

Identity And Self-Image Construction In An Advertising Culture: Create A Subvertisement!

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ARTE 703

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IDENTITY AND SELF-IMAGE DEVELOPMENT

Introduction

Advertising plays a major role in the construction, maintenance, and representation of adolescent's identity and self-image. In our culture we are bombarded from childhood to adulthood by toys, television, magazines, billboards, music videos, video games, and the internet, which saturate us with images of ideal "attractiveness, beauty, shape, weight, size, and strength." (Croll, 2002) Advertisers use these "models of perfection", along with gender stereotyping, racial profiling, and sex-role conventions to sell products to their target audience. These ideals of unrealistic perfection have been increasingly marketed at adolescents since the 1950's and as a result young people are developing identity confusion and negative self-images, which puts a considerable amount of adolescents on the track to depression, drug abuse, and eating disorders when they feel that they cannot live up to society's standards. It must be noted that at this point in their lives adolescents are constantly asking the question, "Who am I?" (Nakkula,N.J. & Toshalis,E., 2006), therefore, this is a crucial period in their lives where young people must be provided with the tools to critically analyze corporate advertising and consumer culture in order to develop a positive self-image and identity framework.

In this unit students will not only be analyzing the tools used by corporations to sell products, they will be deconstructing advertisements in order to discover how information flows, how meaning is created in our society, how corporations wield power, and how this effects the construction of their own identity and self-image as well as that of their peers. Students will also be prompted to answer questions about how body and health issues, as well as gender, sex, and racial stereotypes are being propagated and in some cases, even encouraged, by corporate advertising. After critically examining the possible negative effects of advertising, students will

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be introduced to an artistic movement known as culture jamming, and will discover how they can subvert advertisements in order to create new and positive messages. With this knowledge, students will create several subvertisements which will convey a message about their own personal identity and self- image, a social or political issue, and their feelings about both advertising and media culture.

The Effects of Advertising on Identity and Self-Image Construction

During this period of their lives, adolescents are struggling with the experience of finding their own unique identity; however, they must do this under the pressures of societal expectations and the influence of advertising, both of which dictate how they should look, talk, act and even feel. (Grauer, 2002) The products targeted at adolescents are full of images that feature males who are strong, lean, attractive and blemish-free alongside females who are young, slim, attractive, and possess small waists and big chests. (Croll, 2002) Advertisers use these idealized images, along with gender stereotyping, racial profiling, and sex-role conventions to sell products to their target audience. These marketing campaigns also achieve their goals by convincing young people that if they purchase their product they can be that much closer to achieving the unattainable perfection of beauty and sexual attractiveness that they are advertising; which in turn conveys a message to adolescents about how they are ‘suppose to’ identify, look, and perform their roles in society. This portrayal of unrealistic perfection, along with the pressures put on adolescents to fit into a stereotypical role convention, becomes a real and problematic issue for youth who are just beginning to construct their identity and who are dealing with self-image issues, especially for those young people who are going through puberty. As Croll (2002) points out in her article “*Body Image and Adolescents*”;

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“50 – 88% of adolescent girls feel negatively about their body shape or size, 49% of teenage girls know someone with an eating disorder, Only 33% of girls say that they are at the ‘right weight for their body’, while 58% want to lose weight, and over one-third of adolescent males think that their current size is too small.” (pg. 159)

Not only are these statistics disturbing, they also clearly show the correlation between the messages that advertising propagates and the effect that it has on adolescent’s body image and mental well-being.

Gender stereotyping and sex-role conventions are also important factors in the framework that make up identity and self-image construction during adolescence. Despite gender bending, queering, and androgyny, gender stereotypes remain one of the most used and most common advertising techniques. (Schroder & Zwick, 2004) Therefore, it is important to note that gender roles often portray women as “nurturing, gentle, cooperative, concerned with appearance, and sensitive to others; while men are viewed as logical, competitive, independent, financial providers, skilled in business, and dominant over women.” (Espinosa, 2010) While men are perceived as hardworking and physically aggressive, women are often portrayed as sex objects who are submissive, passive and weak. Adolescents who do not feel that they fit into these stereotypes and role conventions often suppress their true feelings and desires in order to achieve society appropriate gender and sex roles; due to this suppression, these teens are more prone to confusion, depression, and suicidal behaviors. (Kazimi, 2014)

Due to the fact that advertising can have such a negative effect on adolescents, this unit focuses on giving students the tools to be able to critically analyze advertising, consumerism, and media

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culture. At the beginning of this lesson, students will be asked two of Paul Duncum's (2003) 'Guided Questions' to initiate critical discussion and stimulate ideas.

