

Instructor Manual

Community Art Show

**Advanced High School Photography,
Grades 10-12
Liz Moore**







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Materials list

- Students need 10 original portfolio quality photos, cropped 8" x 10" and saved as .jpeg
- A computer station for each student
- A color printer
- 5 pieces of photo paper per student
- Regular printer paper
- 5 precut 8 x 10 mats per student
- 1 11 x 14 frame per student
- 2 Command strips per student
- Scissors
- Butcher paper to cover tables for clean matting
- Microphones for recording

Software

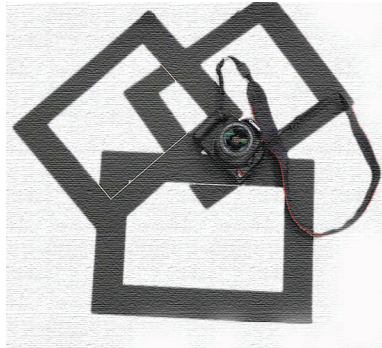
- **Audacity** - *Free sound editing software that can be downloaded to your computer from <http://sourceforge.net/projects/audacity/>*
- **Spreadsheet editing software**, such as *Google sheets for free if your have a Gmail account or Excel, which is standard in education but costs the school district*
- **Gmail**, *a free email program that requires a quick set-up, <https://accounts.google.com/>*

Resources

Included in this lesson for the teacher

- Spreadsheet template
- Rubric for spreadsheet
- Job interview handout
- Video for job interview skills youtube link
- Rubric for job interview skit
- Bad email video youtube link
- Basics of email video youtube link
- Rubric for email inquiry
- Van Gogh Puzzle
- Van Gogh Mini Wall
- How to arrange your show youtube link
- Rubric for Mini Wall
- Video demonstration for matting and framing youtube link
- Self grading step by step rubric
- Mind Map handout
- Artist statement template
- Self grading for free advertising rubric
- Video on promotion your work youtube link
- Video overview on thank you notes youtube link
- Thank you note template
- Video on how to use the template youtube link
- Rubric for thank you note

These handouts can also be downloaded in electronic format from <https://sites.google.com/a/wgu.edu/community-art-show/>

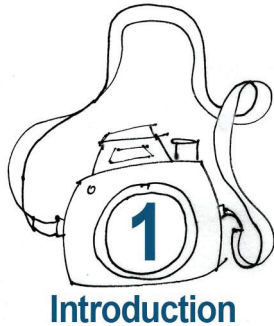


Overview of the unit

This unit is for high school advanced photography students who have developed a portfolio and are ready to publish. They will take a next step in their artistic journey by learning one way to publish their portfolio and negotiating space and time for an original art display with local community member/ business by putting up an art show of five to ten pieces for a minimum of one day and maximum of two weeks. They will develop skills to communicate by practicing job interviewing, thank you notes and email etiquette. They will promote their own art by writing a brief artist's statement to include in their show with the teacher email (and for safety reasons) as way to receive feedback on their photography. They will learn how to advertise their show for free by investigating free sources of advertising such as facebook, local newspaper and school newspaper. The students will show responsibility by committing to an agreed upon time limit, cleaning up their show and delivering a thank you note. This unit reflects a photo industry skill that is relevant to the work world today and relevant to all students entering the job market.

Instructional Goal Statement

At the end of the unit, the advanced photo students will be able to define and choose location for a student community art show using industry standard job interview skills such as knowing three facts about the company, using eye contact, appropriate dress and having a resume prepared. They will be able to matt, print and frame photos for display in the community. They will know how to communicate with a community member for the purpose of publishing their art and will follow through on the process of creating a community art show by setting up and advertising their work. Publishing artwork is an important step in the process of creation and this unit takes the student through this step. The advanced photo student will continue to travel on their artistic journey by having the authentic community art show. Being able to arrange, plan, setup, advertise individual work while being responsible is a real world skill for an artist or photographer.



Lesson 1:

What is a community art show?

Lesson Overview:

This is the first lesson in the unit that takes the advanced photography student through the steps of putting on their own community art show. In this first lesson the student will explore a virtual art gallery, pick one photo to put up on the computer screen and walk around to see everyone's "photo" choice. Next, using shared Google doc students will explore the definition of a community art show, share places that they have seen art in their community and end with the data for ten possible choices for a location for their personal photography show entered in a spreadsheet template.

Materials needed:

- Computer workstations for each student
- Gmail
- Teacher projector from computer

- Internet access
- Spreadsheet template for locations
- Rubric for spreadsheet

Lesson Objective:

Given the phrase "Original community art show", the student will be able to define the phrase in a high school level paragraph with 100% accuracy, relate individual experience of seeing art shows by pairing and sharing with a partner in class and then by brainstorming and identify possible locations to inquire for their original community art show by using a spreadsheet template to collect data for 10 possible locations and ranking them to determine choices.

Time:

One class session (55 min.)

Classroom Set-up:

Horseshoed around the classroom on three walls are 35 computer workstations. In the center of the room are three tables that seat 12 students.

Step 1: Pre-Instructional Activity

1. As students enter the room they check their Gmail for the link http://www.moma.org/collection/browse_results.php?unparsed_search=3&allDecades=true&cb_imgo=on&selectedDepartments%5B%5D=4&filterSubmit.x=73&filterSubmit.y=12 to an online art



collection. They have been instructed in the Gmail to browse the online gallery for 10 minutes searching for a collection of photography work that inspires them.

2. When all the students have logged into the machines, read their Gmail and linked to the website, browsed in the site for 10 minutes, the teacher asks the students to put the best photo they have found that is inspiring on the screen as large as they can, when that is done, students are instructed to stand next to their computers.

3. Next the teacher will have the class circle around to each computer stopping for a few seconds at each display to view the inspiring photos their classmates have chosen.

4. Students sit at the computers with their back to the screen while teacher explains that in the new unit, they will learn how to show their own work in the local community in a community art show. The teacher explains that they will learn to what a community art show is and how to identify a location that would be work for their photography portfolio.

Step 2: Content Presentation

1. Instruct the students sit at the computer and number them in groups of six. Each number one will share a Google doc that they have opened and written on. "What is a community art show? Each student writes his or her ideas on the doc in a sentence.

2. As a group of six, the teacher asks the students to look at their doc for common ideas and phrases. The teacher asks each student to

write a revised statement of what a community art show is.

3. The teacher asks the students in their group of six to vote and chose the statement they want to share to the class that represents the best of their ideas and to email it to the teacher.

