
Grade 11 Financial Literacy & Visual Arts

Senior Course Outline: The Business of Art - Case Studies

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Resource to Support the 2011 Financial Literacy Ontario Curriculum Policy Documents

OAEA- Ontario Art Education Association – 2013

Financial Literacy Unit

The Business of Art - Case Studies (Grade 11)

Visual Arts, Grade 11, University/College Preparation (AVI3M) with adaptations for use with (AVI3O)

Connections to Financial Literacy (5-7 -70 minute periods)

These units will address the following financial aspects of being an artist or working in an art-related field.

- Discussion of market value related to products and services and how this relates to arts-based careers
- Understanding the consumer and the relationship between the artist and the consumer including how art is now so essential for business
- Sustainable and responsible personal financial planning such as budgeting, saving and investing;
- Sustainable and responsible business financial planning such as budgeting, saving and investing (including ethical/best practice);
- The unique qualities of the Business of Art;
- The unique social responsibilities of the artist in business and practice
- Health and financial security in the long term.

Visual Arts AVI3M1 (Can be adapted for AVI3O1)

In this unit students will be introduced to a collection of interviews with experienced, professional artists and professionals who work in the applied arts including visual, media and craft-based related fields. By watching and listening to these interviews students will gather knowledge and experience related to financial considerations in arts-based careers.

1. Featured Established Art Professionals: [Catherine Heard](#): Visual Artist/Educator/Prop Maker (16:00 minutes)
2. [Thomas Dannenberg 1](#): Graphic Designer/Illustrator/Artist (14:02 minutes) [Thomas Dannenberg 2](#) (How does copyright affect what you do?) (18:17 minutes)
3. [Sai Sivanesan](#) - Photographer: Fashion and Commercial (10:57 minutes) Sai Sivanesan Smaller
4. [Mon Filip](#): Curator [Koffler Gallery](#) (14:08 minutes)

For these website links to online videos see: bit.ly/OAEAvideosFL

The Arts Grades 11 and 12, 2010, AVI3M or AVI3O

Curriculum Expectations

Learning Goals

Visual Arts, Grade 11, University/College Preparation (AVI3M or AVI3O)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.1 identify a variety of careers in fields related to visual arts (e.g., advertising, art direction for theatre or films, art therapy, costume design, graphic design, industrial design, museum or gallery curation, photojournalism), and describe the skills, education, and training they require

Supplementary

Visual Arts, Grade 11, Open (AVI3O)

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.1 explain how knowledge and skills acquired in visual arts (e.g., knowledge related to visual literacy; creative thinking and problem-solving skills; skills related to visual communication, spatial organization, and presentation; interpersonal skills developed through collaboration) could be applied in a wide variety of careers and in areas of future study.

Teacher prompt: *“Which skills have you acquired in visual arts that would contribute to your leadership potential in a career outside or inside the arts? Explain how you could use these skills.”*

At the end of this lesson, students will know, understand, and be able to communicate about the concepts of:

- income and earning streams;
- self-employment;
- budgeting;
- risks and rewards;
- pensions;
- insurance;
- taxes;
- planning ahead;
- how the financial system works from the point of view of those working in the arts field;
- the difference between wants and needs;
- consumer awareness and advertising;
- fraud and its consequences;
- future consequences of financial decisions;
- how to plan for life after high school and beyond.

Instructional Components and Context

Readiness

Students should be able to gather information from a variety of media texts and record and share their findings, observations, and opinions through the written word, and/or a variety of media texts such as a report or visual media form or a visual/text presentation such as a Powerpoint, video, infographic or other media text.

Students should be able to discuss ideas and opinions in small groups or in class discussions and they should also have a way to record information gathered for future use in journal, sketchbook or digitally.

Students should be able to work collaboratively in smaller groups of 3-5 people to create a presentation/report/poster/infographic about career paths they have investigated.

Students will be required to reflect on the learning they have gained through this activity and create infographic resources for future arts students.

The **BLM # 7 The Business of Art Terminology Worksheet** can be completed individually or collaboratively as a group. Students may use collaborative software such as [Google Drive](#) (formerly Google Docs) to fill out this worksheet as a team online. Teacher may refer to **BLM # 8 The Business of Art Terminology Worksheet Answer Key**.

Terminology

View **BLM # 7 The Business of Art Terminology Worksheet (Student Resource)** for an activity and list of terms that students should research and be familiar with for success in this unit. This resource can be used at the teacher's discretion at the end of Lesson #1. The answers for this activity are on **BLM #8 The Business of Art Terminology Answer Key (Teacher Resource)**.