“Are consumers generally rational or irrational, in charge of themselves or manipulated, autonomous or passive, creative or conformist? Is there a difference between how we see ourselves as consumers and how we see others?” (pg. 29)

“Does living in a consumer culture lead people to being unhappy because it shows more of what they cannot have than it offers what they can have?”
(pg. 29)

Students will begin individually researching advertising by looking through magazines for images that interest them. They will describe in detail the purpose of the advertisement, how it might appeal to the target audience, and what they would like to change about it. In addition to this they will analyze the image and discuss the effects it might have on identity and self-image, any racial or gender stereotypes being used, and what these images convey regarding ideals of attractiveness, beauty, shape, weight, size, or strength.

Culture Jamming and Subvertising

The concept of culture jamming can be traced back to the suffrage and avant-garde movements in the early 20th century when it was used as a socio-political tool to challenge dominant conceptions about the hierarchy of art institutions. In the 1920's it was adopted by the Situationists who were determined to use it to “overthrow capitalism through the liberation of the subconscious” and today it is used to “challenge antiquated interpretations of freedom of expression and consumer-driven notions of public space.” (Darts, 2004) Culture jamming can

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now be considered a form of creative resistance against consumer culture because it endorses the idea of counter-cultural, DIY, art-making and emphasizes using everyday materials to create meaning out of mass media. Culture jammers also emphasize the idea of countering and appropriating well known media, such as logos, in order to unveil a company's or a politician's hidden agenda. Creating subvertisements is one example of how to "challenge the influence of corporate commercialism." (Chung, S.K. & Kirby, M., 2009) According to Chung and Kirby, (2009)

"They use the same media techniques to reveal a sharp contrast between the public images of corporate America and the consequences of corporate behavior, and provide commentary on unethical or questionable business practices. By disseminating parodies of mainstream media constructs, culture jammers attempt to disrupt the cultural domination and unveil corporations' hidden agendas." (pg. 3)

Subvertisements critically address major issues, such as; where our clothing comes from, health issues caused in part by major corporations, self-image issues effecting men and women, and also political scandals. Through subvertisements, artists can change the way that information flows as well as change the way meaning is produced in our society. Therefore, it is vital that this be taught in an art classroom; not only does this give students the opportunity to develop critical thinking skills, it allows adolescents to develop an understanding about the ways that advertising and media culture effects their identity and self-image as well as that of their peers. In this unit, students will create at least three subvertisements by using acrylic gel medium transfers, acrylic paint, and pencils to appropriate and alter existing advertisements. These

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subvertisements will convey a message about their own personal identity and self- image, a social or political issue, and their feelings about both advertising and media culture.

Conclusion

Throughout this unit, students will be focusing on the effects of advertising regarding their identity and self-image. Through the use of critical discussion and written responses students will be able to understand how advertising uses idealized images and stereotypes to sell products, and how this in turn, affects the way that they view themselves and others. When creating subvertisements, students will have an opportunity to further explore this concept, while also expressing themselves creatively as individuals with a voice. Overall, the main goals of this project are for students to discover what issues they can put a voice to through the use of subvertising, how they themselves can change the way that meaning is produced, and how they can construct a positive self-image and identity while growing up in an advertising culture.

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References

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Curriculum Unit Theme: Identity and Self-Image Construction in an Advertisement Culture – Creating a Subvertisement!