4. The teacher then turns on the projector and opens Gmail. She shows each group's emailed sentence to the class on the projector screen, commenting on the completeness of the definition.

5. Next the teacher asks students to pair up with the student next to them. Then they are to discuss places they have seen a community art show. The teacher walks around the room observing the conversations. The teacher instructs each student pair to have one locale to share out to group. Then the class takes turns sharing out locales.

Step 3: Learner Participation

1. After hearing the class share out the students is asked to sit quietly and individually brainstorm lists of places they could imagine themselves showing their work. They are given a spread sheet template and ten minutes to write down as many places they can think of, either that have been said in class or not. Then they are given 10 minutes to input these places in the name column, research contact info, address, phone, email, and possible ranking to put into the spreadsheet. At the end the spreadsheet will have the contact name, address, email, phones and ranking columns



filled out for 10 records. Then student will sort by ranking column and students will highlight the first choice to contact.

the spreadsheet by the spreadsheet rubric. The rubric is categorized by advanced, proficient, basic and below basic. This rubric assigns 30 points but is easy to revise point structure.

Step 4: Assessment

Before they leave, the students are instructed to turn in location spreadsheet for their personal photo show to the teacher by sharing the spreadsheet with the teacher or attaching it to Gmail including a few sentences naming top location and why this would work for the student’s show. The teacher will assess

Step 5: Follow-Through Activities

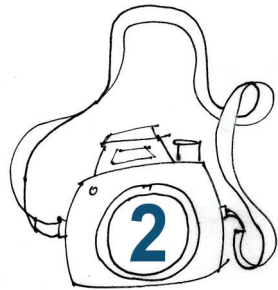
The students text or email one friend or family member to ask them if they have seen any photo displays in the local community lately, explaining about the lesson to them so they understand the question.

See Appendix A - Spreadsheet template

Spreadsheet template for location of student show (replace with your own ideas and collect data)							
Name of Business	Contact name	Address	Email	Phone number	1-5 Rating - In your opinion, one being the highest	Dates available	Hours of operation
Library	Ms. Suzi Smith						
Community Center	George Maple						
Hair Salon	Sally Hirstyle						
School District Office	Principal Brown						
Government Center	Sheriff Ed Tall						
Coffee shop	Sam and Rita Grind						
Restaurant	Bob Baker						
Art Studio	Pablo Picasso						
Clothes boutique	Eva King						

See Appendix B - Rubric for art show location

Rubric for art show location 30 points possible					
	Advanced 10pts	Proficient 8-9 pts	Basic 6-7 pts	Below Basic less than 6 points	Total
Complete data	There are 10 complete and appropriate records filled out in detail	There are 8-9 complete and appropriate records filled out in detail	There are 6-7 mostly complete and appropriate records	There are less than 6 mostly complete records	
Ranked and sorted	The ranking column is completely filled out and the records are sorted by top rank. The top ranking record is highlighted	The ranking column is completely filled out and the records are sorted by top rank. The top ranking record is highlighted	The ranking column is filled out and the records are sorted by top rank.	The ranking column is somewhat filled out	
Sentences to teacher explaining why this location is best	3 detailed sentences have been emailed to teacher explaining why this location is the best choice for the student	2 detailed sentences have been emailed to teacher explaining why this location is the best choice for the student	2 sentences have been emailed to teacher explaining why this location is the best choice for the student	1 sentence has been emailed to teacher explaining why this location is the best choice for the student	



Job interview skills

Lesson 2:

Job interview skills

Lesson Overview:

The teacher will present industry standard job interview skills and the students, in a group of four, will compose and perform a skit demonstrating job interview skills, role playing a good interview and a bad interview which will include, proper eye contact, confident handshake, using a previously prepared resume for the interview and knowledge about a company that hires photographers, (for this lesson we will use National Geographic) by stating three relevant facts and being able to answer typical job interview questions.

Materials Needed:

- Handout that lists job interview skills
- Projector to show video or internet access
- Video for pre instruction - www.youtube.com/watch?v=ZDIQRYM6XpE

- <http://career-advice.monster.co.uk/job-interview/job-interview-behaviour/general-job-interview-skills-video/article.aspx>
- Rubric for skit

Lesson Objective:

Given industry standard job interview skills, the student will compose and perform a skit demonstrating job interview skills which will include, proper eye contact, confident handshake, and knowledge about a company by stating three relevant facts, resume and able to answer typical job interview questions.

Time:

Two class sessions (55 min.) each

Classroom Set-Up:

Students are seated in tables in groups of four with individual access to computers and word processing at assigned computers around the room.

Step 1: Pre-Instructional Activity

As students enter the room the Monty Python video is cued up. <https://www.youtube.com/watch?v=ZDIQRYM6XpE> and they given a job interview skills handout are instructed to take their seats. They are instructed to pre read the handout and check off skills noticed in the video as professional or unprofessional. The teacher takes five minutes for students to pre-read while roll is taken and then the video



is started. At the end of the movie, the teacher reviews each point and has students raise their hand for which category they choose.

Step 2: Content Presentation

1. The teacher states what most people will have to be in a job interview at some time in their life. The teacher asks by a raising of hands, who has already been to a job interview? Then, did they get the job? The teacher says that this experience will help their group with this lesson.

2. The teacher says that this will be a group presentation of a professional job interview and unprofessional one and allows for time for students to group up. This class of students has been together for almost 2 years and they have experience in making groups.

3. The teacher explains that in the student presentation there should be an interviewer, a receptionist and two interviewees and that there will be a training video to watch to get the information that the students will need to compose the skit. Each student should have a write their part in collaboration with the group so they will be taking notes about their part during the video. The teacher hands out the rubric for grading before the group starts as a reference for the activity and it's success.

4. The teacher gives time in the group for each part to be assigned before beginning the training video.

5. The teacher says that the job interview handout given at the beginning of class is a great way to take notes during this video be-

cause the important points of an interview are listed. A student would add to these points as they watched the video by jotting down notes under each job skill listed.

6. The teacher gives the students 2 minutes to get pens or pencils, situate themselves to see video screen and then teacher starts the video.

Step 3: Learner Participation

1. The students are take notes during the video.

<http://career-advice.monster.co.uk/job-interview/job-interview-behaviour/general-job-interview-skills-video/article.aspx>

2. When the video ends, they move to the tables to discuss information about the video in their groups. They have a handout with important information to read together and then composing a skit that can be performed in the classroom the next class period. Students write the script together as it develops from their notes and conversation using the given structure of a receptionist, a boss and one good interviewing person and one bad interviewing person. Passing around and adding to a paper or at a class computer using a shared doc can do this on.

