra-arc.gc.ca/vdglly/chrts-gvng/menu-eng.html>

Archive and Search Tool for Canadian Charities:

Canada Helps:

<https://www.canadahelps.org/searchcategory.aspx?catID=2>

ArtBusiness.com: <http://www.artbusiness.com/auctips.html>

Canada Revenue Agency/ How to get information about a charity:
<http://www.cra-arc.gc.ca/chrts-gvng/chrts/cntct/nfrmtn-eng.html>

Canadian Cancer Society: <http://www.cancer.ca/en/?region=on>

Canadian Cancer Society:

For campaigns and volunteer info, see:

<http://www.cancer.ca/en/?region=on> Click on the "Get Involved" Tab for ideas and options. It could also lead to a discussion about the value of volunteering, and the 40 hours of community service required for graduation.

The Creative Chain according to Statistics Canada:

<http://www.statcan.gc.ca/pub/87-542-x/2011001/section/s5-eng.htm>

Dreamcatcher Charitable Foundation: <http://www.dcfund.ca/>

Empty Bowls: <http://www.emptybowls.net/>

Examples: (See **BLM #3 Well Known Not-For-Profit and Arts Agencies** for a list of examples in Ontario)

One powerful story from their website, but you can find local examples with a simple search: <http://www.nashuatelegraph.com/news/991301-469/empty-bowls-event-to-aid-soup-kitchen.html>

Tips for artists, bidders and organizations holding art auctions:

ArtBusiness.com: <http://www.artbusiness.com/auctips.html>

Toronto International Film Festival: <http://tiff.net/>

Women's Art Association of Canada: <http://www.womensartofcanada.ca/>

Art Supplies:

Above Ground Art Supplies:

<https://www.abovegroundartsupplies.com/cms/index.php>

Currys: <https://www.currys.com/default.htm>

The Pottery Supply House: <http://www.pshcanada.com/>

Minds On: What is a Fundraiser? 75 - 150 Minutes <ul style="list-style-type: none"> ◆ Establishing a positive learning environment ◆ Connecting to prior learning and/or experiences ◆ Setting the context for learning 	Connections
<p>Key for Discussion: <i>What is a fundraiser, and why do they occur?</i></p> <p>Description Lesson # 1: This lesson is designed to introduce students to the notion of fundraising, and the various kinds of, and purposes for fundraising. Through guest speakers or videos, as well as note-taking and reflections, students will become familiar with a variety of fundraising options, and they will understand key financial terms relevant to budgeting for and planning an event. This lesson could take one, two or three classes, depending on guest speakers or videos used.</p> <p>Whole Class ⇒ Brainstorming Teacher will ask students to consider the question, “<i>What is a fundraiser, and why do they occur?</i>”</p> <p>Students will share their ideas regarding fundraising activities and why they take place, likely offering some examples in their responses.</p> <p>Small Group ⇒ List Charities and Fundraisers The teacher will instruct students to work in groups to come up with a list of fundraisers they have taken part in or have seen advertised.</p> <p>The teacher will encourage students to divide their list into local, national and global examples.</p> <p>Students will work in groups of 3-4 students. They will choose a scribe to record their responses, and a speaker to report back to the whole class.</p> <p>Whole Class ⇒ Report/Add to the List of Fundraisers and Charities Developed by the Class. The teacher will ask each group to share a number of examples generated in their small group discussions, and he or she will record responses for the entire class to see.</p> <p>The teacher will add examples from BLM #3 Well Known Not-For-Profit and Arts Agencies if student responses do not include arts based charities, or charities for equity seeking groups like Women and/or FNMI organizations.</p> <p>The teacher will thank students and introduce guest speaker(s) or video from the Canada Revenue Agency on how to choose the “right” charity.</p> <p>Students will listen to video or guest speaker(s).</p> <p>The teacher will invite students to pose questions to the speaker, and will thank the speaker for presenting to the class.</p> <p>Pairs ⇒ Peer Editing Written Reflections Teacher will review the contents of the guest speaker’s talk and/or video, and instruct students to write a reflection about what they learned during the presentation.</p> <p>Students will peer edit reflections for coherency, spelling and grammar. Final drafts will be submitted the next day.</p>	<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. <i>How can the arts be involved in fundraising?</i> 2. <i>If fundraisers are to raise money for charitable purposes, why are there paid employees?</i> 3. <i>What career options are there in the fundraising sector relevant to art students? (e.g. marketing, advertising, web design, photography, other).</i> 4. <i>Are there arts organizations or projects you could contribute to, as you work towards your 40 hours of community service?</i> <p>Assessment:</p> <p>For learning:</p> <ul style="list-style-type: none"> • Brainstorming to determine knowledge and understanding of what constitutes a fundraiser, and various options/possibilities; • Ask guiding questions #1-4 listed above to push ideas further, or to organize ideas into local/national/global examples; <p>As learning:</p> <ul style="list-style-type: none"> • Students will describe examples of familiar fundraising projects. • Students will write written reflections based on guest speaker or video, and will peer edit drafts of these written reflections; • Observations of student progress during the writing and peer editing process. <p>Of learning:</p> <ul style="list-style-type: none"> • Student written reflection of what they learned from guest speaker, incorporating some of the terms discussed from BLM #1 Fundraising and Financial Terminology (Teacher