Teacher: Jennifer Palm

Grade Level: 9th – 12th grade

State Visual Art Goals: VAH1-4.1, VAH1-4.4,VAH1-5.2, VAH2-1.3, VAH2-1.4, VAH2-2.2, VAH2-3.1, VAH2-3.2, VAH2-3.3, VAH2-4.4, VAH2-4.1, VAH2-5.2

State Media Arts Goals (if any): MAHS4-1.3, MAHS1-4.2,

State Language Arts Goals (if any): E1-4.1, E1-4.2, E2-5.3, E2-6.5, E4-2.2, E4-2,7

General goals for the curriculum (describe in 2-5 sentences):

My goal for this unit is for students to walk away with an understanding of the ways that advertising affects identity and self-image in everyday life. Students will discuss how advertising plays a major role in the construction, maintenance, and representation of the self and will then identify the types of advertising that convey images of ideal attractiveness, beauty, shape, weight, size, strength and gender identification. Students will also explore subvertising and discuss the ways that this type of art can change the way information flows in addition to the way meaning is created in our society. In this lesson, students will do several acrylic gel medium transfers of advertisements and then subvert them using acrylic paint and multiple transfer layers. By the end of the project, students should have altered the original image enough to convey a message about their own personal identity and self- image, along with their feelings about both advertising and media culture. Student's will then write a few paragraphs about the aesthetics of their work and what they have learned regarding advertising and its role in identity development and self-image.