3. Each group must turn in one copy of the script or share it to the teacher at the end of class, grading or revising the content of the skit according to the previously given rubric.

4. The student practices the skit once it has been composed.



Step 4: Assessment

Students have already self assessed the content of the skit using the rubric. The teacher will watch the students perform the skit with their rubric in hand and adjust accordingly. The rubric is categorized by advanced, proficient, basic and below basic. This rubric assigns 60 points but is easy to revise point structure.

Step 5: Follow-Through Activity

Students perform the skit the next class period in front of their peers.

See Appendix C - Job interview skills

Plan a skit

Imagine you are in one of these scenarios, as either the business owner or as the artists walking in asking about having a show in your place of business. Using the six simple facts given, you have 20 minutes to discuss and prepare a skit. Show two examples of each fact, a good example and a bad example. Involve everyone in some way to show your understanding.
Find the skit your group will prepare and start practicing. The length should be no longer than 3-5 minutes. You can use available classroom furniture for props.

- Group one** - You are the head librarian at public library
- Group two** - You own a coffee shop that is popular
- Group three** - Boutique downtown and upscale owner
- Group four** - Government center and secretary in charge
- Group five** - Board of Education meeting and School Superintendent
- Group six** - Art Gallery and art gallery owner

Fact One - Business owners expect you to be familiar with who they are, what they're about, what they stand for, and also their history. This might even extend to an understanding of their physical space, an awareness of the types of people who go there, and of any other relevant cultural, political or social underpinnings. Don't just drop a packet off, a random email or phone call without any idea where you are or why you're doing it other than that you know you're in a business. That's a consummate non-starter.

Fact Two - You must demonstrate a sense of engagement, sincerity, authenticity and genuineness-- these qualities are always good. Describe your art in your own words rather than in art-speak. Have a website or samples to show the style of your work. First and foremost, gallery owners want to get a sense of who you are as a person. Save the bragging for later.

Fact Three - Be flexible about pricing and willing to work with the business in this regard. One reason businesses give shows in the first place is that they believe the artists' prices are fair to begin with and that they can sell the art at those levels. Bump them too high over what you've been selling for and you risk selling nothing. Be aware that it's far better to sell everything at reasonable prices than nothing at unreasonable prices. And hey-- a sold out show looks pretty good on a resume no matter how much the art sold for. Yet, always price to break even plus a little more. As a student this might be the first time someone has bought your work.

Fact Four - Don't make too many demands. That is always problematic, especially early on in a relationship. The business owner is helping you out. Be respectful, confident and thankful.

Fact Five - Don't constantly call or email or badger or ask to speak with the business owner. Keep contact to a minimum, especially at the outset or if you're waiting to hear whether you're getting a show. It either will or will not happen, and you'll find out soon enough.

Fact Six - Talk about what's right as opposed to what's wrong. Don't constantly ask to go over things, or stress out about minor details. These kinds of behaviors can damage or destroy established relationships or worse yet, prevent new ones from ever getting started. Have a positive attitude.

See Appendix - Rubric for job interview skit

Rubric for group grading - Read each category and use it to inform you of the task at hand. When you have completed a script, reread and circle where your group stands in the task. Each person in group fills one out and gives to teacher.					
	Advanced 10 pts	Proficient 8-9 pts	Basic 6-7 pts	Below Basic 0-5pts	
	Self grading rubric for group Job interview				
Roles in group - Shown in the writing and performing of the skit.	The roles of 4 group members receptionist, employer, good interviewer and bad interviewer are clearly defined as demonstrated in written skit.	The roles of 3 group members receptionist, employer, good interviewer and bad interviewer are clearly defined as demonstrated in written skit.	The roles of 2 group members receptionist, employer, good interviewer and bad interviewer are clearly defined as demonstrated in written skit.	The roles of receptionist, employer, good interviewer and bad interviewer are clearly defined as demonstrated in skit.	
Interviewer - Shown in the writing and performing of the skit.	Conducts the interview engaging the interviewee with 4 or more typical job interview questions.	Conducts the interview engaging the interviewee with 3 typical job interview questions.	Conducts the interview engaging the interviewee with 2 typical job interview questions.	Conducts the interview engaging the interviewee with one typical job interview questions.	
Good interviewer - Shown in the writing and performing of the skit.	Has an alert attitude, brings resume, has knowledge about the company and states it in the interview by communicating 3 facts, maintains good eye contact and starts with a firm handshake. Is able to answer questions about him/herself.	Has a mostly alert attitude, brings resume, has knowledge about the company and states it in the interview by communicating 2 facts, maintains good eye contact most of the time and starts with a firm handshake. Is able to answer questions about him/herself.	Has a somewhat alert attitude, brings resume, has knowledge about the company and states it in the interview by communicating 1 fact maintains some eye contact most of the time and starts with a firm handshake.	Has a somewhat alert attitude, forgets resume, has knowledge about the company and states it in the interview by communicating 1 fact maintains some eye contact most of the time and forgets handshake.	
Bad interviewer - Shown in the writing and performing of the skit.	Slouches, texts during the interview, doesn't answer questions about himself, forgets resume and doesn't look the interviewer in the eye and doesn't shake his hand	Slouches, doesn't answer question about himself, forgets resume and doesn't look the interviewer in the eye and doesn't shake his hand	Slouches, answers some questions about himself, forgets resume and doesn't look the interviewer in the eye	Slouches and doesn't communicate at all.	
Receptionist - Shown in the writing and performing of the skit.	Greets the interviewer, asks for the resume, comments on the weather, and walks the interviewer to the boss. Stays in the interview, Then when the interview is over, takes them to the door, ending with a "thanks for coming" phrase	Greets the interviewer, comments on the weather, and walks the interviewer to the boss. Stays in the interview, Then when the interview is over, takes them to the door, ending with a "thanks for coming" phrase	Greets the interviewer, asks for the resume, comments on the weather, and walks the interviewer to the boss.	Walks the interviewer to the boss.	
Questioning - Shown in the writing and performing of the skit.	4 or more typical job interview questions are written according to information gathered from video and handouts and internet research.	3 typical job interview questions are written according to information gathered from video and handouts and internet research.	2 typical job interview questions are written according to information gathered from video and handouts.	1 typical job interview questions are written according to information gathered from video and handouts.	



