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| Lesson 2 – Pricing the Value of an Artist’s Work In this lesson students will learn about the considerations artists must make to determine a price for their art work to earn an income. Students will research various art media from art store catalogues to prepare for creating their own project in Lesson 3. | | | | | | | | |
| Curriculum Expectations | | | Learning Goals | | | | | |
| **GRADE 5 -VISUAL ART**  **OVERALL EXPECTATION**  -apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;  **SPECIFIC EXPECTATIONS**  **D1.3** use elements of design in art works to communicate ideas, messages, and understandings  **D1.4** use a variety of materials, tools, and techniques to determine solutions to design challenges  **OVERALL EXPECTATION**  **3.** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;  **SPECIFIC EXPECTATIONS**  **Vocabulary**  **3.3** confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose *(e.g., locate words in online and print dictionaries using alphabetical order, entry words, guide words, pronunciation, and homographs; use a variety of dictionaries such as a dictionary of idioms or homonyms; use a thesaurus to find alternative words)*  **Proofreading**  **3.6** proofread and correct their writing using guidelines developed with peers and the teacher *(e.g., an editing checklist specific to the writing task; a posted class writing guideline)* 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);  –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:   * Research the actual costs of art   materials at art supplies stores Investigate costs and factors that influence the price that artists charge for their work.   * Make estimates of costs associated with producing art with various art materials, and figuring out the actual cost of these from specific art suppliers. * Create a drawing which illustrates and communicates the cost of art supplies for projects. | | | |
| Instructional Components and Context | | | | | | | | |
| Terminology Estimate  Cost effective  Economical  Cost efficient  Value for dollar  Consumable Prior Knowledge: Students should have an established understanding of how to:   * Conduct an Internet search * Contribute to a word wall | | | | Materials:   * BLM 5A Estimate the Costs of Various Items (Teacher Resource) * BLM 5B Estimate the Costs of Various Items (Student Resource) * BLM 6 Estimating Costs for Art Projects (Student Resource) * Lessons from the Ontario Art Education Website   <http://ontarioarteducationassociation.org/public-resources/curriculum-support-documents/http://ontarioarteducationassociation.org/>  Resources:  Curry’s Art Store:  <https://www.currys.com/default.htm>  Above Ground Art Supplies:  <https://www.abovegroundartsupplies.com/cms/index.php>  DeSerres:  <http://www.deserres.ca/en-CA/>  Support your loc.al art supply store | | | | |
| Minds On (Approximately 50 minutes) | | | | Connections | | |
| At beginning of lesson two the teacher should ask students to place their BLM 4 What I Think About Being an Artist (Student Resource) sheets on their desks. Together discuss their responses.  **Teacher will (10-15 minutes):**   * Explain “The Right Price Is…” estimate how much they think it costs for various items from Curry’s, and Above Ground Art Supplies. * Show the image of an item on the Smart Board, an enlarged catalogue photograph or real items in the classroom * Demonstrate how to estimate the cost of the given item as it applies to a particular art project using the guiding questions * Divide the class into two groups * Guide the play of the game  Whole class divided into two groups (40 minutes): **Students will:**   * Play “The Right Price Is…” estimating how much they think it costs for various items from Curry’s Art Store, and Above Ground Art Supplies. * One person from each group places a bid (estimate) on the price of the item on the chalk board when the teacher says, “Go”. Whoever comes closest without going over gets a point for their team.   :   * Some sample items from Curry’s Art Store and Above Ground catalogues. These can be printed out for visual display BLM 5A Estimate the Costs of Various Items Companion Sheet (Teacher Resource), and BLM 5B Estimate the Costs of Various Items Sheet (Student Resource). This will give accurate pricing per unit.   NOTE: Support your local art store by using prices from their catalogue. | | | | Guiding Questions:   * What else affects the price of artwork? (The market, popularity, the Internet, and marketing, an agent, etc.) * What are some considerations that artists need to make in the pricing of their art work? (need for consumables, tools, overhead costs such as power, rent, advertising etc.) | |
| Action! (Approximately 45 minutes) | | | | Connections | |
| Whole class divided into two groups: **Students will:**   * Play “The Right Price Is…” the same estimation game as in the activity above, except this time students will guess prices of actual art items needed for the completion of projects listed in Ontario Art Education Association Units of Study listed for grade 5.   **Teacher will**(45 minutes)**:**   * Divide students into groups of 3-4 students. * Ask students to find the actual costs of materials for each   of the three projects as indicated on BLM 6 Estimating Costs for Art Projects (Student Resource) from either Curry’s Art Store or Above Ground Art Supplies. (One half of the class gathers prices from one company and the other half from another company.)   * Provide students with printed pages where materials are listed within each *Ontario Art Education Association* unit as listed under resources on the *OAEA* website. * Explain that they will have to look for the materials listed on the right hand side of the unit pages. * Model an example of how to highlight and record information from the materials listed in the units, and how to locate the supplies in a catalogue from Above Ground Art Supplies, Curry’s, or an art supply dealer from your area. * Model an example of how to make a list of supply costs with a given unit | | | | Assessment:  Assessment as Learning   * Hands-up * Data collection * Observation * Participation * BLM 5 * Posters drawn by students about art media costs   Differentiated Instruction:   * Support students with guiding questions through giving out a photocopy or mounting them on the board or SMART Board * Provide highlighters for the pages with lists of materials or highlight the relevant information for the student * Provide assistive technology on an as needs basis | |
| Consolidation (Approximately 60 minutes) | | | | Connections | |
| **Research to Create an Informative Poster: How much does this art work cost to make?**  **Students will:**   * Make a list of the cost of art supplies for a given unit * Record costs for three art projects using both Curry’s Art Store and Above Ground websites. * Propose an art project and estimate the costs involved in making the project * Draw an image of the proposed art work on 8 ½ x 11 inch paper or in sketchbook. Draw all media required to create that work around it. List the prices of each item and calculate the relative cost to produce one art work. * These drawing with text begin in pencil and students will proof read them and check spelling with two peers before outlining their finished copy. * This should be completed in pencil crayon and marker or with any available media. Workmanship should be considered in rendering the images. * Mount their “budget” posters on a cork board or chalk board in the classroom. | | | |  | |
| **Teacher will**:   * guide a discussion about the results noting the similarities and the differences. * pose some questions to students about the illustrated budgets.   *Do you have to buy pastels for every drawing you create?*  *Which projects are most costly to make?* | | | |  | |
| Notes: | | | | | |