Individual ⇒ Note Taking

Teacher will ask students to start thinking and noting the type of fundraiser students would like to execute in Lesson #3.

Prompt:

*Will the fundraiser involve art making, or the sale of other goods or services?
Will the proceeds go to charity, or to the art department or a field trip?*

Teacher will indicate that there are key terms students will need to be familiar with before we proceed, relevant to fundraising and related financial terms for planning an event.

Teacher will instruct students to take notes or research terms based on those found in **BLM #1 Fundraising and Financial Terminology** (Teacher Resource) and **BLM #2: Fundraising and Financial Terminology (Student Resource)**.

Resource)/ BLM #2 Fundraising and Financial Terminology (Student Resource) notes;

Differentiated Instruction:

Content:

- This lesson could focus on one organization or project, or it could involve a number of different agencies to share what they do in terms of fundraising and public awareness: students could work in small groups on different agencies and share their findings.
- Video viewing or field trip rather than guest speaker can be experienced.

Process:

- Teacher may direct students to research arts based fundraising projects as a homework assignment and orally present their findings.
- Choose a learning partner so that students may learn from a peer.

Product:

- Students could write a short quiz, with key terms, examples of fundraising projects, and information about what they learned from guest speakers rather than a journal reflection. There is a quiz available in Lesson #3 that may be adapted for this purpose.
- Students could be provided with a copy of the **BLM #2 Fundraising and Financial Terminology** note through the use of the **BLM #1 Fundraising and Financial Terminology Teacher Resource**.
- A scribe or a computer can be used to copy or research notes cutting and pasting if necessary.

Action! Valuing Your Art Work: For Sale or Minimum Bid 75 Minutes

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided > independent)

Connections

Key for Discussion:

What careers are involved in the production and/or sale of art?
How much would you charge for your art?

Description Lesson # 2:

This lesson could stand alone from the unit although you would require some of the terminology from Lesson #1 as students budget and cost out their art work. This lesson involves students considering the costs involved in making art work, and trying to come up with a selling price for their work, or a minimum auction bid price, should the art be sold at a fundraiser. Students will consider the difference between needs and wants, and the difference between fixed asset and consumable expenses. These learned skills could be applied to art making as a career option.

Activities:

Teacher will **prompt** students with the question:

If a picture was painted, framed, delivered to a gallery, and sold by staff, how many jobs were involved in the sale of the art work?

Consider showing students the graphics in the Creative Chain according to Statistics Canada:

<http://www.statcan.gc.ca/pub/87-542-x/2011001/section/s5-eng.htm>

Small Group ⇒ List or Chart of Careers

The teacher will ask students to come up with a list of careers that would be a part of an art creation to the art sale process. Students may or may not think of the manufacturers of the art supplies and equipment, sales persons, marketing and advertising, the artist, the framer and related suppliers, delivery services, gallery or store staff, etc. The point is to realize that many careers are involved in the production and sale of a work of art and the artist is but one of many people involved who is looking to earn a living.

Whole Class ⇒ Sharing Results

The teacher will solicit and record responses from groups, organizing answers into the stages of the creative chain: creation, production, dissemination and use. Some jobs, like delivery and advertising employees may be repeated in more than one stage of the creative chain.

For those wishing to go more in-depth into the “creative chain,” see Statistics Canada Website regarding the definition and stages of creativity from invention to creation to dissemination to use

<http://www.statcan.gc.ca/pub/87-542-x/2011001/section/s5-eng.htm>

Considering the various stakeholders in the creation and sale of your work, the teacher will introduce the following prompt for students to think about.

Prompt: *How much would you charge for your work, knowing others may also wish to make money from the sale of your work?*

The teacher will review terms from lesson one to help support students in their response formulation.

Individual ⇒ Math Exercise

The teacher will ask students to choose a recently completed or future studio project, and list all of the equipment, supplies or materials used to make the art work. Instruct students to put the items into two different columns: those consumable items used up during creation, like paint or paper or clay, and those materials that can be used again in future projects, like brushes, kilns, rulers, etc.