Email etiquette

Lesson 3:

Email Etiquette

Lesson Overview:

The teacher will present a career technical skill, basic email etiquette rules to the students and the students will compose an email to a prearranged business owner introducing themselves and inquiring about having a community art show at their business location. The student will do a follow-up inquiry in person using the email as an introduction and the skills communication skills from the job interview lesson.

Materials Needed:

- Gmail account
- Bad email etiquette video
<https://youtu.be/wSiHd7Imogk>
- Specifics of Standard email presentation
<https://youtu.be/3AdyOKRb1kE>
- Rubric for email etiquette

Lesson Objective:

Given basic email etiquette rules, the student will prepare an email by creating an inquiry mailed to the teacher and then to a business owner with 100% accuracy. Given practice with basic job interviewing techniques and location possibilities, the student will arrange for a space and time for community art show with one local business owner verbally or by email and confirm it with the teacher and business owner via email with 100% accuracy.

Time:

55 minutes

Classroom Setup:

The class can view the presentation for the pre-instructional activity and the content presentation on a computer screen, projected on a wall or on their phone. This is a hybrid online class the lesson will be presented on the projector with learner participation at the computer stations. Horseshoed around the classroom on three walls are 35 computer workstations. In the center of the room are three tables that seat 12 students.

Step 1: Pre-Instructional Activity

As the students walk in, a multimedia presentation created by the teacher, found on YouTube called Bad email etiquette is set up ready to play showing 7 improper emails.



1. The teacher says “When viewing this presentation on bad email etiquette, take notes for group discussion about business etiquette. There are seven slides. A spokesman from your group will share out with a solution for correcting one of the bad emails. Please prepare answers for all seven. I will mix up which groups answer what. Teacher shows the presentation, students group up, come up with solutions and share out as teacher mixes up which group to chose. Any questions?”

Step 2: Content Presentation

1. The teacher says “Please open up your Gmail and click on the compose button.
2. The teacher says “Watch how to write a business email on YouTube. I have emailed you the link.”
3. The specifics of a standard business email will be presented to the student in a video <http://youtu.be/3AdyOKRb1kE> that can be watched as a whole group and/or then individually once through then stopped and started by the student while they are creating their own email.

Step 3: Learner Participation

1. The students are instructed to write an email introduction and inquiry to their first choice for a community art show from the spreadsheet from lesson 1.
2. While watching the content presentation again and pausing to think, create and

write the student drafts an email to a business owner.

3. The student will send the draft to the person on their left for peer editing. The peer-editing rubric will be followed.
4. The student will send the edited draft to the teacher for grading.
5. The teacher will respond back with either changes or the okay to send the email inquiry to the previously identified business owner.

Step 4: Assessment

Students will peer assess with the rubric and the teacher will double check the peer assessment following the same rubric, communicating with student to achieve 100% before sending email out. The rubric is categorized by advanced, basic and below basic. This rubric assigns 30 points but is easy to revise point structure.

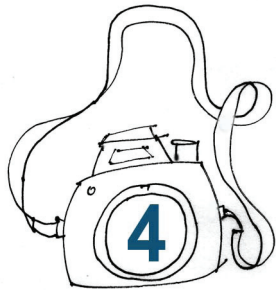
Step 5: Follow-Through Activity

The student will communicate with teacher via email to create a proper document to send to the business owner. When it is 100% it will be sent out. After waiting two days or after a response the student will visit the business owner in person after school to follow-up on the inquiry and report back to the teacher via an email. The teacher will work with students to ensure a business owner is available for each student.



See Appendix E - Rubric for email etiquette

Peer editing rubric for email etiquette			
	Advanced 5pts.	Basic 3-4pts.	Below 0-2 pts.
Gmail address	Email address of student sender is appropriate and businesslike	Email of student is somewhat appropriate but could be better	Email address of student sender is not appropriate and businesslike and needs to be changed
Salutation	Salutation is appropriate and businesslike as in the examples	Salutation of student is somewhat appropriate but could be better	Salutation isn't appropriate and needs to be changed
Body	The body of the email is concise and to the point	The body of the email is somewhat concise and to the point.	The body is long and inappropriate and needs to be changed
Closing	Closing is appropriate and businesslike as in the examples	The closing is somewhat appropriate though not like the examples.	Closing isn't appropriate and needs to be changed
Grammar and spell check	There are no grammatical or spelling errors	There are 2 or less errors in spelling or grammar	Spell check appears to not have been run
Peer edited	This email has been peer edited and approved by the editor.	This email has been peer edited and needs revision.	This email has not been peer edited.



Arrange a show

Lesson 4:

Arranging your own photography for display

Lesson Overview:

Students will learn and practice how to arrange their own photography work for display taking into consideration size, color and theme by arranging a show of Vincent Van Gogh's work together and then arranging a mini-version of their own show on their own.

Materials Needed:

- 10 digital photos, jpegs of individual photographic work
- Vincent Van Gogh Puzzle
- Vincent Van Gogh Mini Wall
- Vincent Van Gogh Rubric
- Computer
- Scissors for each student
- Printer

Lesson Objective:

Given a practice wall template, the student will illustrate a knowledge of how to arrange their own photography based on color, size and theme by selecting their best 10 photos in electronic format and laying them out on a given template.

Time:

Two class sessions (55 minutes)

Pre-instruction and teacher lecture on day one, learner participation on day two.

Classroom Set-Up:

Students are seated in tables in groups of six with individual access to computers and word processing at assigned computers around the room.

Step 1: Pre-Instructional Activity

1. Note to teachers, you will need scissors for this project. Students can share. Determine your group and number of scissors necessary and make scissors easily accessible to students. Pre print the handouts.

2. As students walk in the door, hand them the Van Gogh Puzzle and Van Gogh Wall. Tell them to cut out the paintings and arrange them on the 10" x 8 " Van Gogh Wall handout. Limit the time to 20 minutes. They can use tape or just set them on a flat surface, as they will be rearranging later. Let the students work on their own, making their own decisions.

3. Tell them all solutions are ok.



Step 2: Content Presentation

The teacher will present lecture on color, size and theme. It can be found on You Tube. <https://www.youtube.com/watch?v=o3yictCyYu0> Please review it first. There are slides that ask you to pause for 3 minutes for student to practice concept presented.

After each mini presentation, students will rearrange their “art show” with color in mind, then size in mind, theme and eye level in mind. At the end, students will wrap up by rearranging art pieces keeping these concepts together for a final version of the mini art show. Next, they will review the concepts by writing a step-by-step plan for organizing an art show to turn in to the teacher.

