# Popular Product Aesthetics and Gender

We live in a society centered around consumerism. It tells us what to buy, who we are, and how we perceive the world around us. Everywhere we look there are advertisements telling us that you must have this new product, and with it you will finally be accepted into the "cool crowd." This need for the newest and the finest has impacted who who are as a society. Wightman (2006) argues, that "as consumers, most of us do not consciously or actively recognize the many variables that are in place to guide or manipulate us to purchase (p.129). Being an adolescent is no exception- since the 1950s advertisers have targeted adolescents (Duncum, 2003) as viable consumers. Buckingham (2000) states, "there is the question of how children understand and respond to advertising, and to other forms of promotional culture such as merchandising" (p. 165). Despite growing commercial involvement in education, consumer culture is an area that schools generally neglect; yet there is evidence to suggest that children can develop "economic literacy" at a much earlier age then it is typically assumed (Buckingham, 2000). By bringing in consumer culture into the classroom, my students will examine how advertising and merchandising can affect them, as well as understand the power they have over product design, while becoming aware that certain products are marketed to a determined gender. will be aware of how gender stereotypes are reinforced in products and analyze what makes those products so enticing. They will become critical thinkers about consumerism-think before they buy, examine what they value about the product, make an informed decision about how this product will affect their lives, and to what that product says about them as a Students will be asked, in gender based groups, to design a brand new product to be 'sold' to the opposite sex. They will have the chance to go out to the real world, examine

marketing strategies, and utilize principles of design to create a product that will excite their peers. In designing these products, the questions that will be answered by the students are: who are we as consumers? Why do we buy the products we buy? What about the product makes it so enticing? Do we buy only products that are targeted towards my individual sex? By having students actively roam the aisles of a large retail store results in meaningful dialogue about our consumer based culture and has them "not only become aware of the many nuances of meaning of a given product, but also how each product offers and intentional aesthetic designed to manipulate the consumer in a variety of ways" (Wightman, 2006, p.127). Looking critically at marketing strategies, we can gauge their effectiveness and interpret how these corporations use sophisticated forms of advertising and marketing to sell their products.

Economics and aesthetics collide in a capitalist society. Duncum believes, and I agree, that aesthetics is viewed in site specific and social terms in what has become an ordinary language. By adopting these values and beliefs we should be able to advance visual culture in art education (Duncum, 2007). Why do we rely on "traditional" views of art education when the world around us is in a constant state of change? Duncum argues, "what is important is curiosity, not only about what things mean, but also how things mean" (p. 286). It is aesthetics that distinguishes products and makes the difference between a products success or failure (Duncum, 2007) and by bringing in product design and marketing, my students will start to think about everything that is involved in making a successful product.

Companies are in constant competition to make the newest and most coveted product, and new product development is a major activity for firms (Hoffman, Kopalle, & Novak 2010). Hoffman, Kopalle, & Novak (2010) state, "consumer firms are interested in learning which consumers might be the 'right' ones in

developing new product concepts so that they can improve their chances of success in the marketplace" (p. 854). As Duncum (2003) argues in his article on visual culture in the classroom, "children possess little economic power, but considerable 'pester power' by which they influence purchasing decisions made by other family members (p. 29). In this perspective, Duncum gives adolescents the power- they are the ones making the decisions on what they want, and the companies making those products must adhere to those desires to be successful.

There is much debate as to whether consumerism is having a positive or negative effect on children; according to Campbell, "contemporary consumerism is frequently the target of criticisms by intellectuals, academics, religious spokesmen and commentators" (p. 279). It is argued that consumerism is becoming an "addiction" (Campbell, 2010) with the "result that individuals come to value material objects, especially commodities, above all else" (Campbell, 2010, p. 285). And if this is the case, I want my students to not be passive consumers, but active and aware ones. This curriculum will find that empowerment is to be had through consumption (Duncum, 2007). Garber (2003) argues that, "identity is constructed in terms of multiple descriptors, and is not fixed, but shifts over time and within different contexts" (p. 59). Being aware that what they buy is a statement of who they are, they have become an informed consumer. One of the more common criticisms directed against modern consumerism is that it leads to people consuming more then they need (Campbell, 2010). "The notion of 'false needs' inevitably implies that there are true needs which can be identified and agreed on" (Buckingham, 2000, p.149-150) This curriculum forces my students to analyze their "needs" and be able to express them to an audience. Being able to communicate to their peers the things they value in a product, and expressing what they could do better, not only gives them a sense of purpose as a consumer but more conscious of who they are as an individual.