Materials

Video/transcript interviews of visual arts professionals available online at:

bit.ly/OAEVideosFL as support references for this unit.

BLM #1: Questions for Financial Literacy Professionals (Student/Teacher Resource).

BLM #2: Let's Consider a Career in the Visual Arts! (Student Resource)

BLM #3: Ontario's Creative Cluster (Student Resource)

BLM #4: Case Study Analysis Chart (Student Resource)

BLM #5: Financial Literacy in Visual Arts Checklist (Student Resource)

BLM #6: Financial Literacy in Visual Arts Rubric, (Student Resource)

BLM #7: The Business of Art Terminology Worksheet (Student Resource)

BLM #8: The Business of Art Terminology Answer Key (Teacher Resource)

BLM #9 Financial Literacy & the Arts Personal Reflection (Student Resource)

Resources:

- [Carfac Ontario: Strengthening the Sector: Resources and Best Practices for the Visual, Media and Craft-Based Arts Sector](http://www.carfaontario.ca/page/strengthening-sector-110/)

<http://www.carfaontario.ca/page/strengthening-sector-110/>

The Carfac Ontario webpage gives information on an ongoing project to establish guidelines for best practice in this sector. The "background research" link has an excellent document that describes topics such as being represented by a gallery to managing private commissions.

Minds On

Establishing a positive learning environment
Connecting to prior learning and/or experiences
Setting the context for learning

Connections

Lesson # 1: The Many Faces of a Career in Visual Arts (70 minutes) whole class/group/ and individual

Questions for this activity can be found in:

BLM #2: Let's Consider a Career in the Visual Arts! (Student Resource) For students requiring additional time to research careers in arts look to Finding Your Way: A Guide to Careers in the Arts : <http://www.yorku.ca/finearts/sas/downloads/findingyourway.pdf>

Another career resource can be found in the AVIO1 Art and Financial Literacy documents, **BLM # 1 Careers Requiring an Arts Background (Student Resource)**.

Students will move from group work to individual to group work and then complete an exit slip.

In this section students will reflect on:

- their childhood hopes and dreams for a career
- the research and investigations they made in their Grade 10 Career Studies course.
- discussions with their parents/guardians about their expectations or dreams
- their discussion with friends and classmates about the future
- their "vision" of what their lives will be like in the future

Exit Slip:

After going over the discussion points above, students will be asked to guess how much annual income will provide them adequately for life 10 years from now, and twenty years from now (given today's economy and cost of living).

Teacher Prompt: *Is money everything?*

Teacher asks students:

What other life goals or expectations will you have ten years and twenty years from now that go beyond dollars and cents?

Key Questions for Discussion For Students:

Please refer to the Guiding Questions drawn from **BLM #2: Let's Consider a Career in the Visual Arts! (Student Resource)**

Guiding Questions from BLM #2:

1. *What are your expectations for your life after school? (This includes post secondary education or training.)*
2. *What expectations do important people in your life have for you after you complete your education? (i.e. Think about your parents, teachers, mentors, etc.) Hint: Consider this a bigger question than "Where will I work?" Consider their overall life expectations for you.*
3. *What does success in a visual arts related field look like?*
4. *Describe the work and life style of a person who works in this field.*
5. *How much would you need to earn annually to live comfortably in this field?*

Assessment as Learning:

- This diagnostic activity landmarks for the student and his or her teacher, what the student knows about career possibilities for his or her future.
- After class or group discussions, students are asked to fill out **BLM #2: Let's Consider a Career in the Visual Arts! (Student Resource)**
- Alternative ways to demonstrate knowledge: have students present findings verbally (to class or in a student/teacher interview)
- Teacher can assess students' numeracy skills needed to

Action!

Introducing new learning or extending/reinforcing prior learning

Providing opportunities for practice and application of learning (guided > independent)

Connections

Lesson #2 : Career Focus on Visual/Media Arts (2 to 4 -70 minute periods)

1. Current Statistics: What do they mean? (1 period) (Whole Class Discussion on Interpreting Statistics)

Introduction or unit “hook”:

Use one or two of the following resources to begin a discussion on the economic numbers of the Arts sector in Canada/Ontario. This gives students one way to see the financial or economic impact of work in the arts. It allows students to see this field as an important part of the Canadian economy. It should also leave students with questions about what working in the arts sector is like.

Please note that the exploration of the “Creative Chain” in Financial Literacy and The Arts AVI2O1 curriculum can be reviewed at <http://www.statcan.gc.ca/pub/87-542-x/2011001/section/s5-eng.htm>.