Step 3: Learner Participation

Teacher - Students will need digital files of their 2-D portfolio pieces. They can use photos from cell phone, digital camera or a scanner. The images will need to be scaled down to a

1 inch to 1-foot ratio to fit on the “Van Gogh Wall” worksheet in Adobe Photoshop. These advanced students have the skills in Photoshop to do this. Teacher will need to print out additional “Van Gogh Wall” worksheets, one per student.

The student will use digital images of their 10-piece portfolio to arrange their own mini- show using the step-by-step plan they created.

1. Input student images - Cell phone, scanner, camera
2. Scale images in an image editing program such as Photoshop or Picture Manager to 1” equals 1 ft. ratio
3. Print images on color printer
4. Arrange images on the “Van Gogh Wall” worksheet (using scissors and glue), following the plan that each student created.

Step 4: Assessment

Students will grade themselves with attached Van Gogh rubric. Teacher will review to agree or add notes to reinforce learning. he rubric is categorized by yes, somewhat, not really. There are 5 categories.

Step 5: Follow-Through Activity

The follow through activity will be when the students actually set up their own art show in the community at the end of this unit, documenting the display with a cell phone picture of student in front of display, sent to the teacher email for grading and for personal evidence of their show.



See Appendix F - Van Gogh Puzzle

Van Gogh Puzzle

You have an area of 10 ft x 8 ft to hang a 10 piece show by Vincent Van Gogh.

Use a ratio of 1inch=1ft, approximately the size of a sheet of printer paper.

Sizes of the paintings are scaled to 1inch = 1 foot already.

How will you arrange these paintings? Will you use them all? Cut these out with scissors and place in the space. however you see fit. Use a small piece of tape or just lay them out, because we may move them around.



See Appendix G - Van Gogh Mini Wall



See Appendix H - Rubric mini art show

Student feedback rubric for Mini art show				
	Student response	Yes	Somewhat	Not really
Color - Is art arranged according to the color wheel?	1			
	2			
	3			
Size - Is art arranged by size?	1			
	2			
	3			
Theme - Is art arranged by theme	1			
	2			
	3			
Eye level point - Does art have an eye level middle?	1			
	2			
	3			
Size - Is art arranged by size?	1			
	2			
	3			



Print, mat, frame

Lesson 5: Preparing the Work

Lesson Overview:

The student will take their original digital images that have been previously selected as a prerequisite for this unit, print 5 chosen images using the school color printer, mat them with precut mats given to them by the teacher. One matted image will then be framed and prepared for hanging using non-invasive command strips.

Materials Needed:

- Computer workstation
- 10 digital images in jpeg format
- Photo paper for printer times five in the amount of students in the class
- Precut mats times five in the amount of students in the class
- Donated frames in the amount of one per student in the class
- Butcher paper, Scissors, Masking Tape

Community Art Show Instructor's Manual

- Command strips for hanging 10 or less, two per student

- 4 part Video demonstration

Printing http://youtu.be/D_2-oF9SudA

Matting http://youtu.be/_UmqDZ_FFHc

Framing https://www.youtube.com/watch?v=Q_S4kmPPK4k

Command hanging
http://youtu.be/wI4lDZq_1js

- Rubric for matting and framing

Lesson Objective:

Given a group of 10 photos, the student will demonstrate the procedure of printing chosen work by printing a minimum of 5 photos on the high school printer, matting the five photos and choosing one matted piece to frame and prepare to hang in class using Command strips and a given frame with 100% accuracy following teacher video demonstration they have created from the notes.

Time:

Two 55-minute periods or one 110-minute block period

Classroom Setup:

Horseshoed around the classroom on three walls are 35 computer workstations. In the center of the room are three tables that seat 12 students. There are two color printers available. The tables are covered with butcher paper to keep photos and mats clean. Masking tape is placed at every six seats.



Step 1: Pre-Instructional Activity

1. As students walk into class, teacher says, "Please navigate to your 10 portfolio digital images.
2. The teacher says "I have prepared the step by step printer instruction review and posted it to the portal for students to access." This instruction sheet will vary per type of printer. In this class printing is review but students must have 5 printed 8 x10 photos to do the next step. They have had previous instruction in choosing portfolio pieces.
3. The students have 20 minutes to do this but you'll need a fast photo printer. This step can be done for homework or at the end of the previous instruction as a set up for this lesson.

Step 2: Content Presentation

1. The teacher says " This video is a 4 part demonstration I have made for you showing how to use the materials we have in class for matting, framing and using the Command strips to hang. During the viewing of these 4 videos, Students make a step-by-step instruction sheet to turn in to the teacher. Make sure you have a pencil and paper or are taking notes in a word processing program.
2. The teacher shows the 4 part video of matting, framing and command strip as whole group or the video can be access from the YouTube link for individual viewing.

3. As students are waiting to print they will access the teacher made video on YouTube. While watching the demonstration, they will create a step-by-step instruction sheet for their own use.

Step 3: Learner Participation

Following notes from video, students mat five prints and frame one and command strip one using their notes.

Step 4: Assessment

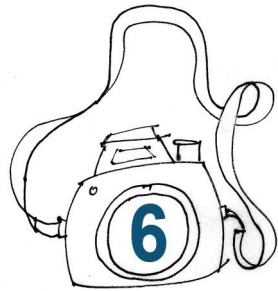
Teacher observation and step-by-step rubric for matting and hanging. he rubric is categorized by advanced, proficient, basic and below basic. This rubric assigns 30 points but is easy to revise point structure.

Step 5: Follow up

Wrap up prepared photos in butcher paper for ease of carry and to keep clean as a preparation to setting up their own show. Student will set the show up on the prearranged date at an after school time after they have completed the promoting the show lesson. A cell phone picture will be taken to document the setup and the rubric from the arrange your show will be applied to the documented evidence of the show.