| 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 | Assessment/ closure (list an assessment strategy that can be used at the end of each lesson) |
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| <p><i>Lesson 1</i> Introduction to Advertising One Class Period</p> | <p>A. Power Point of commercial advertising -Gucci Ads -Hollister Ad -Burger King Ad -Clorox Ad</p> | <p>A. Issues -General History of Advertising -Advertisement Uses -Target Audiences B. Discussion Questions -What is the purpose of advertising? - Who are the target audiences? -How do advertisements appeal to these target audiences? -How do advertisements manipulate consumers? -How does advertising affect identity and self- image? -Is consumerism gendered? -Does living in a consumer culture lead people to being unhappy?</p> | <p>-Students will begin individually researching advertising by looking in magazines. -Students will neatly cut out the advertisements that interest them -Students will explore the purpose of these advertisements (i.e. What is it promoting? Who is this product intended for? What is its message to consumers about themselves and others?) -Students will write down in their notebooks what they discovered about advertising from looking through magazines</p> | <p>-Students will understand how advertising affects identity and self-image -Students will begin to look at advertisements for examples of consumer manipulation and stereotyping -Students will understand how advertising is affecting their own lives.</p> <p>Vocabulary -Advertisement -Consumerism -Target audience</p> | <p>1. Was the student able to find good examples of advertisements? 2. Did student write down what they discovered about advertising in their sketchbooks?</p> |
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| <p>Lesson 2 Stereotyping and Idealized Images in Advertising One Class Period</p> | <p>A.- American Eagle Outfitters catalog - Hollister Outfitters Catalog - Nike Catalog B. Examples of advertisements from several magazines including Home & Garden, Sports Illustrated, Cosmopolitan, Seventeen, In Style, Vanity Fair, Glamour, Classic Cars, Car Driver</p> | <p>A. Issues -What are the benefits of advertising? -What are the disadvantages of advertising? -Do the benefits for corporations out way the disadvantages posed for young people as a result of advertising? - Are there any gender or racial stereotypes being used to sell products? - What do these images convey regarding the ideals of attractiveness, beauty, shape, weight, size, strength, and gender identity in advertising?</p> <p>B. Discussion Questions - What does the student notice as a recurring theme in advertisements targeted at their age group? - Are there any gender or racial stereotypes being used to sell products? - What do these images convey regarding the ideals of attractiveness, beauty, shape, weight, size, strength, and gender identity in advertising? - After looking at these magazines and catalogs is it more apparent that advertising affects our identity and self-image?</p> | <p>-Students will look through these magazines and explore what makes for the most affective advertisement including composition, color, emphasis, and variety. -Students will choose their favorite 3 advertisements and write brief descriptions of each in their sketchbook, making a point to express what they both liked and disliked about the ad.</p> | <p>-Student will recognize which principles of design help create an effective advertisement - Are there any gender or racial stereotypes being used to sell products? - What do these images convey regarding the ideals of attractiveness, beauty, shape, weight, size, strength, and gender identity in advertising?</p> <p>Vocabulary -Advertisement -Composition -Color -Emphasis -Variety -Consumer Culture</p> | <p>1. Was the student able to communicate why they were attracted to some advertisements and not others? 2. Was the student able to find anything in their advertisements that they thought idealized certain ways of being; such as attractiveness, beauty, shape, weight, size, strength, or gender identity?</p> |
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| <p><i>Lesson 3</i> Introduction to Subvertising One Class Period</p> | <p>A. Power Point of Subvertisement Artists -Graffiti Artists -Paul Insect -Eyesaw -Bill Posters -Polyp -Ghost Patrol -Adbuster Contributors -Kalle Lasn -Nancy Black -Richard Smith -Malcolm Kilmowicz -Visit Adbusters Website and let students pick Artists and Advertisements to look at that interest them</p> | <p>A. Issues -Discuss the purpose of subvertising and culture jamming -Discuss why subvertisements such an effective way to make a statement about consumer culture B. Discussion Questions - Why are subvertisements so effective? -What are some issues that these subvertisements address (i.e. Where do our clothing and products come from? What are some health issues that are caused by major corporations? How do major advertising corporations affect people's identity and self-esteem, What body issues does advertising cause for men and women?) -How can we change the way information flows? -How can we change the way meaning is produced in our society? How can we change the way corporations wield power?</p> | <p>-Students will use their advertisement examples collected from the magazines and make a list in their sketchbooks of ways that they could subvert these images -Students will choose at least one subvertisement talked about in class and write down in their sketchbooks the reason that the subvertisement was effective, how it got its point across, and what it was attempting to subvert.</p> | <p>-Students will understand what a subvertisement is and why it is created. -Students will express knowledge of the issues that subvertisements attempt to address. -Students will express knowledge about the way information flows, how corporations affect the way meaning is produced in society, and how advertising affects identity and self-image as a result of stereotyping and idealized images.</p> <p>Vocabulary -Subvertisement -Culture Jamming -Stereotype</p> | <p>1. Was the student able to list ways they could subvert their advertisement images? 2. Was the student able to express why subvertisements are effective and how they get their point across?</p> |