Hoffman, Kopalle, & Novak (2010) have found that:

Consumers with an emergent nature- the unique capability to envision how new product concepts might be developed- can be identified and used in business-to-consumer markets to further improve new product concepts so that they will be successful in the marketplace. (p. 861).

We believe that because of their openness to new experiences, reflection, verbal and visual processing styles, creativity, and optimism, consumers high in emergent nature are to engage both in a process of successful idea generation to enhance original concepts and in logical analysis to refine and develop concepts further. (p. 862).

By expecting my students to possess the ability to process information both verbally and imaginally, they are being consumers high in emergent nature (Hoffman, Kopalle, & Novak, 2010). Being familiar with, and creating a product design, while also having the ability to showcase and sell their product to their peers, can enhance this emergent nature. When it comes to advertisements, Freedman (1994) has found that "the students frequently valued the ad characters as being totally independent people, not bound by the restrictions of the students' lived realities nor by the context of the consumer purpose of the image" (p. 164). Buckingham (2000), when commenting on how the market is meeting the needs of the child, sees children as "a sophisticated and demanding audience" who are "far from being passive victims of commercial culture" (p.148).

Along with teaching the students to be an informed consumer, this curriculum will touch on how gender plays a role in advertising and marketing. Much has been written about the role of gender in our society. Gender discourses are embedded so deeply within our popular cultural texts that they play a

large part in constructing the gender regimes we live with (Marsh and Millard, 2000). Marsh and Millard argue that "children are subjected to propaganda which identifies particular roles and kinds of behavior as inherently male or female" (p. 31). What I am interested in for this curriculum is how these gender distinctions play a part in consumerismproducts that are being marketed specifically to a certain Freedman (1994) argues, and I agree, that "to deal effectively with the issue of gender in art education requires attention to the relationships that exist between student gender identity and visual culture" (p. 158). Richards (2007) quotes Butler (1990), "gender is a socially constructed relation among subjects which is performed and changes according to context and time" (p. 27). Are products for girls and boys the same as they have been for decades, or have they changed to a more neutral direction? What about a product makes it relatable to a specific gender? My students will be able to answer these questions and experience the division between male and female targeted products by being out in the real world. They will experience the "blue aisles" and the "pink aisles" and comment on the effects it has on their personal feelings about a certain product. By challenging the gender based groups to produce a product for the opposite gender, we will see if that product sticks with or defies the traditional gender stereotypes. By examining what products each group comes up with, I will be able to determine if these stereotypes exist in the mind of the adolescent consumer.

This curriculum is not to make judgments on gender stereotypes but rather to force my students to be more aware of the marketing strategies that they are subjected to. Being part of a collaborative, gender based group of peers will be a forum where they will be able to challenge each other, express their feelings towards individual thoughts and beliefs, and produce a product that they believe the opposite gender will like. Students should be able to critically assess gender stereotypes in visual culture and gain understanding of the

ways that images work to shape student identity (Freedman, 1994).

By engaging the students in a critical analysis of product design and marketing, along with getting them out into the real world of consumerism, I will have given them the tools not only be more informed consumers, but well-informed product designers. Understanding all the elements that go into product design and marketing that make successful products will enable them to appreciate their own designs. It is important for adolescents to understand how their identities are formed and know that their opinions, desires, and insight are highly valued.

### References

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Curriculum Theme: Designing a brand new age appropriate product looking at aesthetics, marketing, and gender.

Teacher: Chelsea Wagner

Grade Level: Middle school/ grades 6-8

State Fine Art Goals: VA-6- 1.2, 1.4, 2.1, 2.3, 3.2, 6.3

State Media Arts Goals (if any): MA6- 1.1, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2

State Language Arts Goals (if any): N/A

General goals for the curriculum (describe in 2-5 sentences): In today's society, adolescents play a major role in consumerism. This curriculum will help my students analyze why they buy a certain product, while also looking at how gender affects their decisions. By specifically looking at products marketed for this age group, my students will analyze the marketing strategies behind the products. By making their own product they will have first hand experience about production and marketing of a product marketed to the opposite sex.