See Appendix I Rubric for matting and framing

	Rubric for Skit and Location			
	Advanced	Proficient	Basic	Below Basic
By researching the process of how artists choose a venue, students identify how to apply it to their own art show.	Knowledge of six facts listed in skit plan are presented in skit format in front of the class in a clear, professional manner as observed by the teacher.	Knowledge of five out of six facts listed in skit plan are presented in skit format in front of the class in a clear, high school manner as observed by the teacher.	Knowledge of three out of six facts listed in skit plan are presented in skit format to class in a high school manner as observed by the teacher.	Knowledge of less than three out of six facts listed in skit plan are presented in skit format to class in a high school manner as observed by the teacher.
Data about 10 possible locations will be gathered, a spreadsheet created and information sorted pertaining to locations for an art show.	Spreadsheet contains a complete set of data, sorted for 10 locations for possible art show	Spreadsheet contains a somewhat complete set of data, sorted for 8-10 locations for possible art show	Spreadsheet contains a somewhat complete set of data, sorted for 6-8 locations for possible art show	Spreadsheet contains a somewhat complete set of data, for less than 6 locations for possible art show



Promote your work

Lesson 6:

Promoting the Show

Lesson Overview :

The student has found a location and date for an art show with a local business. They have prepared their work for hanging. Now it is time to promote. Self promotion will be done for the show in two ways: Self promotion by creating an artist's statement to include in the show by recording the statement, making a .mp3 file, sending to teacher to host on school website, teacher sending URL and student printing a QR code. Outside promotion is finding three local media sources to use for the free advertising will do promotion.

Materials Needed:

- Mind mapping handout
- Artist statement template
- Advertise for free
http://youtu.be/YvAJkA3Nk_Y
- Computer workstation
- Word processing program
- Browser for research

- Gmail account
- Microphone
- Audacity - <http://sourceforge.net/projects/audacity/>
- QR code generator - <http://www.qr-code-generator.com/start-b/#>
- Rubric for Promoting the show

Lesson Objective:

Given a time and space to display photos, the student will promote their photography work for the purpose of a community art show by writing and recording a one paragraph artist statement with a high school level proficiency according to a 10th grade English content standard rubric with 100% accuracy , then transforming the audio file into a QR code for scanning. Given the artist's statement, a time and space to display photos, the student will advertise the date and time of their community art show by investigating free advertising including local radio, newspaper and social media and choosing 3 ways to promote their art show by listing the 3 sources and how steps to submitting information to sources and submit them with 100% accuracy.

Time:

55 minutes

Classroom Setup:

Horseshoed around the classroom on three walls are 35 computer workstations. In the center of the room are three tables that seat



12 students. Students will be sitting at the computer workstations.

Step 1: Pre-Instructional Activity

1. The teacher says "Today we are going to work on promoting our work as a photographer. First, we will work on a self-promotion, called an artist's statement and sometimes called an elevator speech. This is short statement of 75 words or less that can be used to promote yourself in the time it takes to ride up in an elevator. The first step will be to brainstorm the qualities of a photographer."

2. The teacher will have the students create ideas using a mind map about qualities of being a photographer on the mindmap handout that was created to aid in idea creation.

3. The student's will then transition to the computer to work on artist's statement using template instructions that include a short article about building an artist's statement.

4. The artist statement will be recorded using a microphone and the program Audacity. If the students do not know how to use this program, tutorials are abundant and can be found by googling Audacity tutorials. The file will be saved as a .mp3 file.

5. The student will send the .mp3 file to the teacher to host on the school website. The teacher will return to the student via email a URL for their hosted sound.

6. Next the student will go to <http://www.qr-code-generator.com/> and follow the steps to create a qr code. The student will save the .png

file and print it to fit an 8.5 x 11 paper. It will then be matted to include in the community art display with the instructions included about scanned it with a cell phone app.

Step 2: Content Presentation:

The importance of advertising video presentation which is a youtube presentation.

Step 3: Learner Participation:

1. Group students in sixes (or may choose to do this exercise individually). They will explore free local media resources from the Internet and report back in shared Google document that lists the name of the media and how to advertise your personal art show for free at that media site.

2. The shared document lets each student can access the group's information in the follow-up activity.

Step 4: Assessment

Self assessing rubric for promoting work reviewed by teacher for agreement.

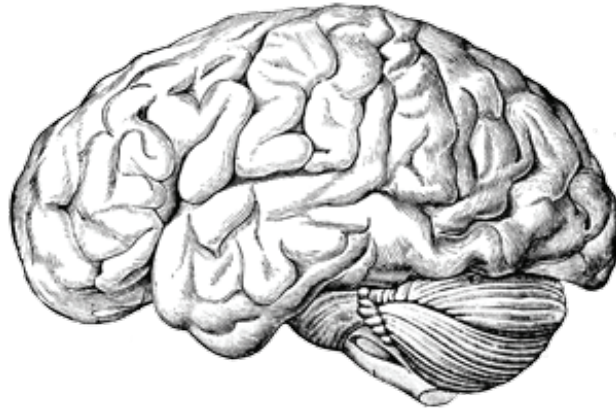
Step 5: Follow-Through Activity

The student will actually promote their work for free, using 3 local media resources from their created list. The student will make poster with their name, instructions to scan the QR code and the QR code to put up with their community art show.



See Appendix J

Mindmapping handout



Mind mapping



Mind mapping is connecting words and phrases to freely to solve a simple problem on a broad issue. You will be using a mind map, linking qualities of being a photographer to help write your artist statement.

Here is sample of a mind map for you to use as an idea.

Use the space below to create your mind.

See Appendix K
Artist Statement

Artist's statement (elevator speech) – 75 words

To begin crafting your artist statement/elevator speech, first visit this website and read the article: <http://artistmarketingresources.com/2011/06/04/how-to-craft-your-elevator-speech-for-artists/>
Next, start by writing down the three most important things that you do as photographer and cite proof of why your art is important. Use the brainstorming handout you have already worked on from the warm-up exercise.

Examples –

- Photography is a language for me to express the important parts of life such as my love for the ocean, colors in sunsets and friends.
- Photography is a way for me to be involved and create memories with my friends by the pictures I take.
- I am happy when my work is displayed and others comment on it in a positive way. I have even won awards with my work
- I enjoy the technical part of photography, the science. It makes sense to present ideas with technical perfection

You write three unique examples about you. Do not copy and paste the examples.

- 1
- 2
- 3

Examples of punch lines here.

- Photography makes sense to me as a way to show the world how I feel/think.
- As a visual communicator, I love to share my pictures and ideas with others.
- I think am the happiest when creating/editing/sharing/working with pictures.

Write your punch line here.

Put it all together: - Use these examples to tell your story. Make it flow in a short paragraph of 75 words or less using your best high school grammar and spelling. End with your punch line included in the 75-word count. (Remember Microsoft Word and other word processing programs will count the words for you).

