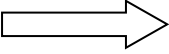


Document the embedded Universal Constructs using the table below. Consider indicating and tracking when a concept or skill is Introduce (I), Reinforced (R), or Mastered (M) and assessed.

<b>Iowa Core Universal Constructs</b> <a href="https://www.educateiowa.gov/pk-12/content-areas/arts">https://www.educateiowa.gov/pk-12/content-areas/arts</a> 		CRITICAL THINKING	COMPLEX COMMUNICATION	CREATIVITY	COLLABORATION	FLEXIBILITY & ADAPTABILITY	PRODUCTIVITY & ACCOUNTABILITY
<b>Artistic Process</b> 	<b>National Core Arts Standards NAEA, 2014</b> <a href="http://www.nationalartsstandards.org/">http://www.nationalartsstandards.org/</a> 						
<b>CREATING: Conceive and develop new artistic ideas and work.</b>	Anchor Standard: Generate and conceptualize artistic ideas and work.	x	<b>X</b>	x		x	x
	Anchor Standard: Organize and develop artistic ideas and work.	x	<b>X</b>	x		x	x
	Anchor Standard: Refine and complete artistic work.	x	<b>X</b>	x		x	x
<b>PRESENTING: Interpret and share artistic work.</b>	Anchor Standard: Analyze, interpret, and select artistic artwork for presentation.	x	<b>X</b>	x			
	Anchor Standard: Develop and refine artistic techniques and work for presentation.	x	<b>X</b>	x			
	Anchor Standard: Convey meaning through the presentation of artistic work.	x	<b>X</b>	x			
<b>RESPONDING: Understand and evaluate how the arts convey meaning.</b>	Anchor Standard: Perceive and analyze artistic work.	x	<b>X</b>	x			
	Anchor Standard: Interpret intent and meaning in artistic work.	x	<b>X</b>	x			
	Anchor Standard: Apply criteria to artistic work.	x	<b>X</b>	x			
<b>CONNECTING: Relate artistic ideas &amp; work with personal meaning and external context.</b>	Anchor Standard: Relate artistic ideas and work with societal, cultural and historical context to deepen meaning.	x	<b>X</b>	x			
	Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.		<b>X</b>	x			

**Visual Arts Lesson Plan****Title: Mona Lisa Advertising****Author: Ronda Sternhagen****Age Group: High School****District, Building, or Department Goals or Objectives:**

- Students will read an online article about Leonardo da Vinci and his work.
- Students will review a variety of *Mona Lisa* images available.
- Students will draw a demographic at random and select a product geared to that demographic to use the *Mona Lisa* or a likeness of the *Mona Lisa* to advertise using Photoshop® and Photoshop tools such as polygonal lasso tool, quick selection tool, magic wand, and filters to name a few, thinking carefully about the advertising message and product placement, etc.
- Students will announce their randomly demographic, product selection and the manufacturer of the product on the class blog.
- Students will create a two-page layout in Comic Life® for their graphic novel/notebook featuring an image of the original *Mona Lisa*, their advertisement using *Mona Lisa*, as well as information about the manufacturer of the product being advertised, five facts about Leonardo da Vinci and five facts about *Mona Lisa*.

**Description:**

Students will analyze how famous works of art are increasingly being used to advertise products in today's society by examining a number of examples. Students will select and use a famous work of art to create an advertisement for a product geared to a specific demographic group and assess advertisements created by classmates for appropriateness and effectiveness.

**Cross-Curricular Connections:**

Reading — Online article about Leonardo da Vinci and his work

Writing — Blog entry about demographic, product selection and manufacturer

Social Studies — Determination of product for randomly selected demographic

Technology — blog, wiki, Photoshop®, Comic Life®

**Teacher Preparation:**

- Become familiar with the technology and software being used in this lesson or make alterations using available technology and software.
- Research available images of *Mona Lisa* used in advertising and make these images available to students.
- Preview "Part Two: Leonardo da Vinci" video and make available to students.
- Copy *Mona Lisa* Word Scramble that accompanies

**Materials and Resources Needed:**

Website(s): Article [http://www.artchive.com/artchive/L/leonardo/monalisa\\_text.jpg.html](http://www.artchive.com/artchive/L/leonardo/monalisa_text.jpg.html)

The Mona Debbie <http://www.isidore-of-seville.com/monalisa/23.html>;  
<http://www.studiolo.org/Mona/MONA17.htm>

Gateway computer advertisement <http://www.isidore-of-seville.com/monalisa/23.html>;  
<http://www.studiolo.org/Mona/MONA17.htm>

Prince pasta sauce advertisement <http://www.hessdesignworks.com/Mona%27s.html>

\*Links were live and accurate as of September 1, 2009.

Video(s) / Film(s): Discovery Education video "Part Two: Leonardo da Vinci"

<http://player.discoveryeducation.com/index.cfm?guidAssetId=D76A656E-34C9-43D4-934B-F1950FA6F940&blnFromSearch=1&productcode=US>

\*Link was live and accurate as of September 1, 2009.

Book(s): Hoffman, Barry. *The Fine Art of Advertising*. (New York: Stewart, Tabori & Chang, 2002).

Ford Advertisement on page 64; Prince pasta sauce advertisement on page 56.

Equipment: Computers, digital cameras

Software: Photoshop®, Comic Life®

*Mona Lisa* Word Scramble:

### Leonardo da Vinci's "Mona Lisa"

To accompany your reading assignment: [http://www.artchive.com/artchive/L/leonardo/monalisa\\_text.jpg.html](http://www.artchive.com/artchive/L/leonardo/monalisa_text.jpg.html)

AASMNOIL Leonardo's work which is perhaps even more famous than "The Last Supper"

COIMACSA \_\_\_\_\_'s figures look somewhat hard and harsh, almost wooden.

