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Grade 5 Financial Literacy & Visual Arts

Junior Course Outline:

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Resource to Support the 2011 Financial Literacy Ontario Curriculum Policy Documents

OSEA - Ontario Society for Education through Art – 2013

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| Over all unit description: Students will explore how artists earn a living making, marketing and selling art. By estimating prices of various art materials and becoming acquainted with costs, students will realize what expenses are associated with producing art work. They will make estimates and determine the costs that coincide with materials required for the whole class to participate in creating a number of art works. Students will each create an art work and cost out how much they would charge to sell it taking into account all expenses including their time and overhead costs. | | |
| Lesson 1 – Pricing the Value of an Artist’s Work Students will research the number of jobs available which require an art education or skills in art to be successful. They will develop questions and interview a local artist to learn about financial literacy as it relates to the world of work for an artist. | | |
| Curriculum Expectations | Learning Goals | |
| **GRADE 5 -VISUAL ART**  **OVERALL EXPECTATION**  **D2.**-apply the critical analysis to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;  **SPECIFIC EXPECTATION:**  **D2.2 Reflecting, Responding, and Analysing** explain how the elements and principles of design are used in their own and others’ art work to communicate meaning or understanding  **OVERALL EXPECTATION**  **D3. Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.  **SPECIFIC EXPECTATION**  **D3.2** demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places  **GRADE 5- LANUAGE & MEDIA LITERACY**  **ORAL COMMUNICATION**  **OVERALL EXPECTATION**   1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;   **SPECIFIC EXPECTATIONS**  **Listening to Understand**  **Purpose**  **1.1** identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks  **Active Listening Strategies**  **1.2** demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups  **Demonstrating Understanding**  **1.4** demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details  **Extending Understanding**  **1.6** extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them  **Presentation Strategies**  **1.9** identify a range of presentation strategies used in oral texts and analyse their effect on the audience  **OVERALL EXPECTATION**   1. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;   **SPECIFIC EXPECTATIONS: SPEAKING**  **Purpose**  **2.1** identify a variety of purposes for speaking  **Interactive Strategies**  **2.2** demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large group discussions  **Clarity and Coherence**  **2.3** communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form  **Appropriate Language**  **2.4** use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience  **READING**  **OVERALL EXPECTATION**  **1.** read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;  **SPECIFIC EXPECTATIONS**  **Purpose**  **1.2** identify a variety of purposes for reading and choose reading materials appropriate for those purposes  **Comprehension Strategies**  **1.3** identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts;  **Demonstrating Understanding**  **1.4** demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details  **Extending Understanding**  **1.6** extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them  **Responding to and Evaluating Texts**  **1.8** make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views  **WRITING**  **OVERALL EXPECTATION**  **1.** generate, gather, and organize ideas and information to write for an intended purpose and audience;  **SPECIFIC EXPECTATIONS**  **Developing and Organizing Content Research**  **1.3** gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources  **Classifying Ideas**  **1.4** sort and classify ideas and information for their writing in a variety of ways *(e.g., by underlining or highlighting key words or phrases)*  **Review**  **1.6** determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary Grade 5 -MATHEMATICS **OVERALL EXPECTATIONS**  **Number Sense and Numeration**  –read, represent, compare, and order whole numbers to 100 000, decimal numbers to hundredths, proper and improper fractions, and mixed numbers;  –solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths, using a variety of strategies;  **SPECIFIC EXPECTATIONS**  **Number Sense and Numeration: Quantity Relationships**  – represent, compare, and order whole numbers and decimal numbers from 0.01 to 100 000, using a variety of tools (e.g.,  number lines with appropriate increments, base ten materials for decimals);  –demonstrate an understanding of place value in whole numbers and decimal numbers from 0.01 to 100 000, using a variety of tools and strategies  –read and write money amounts to $1000 (e.g., $455.35 is 455 dollars and 35 cents, or four hundred fifty-five dollars and  thirty-five cents);  –solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 100 000  **Number Sense and Numeration: Operational Sense**  –solve problems involving the addition, subtraction, and multiplication of whole numbers, using a variety of mental strategies  –add and subtract decimal numbers to hundredths, including money amounts, using concrete materials, estimation, and algorithms (e.g., use 10 x10 grids to add 2.45 and 3.25); | By the end of this unit, students will be able to:   * Make estimates of costs associated with producing art with various art materials, and figuring out the actual cost of these from specific art suppliers. * Investigate costs and factors that influence the price that artists charge for their work. * Create art using materials which have been priced by the students.   By the end of this lesson students will be able to:   * Articulate some of the purposes for art making * Demonstrate an understanding of a variety of art forms by different artists in their sociocultural context. * Use oral and written communication to learn new information in an interview setting * Identify information presented in an interview setting * Read and demonstrate an understanding of a variety of graphic, and informational texts, using a range of strategies to construct meaning; * Extend understanding of jobs/careers in arts by connecting the ideas in them to their own knowledge, experience, and insights, to familiar texts, and to the world around them | |
| Instructional Components and Context | | |
| Terminology Work force  Cost effective  Economical  Cost efficient  Value for dollar  Consumable Prior Knowledge: Students should have an established understanding of how to:   * conduct an Internet search * extract information from a newspaper * contribute to a word wall | | Materials:   * Daily newspaper from a major city center or a local Arts newspaper. * Internet access. * Paper for note-taking * BLM 1 Art Skills in the Workforce (Teacher Resource) * BLM 2 T-Chart: Exploring Habits and Attitudes About Making Art (Student Resource) * BLM 3 How Artists Earn Their Money (Student Resource) * BLM 4 Exit Slip: What I Think About Being an Artist (Student Resource) * BLM 8 Word Wall Terminology (Teacher Resource)   Resources:  Yellow pages: <http://www.yellowpages.ca/>  Workopolis: http://www.workopolis.com/EN/Common/HomePage.aspx |