Turn it in: Spell check and turn this assignment in on the portal under Artist's statement

See Appendix L
Rubric for Advertising for Free

	Advertise for free self reporting rubric (for teacher to agree with)			
	Advanced	Proficient	Basic	Below Basic
Artist's statement	An original 75 word artist statement was prepared after brainstorming, researching and following the guidelines. It includes a descriptive punchline. It has been spell checked and follows the requirements for writing at a 10th grade level.	An original 75 word artist statement was prepared after brainstorming, researching and following the guidelines. It includes a descriptive punchline. It mostly follows the requirements for writing at a 10th grade level.	A somewhat original 75 word artist statement was prepared after brainstorming, researching and mostly following the guidelines. It includes a punchline. It mostly follows the requirements for writing at a 10th grade level.	A less than 75 word artist statement was prepared after brainstorming and mostly following the guidelines. It includes a punchline. It mostly follows the requirements for writing at a 10th grade level.
Research free advertising	The student worked well in a group or on their own to create a detailed step by step bulleted list for six local media sources to advertise a free event.	The student worked well in a group or on their own to create a step by step bulleted list for six local media sources to advertise a free event.	The student worked well in a group or on their own to create a step by step bulleted list for five local media sources to advertise a free event.	The student worked well in a group or on their own to create a step by step bulleted list for five local media sources to advertise a free event.
Use free advertising	The student reviewed the newly created list and appropriately used the information to promote their show by using the artist's statement, the date, time and place of their event three or more times.	The student reviewed the newly created list and appropriately used the information to promote their show by using the artist's statement, the date, time and place of their event three times.	The student reviewed the newly created list and appropriately used the information to promote their show by using the artist's statement, the date, time and place of their event two times.	The student reviewed the newly created list and used the information to promote their show one time.
Email results to teacher	The results of the task were emailed to the teacher by the deadline including the artist's statement, date, time, location and three or more sources used.	The results of the task were emailed to the teacher by the deadline including the artist's statement, date, time, location and three sources used.	The results of the task were emailed to the teacher after the deadline including the artist's statement, date, time, location and two sources used.	The results of the task were emailed to the teacher after the deadline, mostly including the artist's statement, date, time, location and one source used.



Lesson 7

Responsibility in the community

Lesson Overview:

The definition of responsibility in the community will be created by the student and demonstrated by a written thank you note and retrieval of the materials used in the community art show.

Materials Needed:

- Video overview about Thank you notes <https://www.youtube.com/watch?v=1CEZzVUMEBE>
- Thank you note template
- Video explaining Thank you note template <https://www.youtube.com/watch?v=6qrjuxS8Mk4>
- Computer workstation
- Printer
- Gmail account

Lesson Objective:

Given a definition of responsibility and the basics of a thank you note the student will act with responsibility by cleaning up after the show, retrieving 100% of the materials brought for the show and delivering an approved thank you note listing three reasons to be thankful.

Time:

55 minutes

Classroom Setup:

Horseshoed around the classroom on three walls are 35 computer workstations. In the center of the room are three tables that each seats 12 students.

Step 1: Pre-Instructional Activity

1. The teacher has the student's pair up in groups of three. She tells them they need a recorder to write down ideas, a reporter, to share out the ideas and a manager, to keep the group on task. The teacher gives the students 5 minutes to group up and choose the job. The teacher says "Using an idea creation technique called thinking in reverse, which we have previously learned, answer the question "What does it mean to act responsibly during your community art show? by creating a scenario in which students do not act responsibly in the community art show. You have 15 minutes to do this before it is time to share out."

2. Give 10 minute for student groups to share out the bad scenario.



3. Then give the groups 5 minutes to flip the bad scenario to a good one and share out.
4. If this is done online, the student will create an individual written response or contact two other students to create a shared Google doc response in the same given period of time.

Step 2: Content presentation

1. Teacher says, “One way to be responsible is to say thank you. I am going to show you a video about writing a thank you note. Then we will explore a thank you note template. After the template review, you will act responsibly by writing a thank you note that will be delivered by you when you pick up your photos from your community art show.”
2. Show 5-minute interview about thank you notes asking student to jot down three tips to share out after watching. <https://www.youtube.com/watch?v=1CEZzVUMEBE>
3. Share out tips as a whole class.
4. Next teacher says “Student please watch exploration for the thank you note template at your computer. I sent you the link via school Gmail.” <https://www.youtube.com/watch?v=6qrjuxS8Mk4>

Step 3: Learner presentation

1. Teacher says, “Students, please go to your computer and create your thank you note using the template. The final can be hand written later or done on the computer. That is your choice. You will post your thank you note to

the upload spot on the portal to be checked by the teacher. When the thank you note has been approved by the teacher, you will print it out and deliver it to your community art show contact when you clean up your show.”

Step 4: Assessment

The thank you note will be assessed by the teacher using attached rubric and corrected if needed by the student before delivering to the community member contact.

Step 5: Followup

The student will act with responsibility by cleaning up after the show, retrieving the materials brought for the show and delivering an approved thank you note to their community art show contact.

See Appendix M



Name of contact
Name of business
Street Address
City, State, Zip
5/1/14

Dear (name of your business or contact),

Thank you for the opportunity to show my photography in the community at your place of business as part of the Morro Bay High School community art show project. I know it takes time out of your day and your time away from your customers, so I wanted to say thank.

Supporting the arts is important because (you finish the sentence). This was the first time I have had a personal art show. Showing my personal photography was (you describe this with two or three positive sentences)

The feedback I received was terrific. In fact, one person said (you finish this). It means a lot to me because (you finish this)

Sincerely,

(Print this and actually sign your name here, Give to Ms Moore)

Type Your name here
Morro Bay High School Junior/Senior/Sophomore
235 Atascadero Rd.,
Morro Bay, Ca, 93442

		Rubric for thank you note		
	Advanced	Proficient	Developing	Basic
Spelling and grammar	Spelling and grammar checks have been run and all errors fixed.	Spelling and grammar checks have been run and most errors fixed.	Spelling and grammar checks have been run and a few errors fixed.	Spelling and grammar checks have not been run.
Proper thank you note structure	Template has been perfectly followed creating a professional note.	Template has been generally followed creating a nice note.	Template has been mostly followed creating a note.	Template has not been followed.
Personal experience	Personal experience has been inserted into the thank you note in a reflective and engaging way.	Personal experience has been inserted into the thank you note in a somewhat reflective and engaging way.	Personal experience has been inserted into the thank you note in a somewhat reflective way.	Personal experience has not been inserted into the thank you note.
Note has been printed	Note has been printed and delivered on time in person with an envelope.	Note has been printed and delivered on time.	Note has been printed and delivered.	Note has not been printed and delivered.