Lesson title (name each lesson to reflect a general unit theme)	Visual Exemplars (list specific images and artists, TV shows, and/or books that you plan to use for each lesson)	Motivation / dialogue (list basic issues and questions to be explored during classroom dialogue and any other motivational strategies that you plan to use for each lesson)	Media / process (list artistic processes that your students will engage in during each lesson)	Concepts and/or design principles to be learned during each lesson	Closure (list an assessment strategy that can be used at the end of each lesson)
Lesson (class period) 1: What do we like?	Part 2: Images of Jeong Mee Yoon's The Pink and Blue Project  Part 3: I will bring in a few popular products for the class to look at: silly bandz, Barbie Doll, Nerf gun, Sports equipment: football, skateboard, tennis racquet, Xbox games: Halo, Karaoke	I will introduce the unit project: What makes us want to buy a product? I will tell the class that we will be working on a project that has to do with popular toys/products for their age group while looking at marketing strategies to sell the product. Questions I will ask to form discussion: Part 1: I will ask for some examples of toys/products that they like and play with. Why do you like these products? What specifically do you like about them?What age group do they think purchases this product? I will be putting all this information up on the board. Part 2: Gender- of the list, what products are made for boys, and which ones are for girls? I will show artworks from Jeong Mee Yoon. What makes a product fit for a boy? Or a girl? Do any of the girls like the "boy" products, and vise versa? Is it "cool" to like toys for the opposite gender? Are there any products on the list that are for both sexes? Part 3: Looking at the products? Look at the packaging- what do you like about it? What colors are used? Opes the packaging fit with the gender?	Lesson 1 will just be a critical and visual analysis of the products they came up with as well as the ones I brought in for them to look at.	The concepts that will be learned in this lesson is to be aware that products are made and marketed for a specific age group and sometimes for a specific gender. Students will be more aware of what products they like, and why they like them. They will also gain knowledge of products that are popular with their peers.	Through the discussion students will show me that they are critically thinking about the products that they like, as well as what their peers like. They will be able to explain why they like certain things and also be aware that certain products are being marketed to a specific age group/gender. They will start to get an idea of what all goes into making a product and then marketing that product in the real world.

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		leaving the			
		classroom, I will			
		quickly do a review			
		of last weeks			
		lesson- what they			
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		gender is the			
		product marketed			
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		to the students			
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		to look through the			
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		strategies, etc.			
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ask: Does each group have a solid idea of the product they are designing? Does it answer all the questions I asked previous class (what is the name of this product? What a should the product? Who is the audience? What about the product marketed for/who is the design decided to design a gender neutral product?  At the beginning of class I will be going over the design principles they are using for this project as well as answer any questions they are using for this project as well as answer any questions they might have. I will still be going over the design principles they are using for this project as well as answer any questions they might have. I will still be going over the design principles they are using for this project as well as answer any questions they might have. I will still be again over the design principles they are using for this project as well as answer any questions they might have. I will still be again over the design principles they are using for this project as well as answer any questions they might have. I will still be also show a shirt.				ı		
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		Lesson 8 is		
	Class	presentation		
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	Questions I will be	groups will		
	asking the class	present		
	while they are		Students will	
Lesson 8:	presenting their	first. Each		
Presentation	products: Who is	group will	have to	
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50,	designed for? What	concepts of	interpret each	
		their design	groups design.	
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	in?	the girls		
	1111	group, and		
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	Defens alone Till			
	Before class I will			
	count the votes and			
	determine which			
	team from the boys,			
	and which team from			
	the girls has won			
	the most votes. The			
	products from the			
	two winners will be			
	featured on the			
	wall inside the			
	classroom.			
	After the students		Students will	
Lesson 9:	come in and see the		evaluate each	
Critique	winners, I will ask	Lesson 9 will	others work.	
C.Itique	them some questions	focus on the	They will focus	
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	about their	got the most	on the	I will be
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	ask the students:	will talk	and principles:	with a
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	gender neutral?		functionality.	
	What are the			
	stereotypes			
	included in the			
	product? Who would			
	want to buy this			
	product? Why do you			
	think this team won			
	the most votes?			
	What elements were			
	the most effective?			
	Do you agree with			
	the winners?			
	CHC WITHELD:		l .	