Guiding Questions:

1. *If a painting was framed, delivered to a gallery, and sold by staff, how many jobs were involved in the sale of the art work?*
2. *Select an art project you have created. How much would you charge for it if someone wanted to buy it?*
3. *If you were to auction off your work, what would you list as the minimum bid?*

Assessment:

For learning:

- Brainstorming: art making careers that involve the creation and sale of art
- Shout out: review terms

As learning:

- Students will choose a recent or future art project and research the cost of each item required to create the art, including the equipment.
- Sort costs into consumables/fixed costs.
- Chose method for valuing work and justify a price for a recent work of art.

Of learning:

- Exit card or quiz: list cost of one work, sale price, fixed asset costs, and determine how many art works you would need to make/sell to cover your fixed costs and break even.

Differentiated Instruction:

Content:

- Each student will create different cost/price estimates depending upon art work created/selected
- Students may choose different projects so we get a cross section of costs, from a variety of media instead of one.
- Teacher/Students can research news stories about art auctions, record selling prices for Canadian art, living artists, dead artists, etc. to highlight real-life examples of the monetary value of art work

BLM #4 includes both list/costs of items, separated into fixed costs and consumables AND an exit card: cost and price of one art work, fixed asset costs, number to make/sell to break even.

Review the notion of needs versus wants in case students had selected different projects that may involve different options. For example:

Were four brushes necessary for their latest painting?

How many clay tools were necessary for the construction of and desired textures on their clay mug?

Did they need a press for that particular type of printmaking?

Was a drying rack necessary or “nice to have”?

Some materials may be necessary, while others may be “nice to have”. Direct students to use the internet to find the cost of each material and equipment required to create their work.

The teacher will distribute **BLM #4 Pricing Your Art Work: Making a Profit** and direct students to use the internet to find the cost of each material and equipment required to create their work. There are some common suppliers listed in the resources on page 1: *Aboveground* and *Curry’s*. Teachers are asked to refer to businesses which support their local communities or online products if art supplies are not available locally.

Process:

- Students could interview/visit a gallery or studio to learn about costs and how art is valued and priced by the producers and sellers.
- Video of auction house or gallery employees to hear how they value art work.
- Students may use a calculator or computer to assist in calculations.

Product:

- Students could start with a budgeted amount and determine what they will purchase to make their projects. This could be a lesson on budgeting and determining “needs” versus “wants”.
- Students may create their own spreadsheet in MS-Excel if they wish to make more detailed calculations for a range of projects.

Consolidation Organizing a Fundraiser
150 minutes plus fundraising event

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Connections

Key Questions for Discussion:

If we were to hold a fundraiser, what would its purpose be?

If we were to hold a fundraiser, what would be required to make it successful?

Description Lesson #3: Now that students are familiar with various financial terminology for costing and pricing art, as well as concepts related to fundraising, they will consolidate that knowledge by actively planning and executing a fundraiser.

A quiz will follow as students review the entire unit.

Whole Class ⇒ Review, Discussion:

The teacher will revisit our earlier Lesson #1, *What is a Fundraiser?* to review/discuss fundraising ideas that would make sense for your situation. If there are national or global events or local initiatives, such as awareness or fundraising campaigns for various illnesses, consider getting involved in one of these events to learn more about fundraising. If you have a particular charity in mind in advance, have someone from that organization be your guest speaker in Lesson #1.

Small Group ⇒ Discussion

The teacher will direct students to work in small groups, to come up with ideas for both the purpose and the product for your fundraiser. Students will list options for fundraising: selling art work, food, gift items, holiday themed products, etc. Students will also list which charities are important to them, and be prepared to justify their choices.

Whole Class ⇒ Brainstorm, Vote or Consensus

The teacher will solicit and record ideas from students, first asking students for the charities they would like to support and why; second, listing options for the fundraiser in terms of product or service.

The teacher will circulate around the classroom during the brainstorming session, interjecting, troubleshooting and posing questions if necessary to questions such as: *Can we really auction off a car? Are holiday themes culturally appropriate for the school community? If we sell or auction art, will we charge admission? Is the venue for an event accessible to those with disabilities?*

The teacher will also ask students to consider fundraising for school based efforts: raising money for an art trip, materials for a special event, or major equipment purchases.

The teacher may choose to read an article or find a video about a well-known fundraiser, like the Cancer Campaigns, or Empty Bowls (Project designed to raise money to combat hunger) projects. Empty Bowls can be tied to a ceramics unit as well, and you could team up with a Food and Nutrition course for an event where food is served or sold.