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| Minds On (Approximately 60 minutes) | Connections |
| **Whole Class Discussion:**  **Teacher will:**   * Ask students if they know people who work in the arts: * What do these people do for a living? * What other jobs can you think of other jobs in the arts? * How can we investigate what types of jobs are in the arts? * Refer to BLM 1 Art Skills in the Workforce (Teacher Resource) for different kinds of jobs which require a background in the arts * Explain that students will be exploring these questions more fully as they research job prospects in the real world. * Introduce students to the concept of a word wall which students can add to as they delve into their research * Create a word wall and define the vocabulary listed in BLM 8 Word Wall Terminology (Teacher Resource). * Ask: *How many advertised jobs can you find that require some type of art skill or training?* * Model how to locate a job posting. * Create a billboard on a Bristol board and mount the first job posting. * Arrange students into mixed ability groupings (a minimum of two   students)  **Students will**:   * Look at classified section of a variety of newspapers, both in print and online. * Locate jobs that require some form of art background * Cut out job postings and attach to the blank sheet of Bristol board at the front of the class. * Write their names on the contributions they have made. * Each contribution should be different. Groups must contribute at least two job postings.  Whole class discussion (5-10 minutes): **Teacher will:**   * Review the results of their findings about jobs which require an art background. * Listen to students’ responds and discuss as a class.   **Teacher will:**   * Break the students into groups of 4 by counting off every four students. * Distribute (to Groups of 4) BLM 2 T-Chart: Exploring Habits and Attitudes About Making Art (Student Resource) * Ask:  1. *Why do people make art?* 2. *Why do people make art for a hobby?* 3. *Why do people create art for a living?*   **Students will:**   * Spend 10-15 minutes completing the BLM 2 T-Chart: Exploring Habits and Attitudes About Making Art   **Teacher will**:   * Lead a 10 minute class discussion * Ask class to generate a list of questions that students would like to ask an artist about earning money. | Guiding Questions:   * How many advertised jobs can you find that require some type of art skill or training? * What jobs are there that require art background in the workforce? * What can you infer about why people make art from these advertised jobs? * Why do you make art? * What costs do artists need to consider? * How do artists price their artwork? * What affects the price of work? Fame? The market? The internet? An agent?   Assessment:  Assessment as Learning   * Check for Understanding * Ask Guiding Questions * Observe * Check journals * Exit slips |
| Action! (Approximately 30 minutes) | Connections |
| Small groups of 3-4 students (15-30 minutes): Teacher will:   * Refer to guiding questions.   **Students will:**   * Discuss and complete BLM 3 How Artists Earn Their Money (Student Resource).   **Individually students will (30 minutes):**   * Use the answers from the group work BLM 3 How Artists Earn Their Money (Student Resource) to help guide their letter writing * Write up a letter introducing themselves, their task/project and embedding five questions to ask a professional artist about his or her career/job on a word processing program including questions about how the artists determine costs for their work and develop selling prices for their work and how they market their work for sale   **In pairs students will:**   * Rejoin their small group of 3-4 students and select a peer to exchange the letter written and proof read * Adjust the error and print for teacher to assess   **Teacher will:**   * Assess written communication and return to student for reworking * Assign the Homework: How Artists Determine the Cost of Their Work  Post sites listed in *Resources* section to find the contact details for professional artists.Remind students that they may elicit the help of parent to contact potential artists to interview with the student’s original written letter and to never share any personal information like where they live or meet the adult artist without their parents (See the school board’s internet safety protocol)Individually students will:Refer to sites given by the teacher from the *Resources* section or their own google search to find the contact details for a professional artist.Interview professional artistsUse their perfected, prepared letter embedded in an email to one to two local artists who specialize in different media to see how these artists:determine costs for their work and develop selling prices for their work,how they market their work for sale;respond to other inquiries.  * Print or the questions and the response from the artists and bring it to class | Guiding Questions:   * What would we like to ask an artist about how they earn money? * What are some tasks artists would have to do to run an art business? * What are three questions that you can think of that you could ask an artist? |
| Consolidation (Approximately 25 minutes) | Connections |
| Whole class (10-20 minutes): **Teacher will:**   * Photocopy the responses that the students have gathered from their interviews of local artists. * Cut and glue responses onto a large sheet of paper or Bristol board. * Lead a class discussion where students share their interview results (e.g. similarities and differences there are in the pricing of artists work.) This information will help students see what considerations they should be making in figuring their own costs for art making.   **Students will** **(10 minutes)**:   * Complete a journal reflection entitled: *Financial Considerations for Becoming an Artist.*   **Teacher will (5 minutes):**   * Distribute BLM 4 Exit Slip: What I Think About Being an Artist (Student Resource) | **Differentiated Instruction:**  Students may tape their interviews with an artist on an audio file or cassette recorder |
| Notes: | |