Lesson #1

Lesson title: What do we like?

Grade: 6-8

Teacher: Chelsea Wagner

Length: 50 min period

State fine arts goals: VA 6- 1.2, 2.1, 3.2

State media arts goals: MA6- 2.1, 3.1, 3.4, 3.6, 4.1

State language arts goals: N/A

Objectives: The students will discuss the role marketers have on reinforcing popular interests and products. We will also begin to discuss the role of gender and how it is used by marketers to sell products.

Concepts and vocabulary:

Vocabulary:

Marketing- the process or technique of promoting, selling, and distributing a product or service

Strategy- A careful plan or method

Awareness- having or showing realization, perception, or knowledge

Gender- Sex, i.e. male or female

Gender stereotype- conforming genders to a fixed or general pattern

Design- the arrangement of elements or details in a product or work of art

Color scheme- a planned combination of colors

# Concepts:

The students, after discussion, will have the chance to

express their feelings towards certain products making them more aware of the products the like, and why they like them. They will also gain knowledge of products that are popular with their peers. They will understand that certain products are marketed to certain age groups, as well as certain genders.

## Teacher materials:

- Images of Jeong Mee Yoon's The Pink and Blue Project
- Products for viewing and spring-boarding discussion: silly bandz, Barbie Doll, Nerf gun, sports equipmentfootball, skateboard, tennis racquet, and a Xbox games-Halo, and Karaoke

### Student materials:

 Pencil and paper if they would like to take notes (not required)

### Procedures:

- 1. Introduce the unit project: What makes us want to buy a product? (10-15 min.):
- 2. As a class, students are encouraged to express their feelings towards certain products- they can use the products that I brought in, or they can use products that they are familiar with and like
- 3. I will list those products that they like on the board, and ask them to tell me what they specifically like about those products- be it function, colors, packaging, how it makes them feel, what their peers think, etc.
- 4. I will go over the vocabulary words and write them on the board- they do not have to copy them down

- 5. More questions I will ask:
- 6. What age group is this product geared towards?
- 7. Is this product "cool"?
- 8. What about it makes it "cool" to have?
- 9. Does anyone want to come up to the board and add anything that we missed to the list?
- 10. After the discussion and listing of the products that the whole class likes, I will begin the discussion on gender (10 min.):
  - I will show images ok Jeong Mee Yoon's The Pink and Blue Project to start discussion:
- a. What do you think the artist was trying to convey? Do you see this in real life?
  - 1. Of the list of products on the board, what are products are made specifically for girls, and which ones for boys?
  - 2. I will then circle the ones for girls in red, and the ones they choose for boys in blue
  - 3. What about the ones that I did not circle, that are gender neutral?
  - 4. Do any of the girls like any of products that we labeled for boys? and vise versa
  - 5. Is it "cool" for you to like a toy that is labeled for the opposite sex?
  - 6. Why do you think companies market toys for certain sexes? What are the advantages to this?
  - 7. From the products I brought in, which ones are girl products, and which ones are boy products (7-10 min)?
  - 8. Before they answer, I want them to look closely at the packaging, the color scheme, the writing on the outside of the package.
  - 9. Does the packaging fit with the gender you thought it would?
  - 10. Why do you think they used this certain color scheme?
  - 11. Do you agree with your peers?

- 12. End of class (5 min): At the end of the discussion I will tell them about the field trip they will be taking to Target net week. I will hand out permission forms for their parents to sign.
- 13. Pack up (2 min): Students will be dismissed by table when the bell rings and proceed to their next class.

### Closure:

Through the discussion students will show me that they are thinking critically about the products they like, as well as what their peers like. They will be able to explain what they like about a certain product, going into detail about packaging and functionality of the product. They will also be more aware that certain products are being marketed to a specific gender. They are beginning to get an idea of what all goes in to making a product, and than marketing that product in the real world.

Learning center/back up activity (if any):

N/A

### Links:

Jeong Mee Yoon <a href="http://www.jeongmeeyoon.com/aw\_pinkblue.htm">http://www.jeongmeeyoon.com/aw\_pinkblue.htm</a>