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| <p><i>Lesson 4</i> Acrylic Gel Medium Transfers One Class Period</p> | <p>A. Finished teacher examples B. Power Point of artists who utilize this method of art making - Paul Fujita</p> <p>http://www.maritscrapworld.com/blog/?p=7278</p> <p>http://banksyforum.proboards.com/thread/6943</p> | <p>A. Issues -Discuss how this medium can be utilized in subverting an advertisement -Discuss the other mediums that can be used with gel transfers -Discuss the process of scanning images into the computer -Discuss the process of using Photoshop to enlarge, flip and create high contrast images B. Discussion Questions -Why is this an effective way to subvert an advertisement? -What other mediums can be used to draw or paint on top of gel transfers? -How much contrast is needed to create a good gel transfer? -Why does the image need to be flipped? -How much can the image be enlarged?</p> | <p>-Students will begin scanning their original 3 advertisements at a high resolution on the computer to use as the main image in their subvertisement. - Students will use Photoshop to enlarge their image to the dimensions of 12 x 9 inches, cropping it if necessary. -Students will then flip and enhance the contrast of the image - While students are waiting to scan their images, they will begin brainstorming and creating thumbnail sketches in their sketch books for their subvertisements; keeping in mind the basic principles of design talked about in Lesson 1. -Student will use the notes that they took about their images in Lessons 2 & 3 to come up with ideas about how to subvert their images</p> | <p>-Students will gain an understanding of what an acrylic gel transfer is -Students will demonstrate knowledge about the principles of design in their thumbnail sketches -Students will gain an understanding of how to scan images into the computer using Epson software -Students will gain an understanding of how to enlarge and create high contrast images in Photoshop.</p> <p>Vocabulary -Acrylic gel medium transfer -Resolution -Contrast -Thumbnail sketch</p> | <ol style="list-style-type: none"> 1. Was the student able to correctly scan their images? 2. Was the student able to enlarge, flip and create a high contrast image in Photoshop? 3. Did the student use their notes from the previous Lessons to come up with ideas about how to subvert their images? |
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| <p><i>Lesson 6</i> Beginning Subvertisements One Class Period</p> | <p>A. Demonstration of how to create an acrylic gel medium transfer B. Discussion about Teacher's finished examples</p> | <p>A. Issues - Discuss and demonstrate the process of how gel transfers are created -Discuss and demonstrate the process of painting and drawing on top of the gel transfers -Discuss where other images and text can be found to transfer -Discuss unifying background options that can be created before transferring the main advertisement image (i.e. text from a book, blurry, light, or low contrast images B. Discussion Questions - How many layers of gel transfers can be used? -What can be transferred using acrylic gel medium? -Where can images be found to use in the transfer process? -What kind of images can be used to create a unified background? -What kind of medium can be used to paint or draw on top of gel transfers?</p> | <p>-Students will complete their work on thumbnail sketches -Students will then look in magazines and in used books for other images or text that could be used in their pieces. -Students will create a unifying background layer with either text, an image, or acrylic paint -Students can also use the computer to find images or text for their works. -Students will scan their found images into the computer, remembering to flip them and enhance the contrast. -Students will show the Teacher their thumbnail sketches and discuss their ideas with the Teacher</p> | <p>-Students will gain an understand of how to create an acrylic gel medium transfer - Students will demonstrate knowledge about the principles of design in their thumbnail sketches -Students will gain an understanding of how to use mixed media on top of gel transfers</p> <p>Vocabulary - Mixed media - Unity</p> | <ol style="list-style-type: none"> 1. Did the student complete their thumbnail sketches? 2. Was the student able to come up with effective ideas about how to subvert their advertisement? 3. Did the student utilize the principles of design in their thumbnails that were discussed in Lesson 1? 4. Did the student find any more images or text that could be used in their pieces? |
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| <p>Lesson 7 Creating Subvertisements One Class Period</p> | <p>A. Teachers finished examples B. Exemplar artist examples of acrylic gel medium transfers - Paul Fujita</p> <p>http://www.maritscrapworld.com/blog/?p=7278</p> <p>http://banksyforum.proboards.com/thread/6943</p> | <p>A. Issues -Discuss practice transfers -Discuss the importance of the principles of design in students work -Discuss how to begin the pieces -Discuss the process of painting and/or drawing in between creating layers</p> <p>B. Discussion Questions - How many practice transfers should be made before beginning work on the final pieces? - What is the most effective way to paint or draw on the piece in between creating transfer layers?</p> | <p>-Students will begin by doing several practice transfers with scrap computer paper until they are comfortable with the process -Students will then transfer their background image onto their watercolor paper. - Once this layer is dry students can paint and draw on top of it or transfer their main advertisement image. - After the main image is dry, students will continue to transfer more layers and enhance or alter the image with acrylic paint and/or graphite pencils.</p> | <p>-Students will demonstrate understanding of how to create an acrylic gel medium transfer -Students will show that they understand how to use mixed media in their work -Students will demonstrate knowledge of how to create a unified piece of art. -Students will effectively create a subvertisement that not only subverts an existing advertisement, but also utilizes all of the principles of design discussed in the previous lessons -Student will show that they understand how advertising effects identity, self- image, and the way meaning is created in our consumer culture.</p> <p>Vocabulary -Composition -Urban -Color -Emphasis -Variety</p> | <ol style="list-style-type: none"> 1. Did the student transfer their images correctly? 2. Did the student utilize mixed media in their pieces? 3. Did the student utilize all of the principles of design that were discussed in previous lessons? 4. Did the student create successful subvertisements with clear messages? 5. Did the student display understanding about how advertising effects identity and self -image while creating their pieces? 6. Did the student clearly convey a message about their own identity |