YCEVNKA \_\_\_\_\_ was patient in his imitation of nature.

ANMETGNA No one could know more about correct drawing and perspective than \_\_\_\_\_.

BIITLLETOC \_\_\_\_\_ tried to emphasize waving hair and fluttering garments to make them look less rigid.

FSUMTOA \_\_\_\_\_ is the blurred outlined and mellowed colors that allow one form to merge with another.

SEIPSRNOEX A portrait's \_\_\_\_\_ rests mainly in two features: the corners of the mouth, and the corners of the eyes.

INZOROH The \_\_\_\_\_ on the left side of the "Mona Lisa" seems to lie much lower than the one on the right.

**Strategies:**

Modeling, demonstration and research

**Vocabulary:**

Demographic (characteristics and statistics of human population)

**Plan:**

**Attach/Include any assessment documents, follow up lesson plans, or resource articles needed.**

- Students will read an online article from [http://www.artchive.com/artchive/L/leonardo/monalisa\\_text.jpg.html](http://www.artchive.com/artchive/L/leonardo/monalisa_text.jpg.html).
- Review the variety of *Mona Lisa* images available.
- Since *Mona Lisa* is said to be the most recognized work of art in the world, she is widely used to advertise a variety of products. Students will select a product geared to the age group drawn at random that she will advertise and announce their product selection and the manufacturer of the product on the class blog.
- Students will create their *Mona Lisa* advertisement in a 12x18" format, thinking carefully about the advertising message and product placement.
- Students will create a two-page layout in Comic Life<sup>®</sup> for their graphic novel/notebook featuring their advertisement using *Mona Lisa*, as well as corporate information about the manufacturer of the product being advertised and brief biographical information about Leonardo da Vinci.

**Assessment:**

Working knowledge of Photoshop<sup>®</sup> and Comic Life<sup>®</sup> ...ongoing informal assessment

Discussion Board Entries Evaluation

*Mona Lisa* advertisement posted on discussion board, as well as the product being advertised and why you believe the *Mona Lisa* was selected to advertise this product.

0 1 2 3 4 5

Demographic group selected and product to be advertised by *Mona Lisa* announced on discussion board

0 1 2 3

Total \_\_\_\_\_ / 8

*Mona Lisa* Word Scramble

Total \_\_\_\_\_ / 8

**Assessment (continued):**

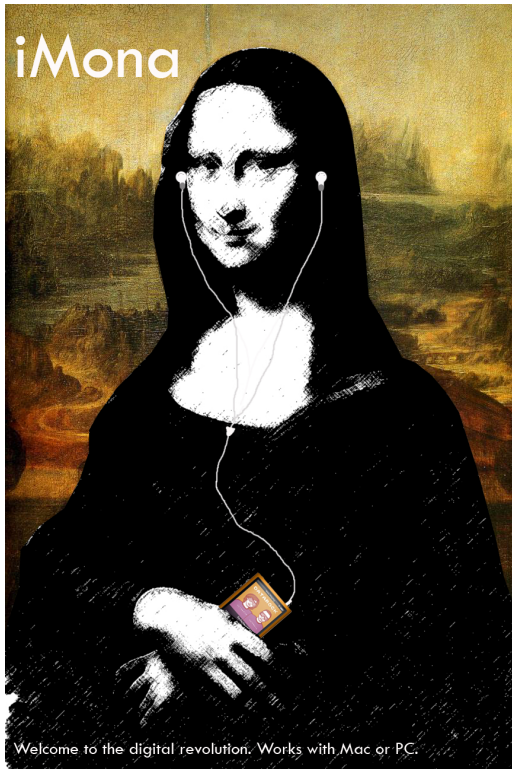
Mona Lisa advertisement created in Photoshop®

Selected product is appropriate for the randomly selected demographic	0	1	2	3		
Photoshop® was used successfully to place a product in the advertisement	0	1	2	3		
Appropriate Photoshop® tools were used to create the advertisement	0	1	2	3		
The <i>Mona Lisa</i> or a likeness of the <i>Mona Lisa</i> is unmistakable	0	1	2	3	4	5
Body copy for the advertisement is appropriate to the product	0	1	2	3	4	5
Total _____/ 19						

Comic Life® Two-Page Layout Evaluation

Includes an image of the original <i>Mona Lisa</i> and the student-created advertisement featuring the <i>Mona Lisa</i>	0	1	2			
Includes five facts about Leonardo da Vinci	0	1	2	3	4	5
Includes five facts about <i>Mona Lisa</i>	0	1	2	3	4	5
Includes information about the product used in the advertisement	0	1	2	3		
Total _____/ 15						

**Student Sample:**



**Follow Up Activities:**

There is nearly an unlimited number of other works of art that could be explored in a similar manner:

- Michelangelo — Dress *David* for travel to another destination and have *David* write a journal of his travels.
- Leonardo da Vinci — Explore the personality traits of the disciples in *The Last Supper* and create a new *Last Supper* using people who share similar personality traits.
- Edvard Munch — Examine a variety of reasons why Munch may have created such a “troubled” sky in *The Scream* and create your own version of the famous work with what makes you scream.
- Grant Wood — Analyze the variety of ways that the *American Gothic* is used to address societal issues and create a magazine cover using the likeness of the *American Gothic* that addresses a current societal issue.

**Resources and References:**

Sternhagen, Ronda Renee Kardell. “Art and the Evolution of Mass Media.” Cedar Falls: University of Northern Iowa. 2009.

For questions about this lesson, contact Ronda Sternhagen, [rsternhagen@spartanpride.net](mailto:rsternhagen@spartanpride.net).