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| Lesson 3 – Pricing the Value of an Artist’s WorkIn this lesson students will democratically decide which art project they will complete as a class, In doing so, they will consider costs of materials and time they have put into the completed piece of art. On the basis of these considerations, students will attempt to sell their work in a school art show. |
| 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** **D1.1** create two- and three-dimensional art works that express feelings and ideas inspired by their own and others’ points of view**D1.2** demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic**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 challengesGrade 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 andthirty-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 art work.
* Estimate costs for art making materials.
* Make an art work and determine a price for the work to sell it to an audience.

Estimate costs for art making materials |
| Instructional Components and Context |
| Terminology:Continue to add to Word Wall as needed | Materials:* **BLM 6 Estimating Costs for Art Projects** (Student Resource)
* BLM 7 Student Assessment of Art Project Costs (Student/Teacher Resource)

Resources:Lessons from the Ontario Art Education Website<http://ontarioarteducationassociation.org/public-resources/curriculum-support-documents/>Junior Painting Unit<http://ontarioarteducationassociation.org/wp-content/uploads/2013/07/Painting_Junior_OSEA.pdf>Junior Print making unit<http://ontarioarteducationassociation.org/wp-content/uploads/2013/07/Printmaking_Junior_OSEA.pdf>Junior Sculpture Unit<http://ontarioarteducationassociation.org/wp-content/uploads/2013/07/Sculpture_Junior_OSEA.pdf>Principles of design unit for Elementary Plasticine lesson plan<http://tammyflaman.files.wordpress.com/2010/12/plasticine-art-lesson-plan.pdf><http://ontarioarteducationassociation.org/wp-content/uploads/2013/07/Principles-of-Design_grades1to8_OSEA.pdf>Artist sites with pieces for sale:<http://www.artinteriors.ca/artists/index.php><http://www.artisticallyconnected.com/><http://www.artistsincanada.com/artsales/><http://kingsframingandartgallery.com/artists/> |

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| Minds On | Connections |
| Whole Class:Vote to determine which art project they will complete for sale in the school community. **Teacher will:*** Model how to locate the descriptions of OAEA art projects (as listed under resources) for Grade 5 students to complete. Use **BLM 6 Estimating Costs for Art Projets** (Student Resource)
* Ask students to consider which project they would like to do as a class for the purposes of selling their artwork to make a profit at a school sale (silent auction).
* Distribute ballot paper for students to vote for the project that they would like to complete. If there is a tie, another vote can be taken to determine the outcome.

**Students will**: * Consider which project they would most like to do.
* Write their top selection on a ballot with three reasons for their choice.
 | Guiding Questions: * What costs will be associated with the completion of individual projects?

Assessment:Assessment of Learning* Student assessment of costs Reflection BLM 7 Student Assessment of Art Project Costs (Student Resource)
* Observation
* Additional assessment for Visual Arts can be based on the expectations and assessment criteria as outlined in the OAEA project selected by the students.

Differentiated Instruction:* Ask scaffolding questions
* Provide additional modeling as necessary
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| Action! | Connections |
| Whole Class:* Complete the OAEA project that was selected by the students, as outlined in the unit lessons. Approximate completion times given with units/lessons.

Small Group discussion (4-5 students):1. *Would you rather have your art work displayed for art appreciation, and keep it, or would you rather sell it for money? Why or why not?*

**Teacher will:*** Distribute BLM 7 Student Assessment of Art Project Costs (Student Resource) for one of the OAEA project units
* Provide 45 minutes for students to complete the work.
* Assign remaining work as homework due for the next class if not completed.
 | Assessment:Assessment for, of, as Learning found within OAEA units |
| Consolidation (Approximately 20 minutes) | Connection |
| Whole Class: Coordinating the sale of work. **Teacher will:*** Ask the following questions:
1. How will student art be sold? As a silent auction with a minimum bid? A set price?
2. Who is the market?
3. How could we reach our market?
4. When will it be sold?
5. Is there a community event that the sale will be a part of?
6. Where will it be sold?
7. How would you like to display your work to give it the best visual appeal?
* Discuss the responses.

**Students will:** * Answer the questions individually.
* Decide how art work will be sold through brainstorming and discussion.
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| Notes: OAEA units all contain additional BLMs as well as rubrics and/or checklists to guide the lessons.. |