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| <p><i>Lesson 8</i> Creating Subvertisements Part 2 One Class Period</p> | <p>A. Teacher's finished examples</p> | <p>A. Issues - Discuss with students the most effective ways to layer images -Discuss the importance of the principles of design in students work and how these come together to create an effective composition -Talk with the students about the ideas and themes in each of their pieces B. Discussion Questions -How should the layers be arranged? - What is the most effective way to paint or draw on the piece in between creating transfer layers?</p> | <p>-Students will continue to work on their subverted images -Students will pay attention to the principles of design while creating their pieces. -Students will use multiple layers of gel transfers and mixed media in each of their pieces</p> | <p>-Students will demonstrate knowledge of how to create a unified piece of art. -Students will effectively create a subvertisement that not only subverts an existing advertisement, but also utilizes all of the principles of design discussed in the previous lessons</p> <p>Vocabulary -Composition -Urbanity -Color -Emphasis -Variety</p> | <ol style="list-style-type: none"> 1. Did the student transfer their images correctly? 2. Did the student utilize mixed media in their pieces? 3. Did the student utilize all of the principles of design that were discussed in previous lessons? 4. Did the student create successful subvertisements with clear messages? 5. Did the student display understanding about how advertising effects identity and self-image while creating their pieces? 6. Did the student clearly convey a message about their own identity |
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| <p>Lesson 9 Creating Subvertisements Part 3 One Class Period</p> | <p>A. Teacher's finished Examples</p> | <p>A. Issues - Discuss with students the most effective ways to layer images -Discuss the importance of the principles of design in students work and how these come together to create an effective composition -Talk with the students about the ideas and themes in each of their pieces B. Discussion Questions -How should the layers be arranged? - What is the most effective way to paint or draw on the piece in between creating transfer layers?</p> | <p>-Students will continue to work on their subverted images -Students will pay attention to the principles of design while creating their pieces. -Students will use multiple layers of gel transfers and mixed media in each of their pieces</p> | <p>-Students will demonstrate knowledge of how to create a unified piece of art. -Students will effectively create a subvertisement that not only subverts an existing advertisement, but also utilizes all of the principles of design discussed in the previous lessons</p> <p>Vocabulary -Composition -Urbanity -Color -Emphasis -Variety</p> | <ol style="list-style-type: none"> 1. Did the student transfer their images correctly? 2. Did the student utilize mixed media in their pieces? 3. Did the student utilize all of the principles of design that were discussed in previous lessons? 4. Did the student create successful subvertisements with clear messages? 5. Did the student display understanding about how advertising effects identity and self-image while creating their pieces? 6. Did the student clearly convey a message about their own identity |
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| <p><i>Lesson 10</i> Finishing Day One Class Period</p> | <p>A. Teachers finished examples</p> | <p>A. Issues -Discuss student's projects with them -Talk to the students about writing a few paragraphs about their pieces. -Discuss with students that this should be about the aesthetics of their pieces, the themes behind each of them, and about what they have discovered regarding the effects that advertising has on identity and self- image development. B. Discussion Questions - What should be included in these paragraphs? -How should aesthetics be discussed?</p> | <p>-Students will continue working on any unfinished pieces - Once students are finished with their pieces, they can begin writing.</p> | <p>-Students will use the knowledge that they have gained in the previous lessons to create 3 finished pieces of art.</p> | <p>1. Did the student use all of the principles of design in their pieces? 2. Was the student able to clearly communicate ideas? 2. Did the student finish their work?</p> |
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| <p><i>Lesson 11</i> Presentation of Projects and Written Responses</p> | <p>n/a</p> | <p>A. Issues -Presentation of pieces and a short description of the theme of each one -Discuss the reasons why those particular advertisements were chosen and why the student wanted to change them B. Discussion Questions - What was the original advertisement about? -Why did the students choose to change that particular advertisement? -What are the ideas behind their subvertisements? -What did they do to it to change it? -How do the student's pieces reflect their own identity and self-image?</p> | <p>-Students will present their pieces and talk about what they did to the original advertisement to subvert it -They will briefly discuss how their pieces represent their own personal identity and self-image -Students will discuss how they layered their transfers and what kinds of mixed media that they used</p> | <p>-Students will use the knowledge that they have gained in the previous lessons to create 3 finished pieces of art. -Students will clearly communicate their ideas and be able to discuss them in their written reflection and in the in class presentation</p> | <p>1. Did the student use all of the principles of design in their pieces? 2. Was the student able to clearly communicate ideas? 2. Did the student finish all 3 pieces of art and their written reflection?</p> |
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Lesson #3

