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Part 1: Write, and They Will Come: Press and Promotion (5 sessions)

Students write formal press releases that convey information and generate excitement about the art exhibition they are developing in *Foundations in Visual Arts, Unit 7*, or another event.

Activity 1A: Exploring the World of Promotional Media

1A.1: <i>Unit Overview</i>	Students go over the activities and expectations of the unit and preview the knowledge and skills they will learn.
1A.2: <i>Analyze Examples of Promotional Media</i>	Students analyze the content and effectiveness of a range of print and Web media publicity, then present their findings to the class.
1A.3: <i>Introduce the Assessment for Part 1</i>	Students go over the criteria for their first unit project: writing a press release.

Activity 1B: Listening to the Pros

1B.1: <i>Journal Writing: Questions for Practitioners Panel</i>	Students develop questions for a question-and-answer session at the practitioners panel.
1B.2: <i>Practitioners Panel</i>	Students attend a panel presentation by professionals in the field of promotional media.

Activity 1C: Getting the Word Out: Writing Press Releases

1C.1: <i>What Is a Press Release?</i>	Students role-play to discover the information that must be included in a press release.
1C.2: <i>Analyzing Press Releases</i>	Student pairs analyze examples of professional press releases for structure, content, and voice.
1C.3: <i>Writing Your Own Press Release</i>	Students draft, review, and revise their press releases.

Activity 1D: Assessment 1

Students complete the student comment section of the assessment and hand in their press releases for evaluation before sending them to appropriate media outlets.

Part 2: Working with a Vision: Creating Artist Statements (5 sessions)

Students explore their goals as artists and communicate them in artist statements.

Activity 2A: What Is an Artist Statement?

Students learn about the nature and purpose of artist statements, and preview the assessment for Part 2.

Activity 2B: Journal Free-Write on Creativity

Students begin exploring their own creative process and artistic goals in their journals.

Activity 2C: An Artist I Admire

2C.1: <i>Preparing for the Exhibition Visit</i>	Students prepare to attend a virtual field trip, where they will critique the work of an artist they admire.
2C.2: <i>Visiting the Exhibition</i>	Students select an artist they admire from an online exhibition and answer questions about his or her work.
2C.3: <i>Exhibition Follow-Up</i>	Students share their responses to questions about their chosen artists and discuss the critique experience as a class.

Activity 2D: Analyzing Artist Statements

Students work in pairs to analyze two artist statements for content, voice, language, and structure, and discover characteristics that make a statement effective.

Activity 2E: Writing Your Artist Statement

Students write their artist statements, applying what they have learned by analyzing other artworks and artist statements.

Activity 2F: Assessment 2: Artist Statement

Students fill out the student comment section of the assessment and turn in their artist statements for evaluation.