Whole Class ⇒ Planning an Event

The teacher will take a vote: students will decide whether to raise money for a school based need, or for a charity, or both: ½ of all fundraising proceeds could go to a charity and ½ could go to an art project.

Students will then decide on the product or service that will be sold or auctioned. Options could include: student art, food, gift items, donated items from local business, or services like car washes, etc. The goal is to choose something other teams or clubs do not already offer in the school.

Guiding Questions:

1. *Will our fundraiser be arts based?*
2. *Will we sell our art, or other products to raise money?*
3. *What do we want to raise money for? What are our fundraising goals?*
4. *What are the roles of the participants and tasks required to host a successful fundraising event?*

Assessment:

For Learning:

- Ask guiding questions to encourage students to push ideas further;
- Observe students' progress and interaction with small groups as they come up with fundraising ideas;
- Brainstorming charity organization options.

As Learning:

- Self and peer assessment of draft budgets;
- Peer edit draft letters;
- Completion of Self-Assessment
- Check List

Of Learning

- Rubric for letter written to charity receiving proceeds of our fundraiser
- Quiz on fundraising and financial literacy terms.

Differentiated Instruction:

Content:

- Students will create budgets for different fundraisers;
- Students will value different art works in order to come up with a cost estimate.

Process:

- Students will perform different roles in relation to the planning and execution of the fundraiser;
- Extend timelines for those who require additional time for numeracy and literacy assistance.

The teacher will present students with **BLM #5 Fundraising Projected Income Statement** as students brainstorm the logistics of the day. Ask students to consider the following questions:

- a. *What will be sold?*
- b. *How will it be sold?*
- c. *How much is admission?*
- d. *Will there be food be sold? What is the cost?*
- e. *Is there entertainment planned?*
- f. *Who will prepare the advertising? How much will it cost?*
- g. *What is our fundraising target?*
- h. *Will there be donations for outside sources?*
- i. *Are there any additional costs?*

NOTE: Use **BLM #7 Sample Silent Auction Bid Form** if students decide upon a silent auction rather than selling prices.

BLM #6 Fundraising Income Statement can be used after the event as students review the financial terms and teacher will remind students of the following considerations:

- a. *What are the cultural implications of tying event to a holiday?*
- b. *Is a cost associated with the facility?*
- c. *Is all accessible for students/attendees with disability or mobility issues?*
- d. *Will you charge admission or "pay what you can"?*

Students will then select roles required to host a successful event, and work in and out of class to prepare for the event. These roles and fulfillment or non-fulfillment will be reviewed when the teacher debriefs students regarding the successes and challenges of the event after it has taken place.

The teacher will ask students to write a letter to the organization selected to receive funds. Use **BLM # 8: Fundraising Assessment Rubric: Letter to Not-for-profit Organization** for assessment and/or evaluations purposes.

Letters will have at least three paragraphs:

- a. one to tell the organization who we are and how much we raised;
- b. one to describe the event and its success;
- c. and a concluding paragraph to extend the invitation for a visit or ongoing relationship in terms of fundraising or volunteering.

Students will peer edit and revise letters based on input from other students.

Students will type and print a formal letter, and a method of selecting which one(s) will be sent to the organization in question will be determined by the class. For example will peer editors put forth great letters for consideration? Will the teacher select well constructed letters to send? Will all of them be sent?

Teacher will review for the quiz: **BLM #9 Fundraising and Financial Literacy Quiz**. Teacher will grade the quiz and review answers to the quiz with students.

See the *Notes* section about possible ways to provide closure to the unit.

Product:

- Students can write the letter using an editing program like *Read, Write Gold* to assist with language issues.

- In lieu of a quiz, some students may choose a brochure or how-to-guide while others write a 'reflective tips for successful fundraising' guide. If this option is selected, the following resources may be of interest to students as they brainstorm ideas for tips for successful fundraisers. Tips for artists, bidders and organizations holding art auctions: ArtBusiness.com:

<http://www.artbusiness.com/auctips.html>

- Rather than writing a letter to an organization receiving proceeds of a fundraiser, some students could orally tell the organization about the event, over the phone, or during a ceremony to present the cheque to a representative of the organization.

Notes:

- The teacher will select and purchase equipment, or calculate savings per student if money raised is for a trip or the teacher can arrange for presentation of the cheque to a representative of the selected charitable organization.

- A school trip could be organized to the head office of the organization or where the charitable work is carried out e.g. local food bank.

- Students could also experience several hours volunteering at the site at the same time. This provides closure to the unit.