Here are some statistics to consider sharing and discussing with your students:

1a. Source: Statistics Canada, Gross Domestic Product by Industry, 2002 to 2011: Arts, Entertainment and Recreation Sector.

The graph and information below show the overall economic trend of the arts sector over a period of years. It also reports the revenues generated by the sector in billions of dollars.

“GDP in the Arts, Entertainment and Recreation sector increased from \$10.4 billion in 2002 to \$11.2 billion in 2011. The increase in GDP reported between 2002 and 2011 represented a compound annual rate of 0.9%. Between 2010 and 2011, the total value-added of the Arts, Entertainment and Recreation sector decreased by 1.2%”:
<http://www.ic.gc.ca/cis-sic/cis-sic.nsf/IDE/cis-sic71vlae.html>

1b. Source: [Canadian Conference for the Arts](#) (CCA)
For further reading and analysis of the arts sector in Canada the following report can be very interesting reading. (Recommended for the M level course only.)
[Useful Statistics](#), a report of the CCA

1c. Source: Ontario Ministry of Tourism, Culture and Sport
[Ontario’s Creative Cluster](#) (2010)

Guiding Questions:

1. How big is the arts sector in the Canadian Economy?
2. What do these statistics mean to me?
3. What is it like to work in this sector?

Assessment of Learning:

Assessment in this section is guided by the **BLM #4 Case Study Analysis Chart and the BLM #4: Financial Literacy in Visual Arts Group Checklist (Student Resource)**.

Although this is a group activity, the checklist provides guidelines for individual tasks, processes and work distribution. Students will list their roles on the checklist to enable the teacher to assess individual contributions and evaluate work submitted accordingly.

Differentiated Instruction:

- Although the chart requires written response and submission, students can also provide information through a group oral presentation, a Powerpoint or other visual presentation, or teacher/group interview.
- Group task assignments should be assigned according to preference and strengths of team members in a group when possible.
- Interviews may be accessed and reviewed on line for students requiring extra time to complete the activity.

Consolidation

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

Connections

Lesson #3: Knowledge Share and Personal Reflection (1 to 2 -70 minute periods) Group presentation and Individual Reflection

1. Each group of students will take the most important information from their **BLM # 4 Case Study Analysis Chart (Student Resource)** and use software like "[Easel.ly](#)" or "[Prezi](#)" to create a short visual presentation with text and graphics to share what they have learned in the class.
2. Each student in the group should be part of the presentation in some way. The presentation should also include no more than one minute clip of their interview. The students should consider: *Why have they selected this clip? What is their thinking behind this selection?* Review all the roles clearly defined in the **BLM #5 Financial Literacy in Visual Arts Group Checklist (Student Resource)** and ask students adopt a role. The presentation as a whole should be no longer than 6 minutes.

Exit Slip: Students will then spend time writing a personal reflection on **three** things they have learned from their interview analysis and the other presentations and submit it at the end of the class.

3. Their three points can be related to any of the following topics:
 - a. the financial advantages of an arts-based career
 - b. the financial disadvantages of an arts-based career
 - c. other lifestyle and life balance considerations related to an art-based career
 - d. how arts-based skills and experience can be an asset in other fields other

The teacher can use **BLM #9: Financial Literacy & the Arts Personal Reflection (Student Resource)** for assessment for learning purposes.

Guiding Questions:

1. *What are the specific financial considerations you learned while watching your interview?*
2. *Which facts do you think are most important about being successful in this field?*
3. *What surprised you the most about what you learned?*
4. *What is the most important point that you learned from the interview?*

Assessment for Learning:

Please refer to **BLM #5: Financial Literacy in Visual Arts Checklist (Student Resource)**, **BLM #6: Financial Literacy in Visual Arts Rubric (Student Resource)** and **BLM #9: Financial Literacy & the Arts Personal Reflection (Student Resource)**.

Differentiated Instruction:

- Although each student in the group must be part of the presentation, students who are shy about speaking in public might want to pre-record their part and it can be part of the infographic or Prezi.
- The 6 minute time limit is designed to keep the presentations succinct and to the point.
- For the reflection, if they wish, students can audio or video record their reflection in lieu of writing.
- NOTE: This would be an excellent way to share and present what students have

Notes

For the reflection, students can video record their reflections. Video records would be an excellent way to share and present what students have learned to a broader audience. This would be an excellent format for Media Arts. Please note that this extension would require more time.

Enrichment/Extension

Referring to the videos provided as examples students may work in groups to interview other arts sector professionals.

Resources:

Cultural Careers Council Ontario:
[http://www.workinculture.ca/
Resources/Our-Publications](http://www.workinculture.ca/Resources/Our-Publications)