Title: Introduction to Subvertising

Grade: 9th – 12th grade

Teacher: Jennifer Palm

Length: 1 hour

State visual art goals: VAH2-5.2, VAH3-2.1, VAH3-2.3, VAH3-3.1, VAH3-3.2

State media arts goals (if any): n/a

State language arts goals (if any): E1-4.1, E4-2.2, E4-2.7

Objectives:

1. Students will understand the role that advertising plays in identity and self-image development
2. Students will discover how advertising uses stereotyping and idealized images to sell products to certain target audiences
4. Students will gain knowledge about what subvertising and culture jamming is and why it happens
3. Students will discover how they can subvert advertisements and thus how they can change the way meaning is produced in our society

Concepts and vocabulary:

1. Advertising plays a major role in the construction, maintenance, and representation of adolescent's identity and self-image
2. Advertising uses television, toys, magazines, billboards, music videos, and the internet to convey images of the ideal attractiveness, beauty, shape, weight, size, and strength.
3. When advertisers use gender stereotyping and sex-role conventions to sell their products, they are conveying messages about how adolescents "are supposed to" identify, look, and perform their roles in society.
4. Subvertisements attempt to alter the way information flows, how corporations affect the way meaning is produced in society, and how advertising effects identity and self- image.
5. Subvertisements ask questions of the viewer such as; where do our clothing and products come from? What are some health issues that are cause by major corporations? How do major advertising corporations affect people's identity and self -esteem, What body issues does advertising cause for men and women?
6. -*Subvertising*: Refers to the practice of making spoofs or parodies of corporate or political advertisements. This may take the form of a new icon or an alteration to an existing image or icon, often in a satirical manner.
 - Culture Jamming*: A tactic used by many anti-consumerist social movements to disrupt media culture and it mainstream institutions, including corporate advertising.
 - Stereotyping*: A thought that may be adopted about specific types of individuals or certain ways of doing things. These thoughts and beliefs do not always reflect reality.
 - Consumer Culture*: A term given to describe a culture that defines itself through its consumption of various goods. This concept also states that economic and social cultures are based on the purchasing of commodities and services and that social functioning and behavior is bound up with the desire for these goods.

- Pencils
- Magazines
- Computer

-PowerPoint showing artwork from *Paul Insect, Eyesaw, Bill Posters, Polyp, Ghost Patrol, Kalle Lasn, Nancy Black, Richard Smith, Malcolm Kilmicz*

Student materials:

- Magazines
- Sketchbooks
- Pencils

Procedures (detailed step-by-step description including dialogue):

Introduction (15 minutes)

- At the beginning of class the terms culture jamming and subvertising will be introduced for the first time.
- Discussion about what these are and opportunity for teacher to ask, “Who has ever seen a subvertisement?”
- Students will learn that a subvertisement can be either a spoof or parody of corporate or political advertising.
- Students will view, thorough a PowerPoint, numerous artists who create subvertisements.

Discussion (20 minutes)

- Students will then participate in a critical discussion to talk and ask about Subvertisements
 - “Why do people create subvertisements?”
 - “What is the purpose of subvertising and culture jamming?”
 - “What kinds of brands do people make subvertisements of?”
 - “What makes for a good subvertisement?”
 - “What mediums to people use when making subvertising?”
 - “Why are subvertisements such an effective way to make a statement about consumer culture?”
 - “What are some issues that these subvertisements address (i.e. Where do our clothing and products come from? What are some health issues that are cause by major corporations? How do major advertising corporations effect people’s identity and self -esteem, What body issues does advertising cause for men and women?)
 - “How can we change the way information flows?”
 - “How can we change the way meaning is produced in our society?”
 - “How can we change the way corporations wield power?”

Activity (20 minutes)

- Students will use their advertisement examples collected from magazines and make a list in their sketchbooks of ways that they could subvert these images
- Students will choose at least one subvertisement talked about in class and write down in their sketchbooks the reason that the subvertisement was effective, how it got its point across, and what it was attempting to subvert.
- Students should answer the following questions in their sketchbooks:
 - “How could I subvert my chosen images?”
 - “How was the subvertisement that I viewed working effectively?”
 - “How did the artist get their point across?”
 - “What brand/image/idea did the artist choose to subvert?”
 - “Why do you think they chose this image?”

Closure:

(5 minutes)

- Students will discuss and compare/contrast their findings out loud with their classmates and teacher.

Learning center/ back up activity (if any): n/a