See Appendix N



Appendix A

Spreadsheet template for location of student show (replace with your own ideas and collect data)							
Name of Business	Contact name	Address	Email	Phone number	1-5 Rating - In your opinion, one being the highest	Dates available	Hours of operation
Library	Ms. Suzi Smith						
Community Center	George Maple						
Hair Salon	Sally Hirstyle						
School District Office	Principal Brown						
Government Center	Sheriff Ed Tall						
Coffee shop	Sam and Rita Grind						
Restaurant	Bob Baker						
Art Studio	Pablo Picasso						
Clothes boutique	Eva King						

Appendix B

Rubric for art show location 30 points possible					
	<i>Advanced 10pts</i>	<i>Proficient 8-9 pts</i>	<i>Basic 6-7 pts</i>	<i>Below Basic less than 6 points</i>	Total
Complete data	There are 10 complete and appropriate records filled out in detail	There are 8-9 complete and appropriate records filled out in detail	There are 6-7 mostly complete and appropriate records	There are less than 6 mostly complete records	
Ranked and sorted	The ranking column is completely filled out and the records are sorted by top rank. The top ranking record is highlighted	The ranking column is completely filled out and the records are sorted by top rank. The top ranking record is highlighted	The ranking column is filled out and the records are sorted by top rank.	The ranking column is somewhat filled out	
Sentences to teacher explaining why this location is best	3 detailed sentences have been emailed to teacher explaining why this location is the best choice for the student	2 detailed sentences have been emailed to teacher explaining why this location is the best choice for the student	2 sentences have been emailed to teacher explaining why this location is the best choice for the student	1 sentence has been emailed to teacher explaining why this location is the best choice for the student	



Appendix C Job Interview Handout

Plan a skit

Imagine you are in one of these scenarios, as either the business owner or as the artists walking in asking about having a show in your place of business. Using the six simple facts given, you have 20 minutes to discuss and prepare a skit. Show two examples of each fact, a good example and a bad example. Involve everyone in some way to show your understanding.

Find the skit your group will prepare and start practicing. The length should be no longer than 3-5 minutes. You can use available classroom furniture for props.

Group one - You are a the head librarian at public library

Group two - You own a coffee shop that is popular

Group three - Boutique downtown and upscale owner

Group four - Government center and secretary in charge

Group five - Board of Education meeting and School Superintendent

Group six - Art Gallery and art gallery owner

Fact One - Business owners expect you to be familiar with who they are, what they're about, what they stand for, and also their history. This might even extend to an understanding of their physical space, an awareness of the types of people who go there, and of any other relevant cultural, political or social underpinnings. Don't just drop a packet off, a random email or phone call without any idea where you are or why you're doing it other than that you know you're in a business. That's a consummate non-starter.

Fact Two - You must demonstrate a sense of engagement, sincerity, authenticity and genuineness-- these qualities are always good. Describe your art in your own words rather than in art-speak. Have a website or samples to show the style of your work. First and foremost, gallery owners want to get a sense of who you are as a person. Save the bragging for later.

Fact Three - Be flexible about pricing and willing to work with the business in this regard. One reason businesses give shows in the first place is that they believe the artists' prices are fair to begin with and that they can sell the art at those levels. Bump them too high over what you've been selling for and you risk selling nothing. Be aware that it's far better to sell everything at reasonable prices than nothing at unreasonable prices. And hey-- a sold out show looks pretty good on a resume no matter how much the art sold for. Yet, always price to break even plus a little more. As a student this might be the first time someone has bought your work.

Fact Four - Don't make too many demands. That is always problematic, especially early on in a relationship. The business owner is helping you out. Be respectful, confident and thankful.

Fact Five - Don't constantly call or email or badger or ask to speak with the business owner. Keep contact to a minimum, especially at the outset or if you're waiting to hear whether you're getting a show. It either will or will not happen, and you'll find out soon enough.

Fact Six - Talk about what's right as opposed to what's wrong. Don't constantly ask to go over things, or stress out about minor details. These kinds of behaviors can damage or destroy established relationships or worse yet, prevent new ones from ever getting started. Have a positive attitude.



Appendix D - Rubric for job interview skit

<p>Rubric for group grading - Read each category and use it to inform you of the task at hand. When you have completed a script, reread and circle where your group stands in the task. Each person in group fills one out and gives to teacher.</p>		<p>Advanced 10 pts</p>		<p>Proficient 8-9 pts</p>		<p>Basic 6-7 pts</p>		<p>Below Basic 0-5pts</p>		
		<p>Self grading rubric for group Job interview</p>								
<p>Roles in group - Shown in the writing and performing of the skit.</p>	<p>The roles of 4 group members receptionist, employer, good interviewer and bad interviewer are clearly defined as demonstrated in written skit.</p>	<p>The roles of 3 group members receptionist, employer, good interviewer and bad interviewer are clearly defined as demonstrated in written skit.</p>	<p>The roles of 2 group members receptionist, employer, good interviewer and bad interviewer are clearly defined as demonstrated in written skit.</p>	<p>The roles of receptionist, employer, good interviewer and bad interviewer are clearly defined as demonstrated in skit.</p>						
<p>Interviewer - Shown in the writing and performing of the skit.</p>	<p>Conducts the interview engaging the interviewee with 4 or more typical job interview questions.</p>	<p>Conducts the interview engaging the interviewee with 3 typical job interview questions.</p>	<p>Conducts the interview engaging the interviewee with 2 typical job interview questions.</p>	<p>Conducts the interview engaging the interviewee with one typical job interview questions.</p>						
<p>Good interviewer - Shown in the writing and performing of the skit.</p>	<p>Has an alert attitude, brings resume, has knowledge about the company and states it in the interview by communicating 3 facts, maintains good eye contact and starts with a firm handshake. Is able to answer questions about him/herself.</p>	<p>Has a mostly alert attitude, brings resume, has knowledge about the company and states it in the interview by communicating 2 facts, maintains good eye contact most of the time and starts with a firm handshake. Is able to answer questions about him/herself.</p>	<p>Has a somewhat alert attitude, brings resume, has knowledge about the company and states it in the interview by communicating 1 fact maintains some eye contact most of the time and starts with a firm handshake.</p>	<p>Has a somewhat alert attitude, forgets resume, has knowledge about the company and states it in the interview by communicating 1 facts maintains some eye contact most of the time and forgets handshake.</p>						
<p>Bad interviewer - Shown in the writing and performing of the skit.</p>	<p>Slouches, texts during the interview, doesn't answer questions about himself, forgets resume and doesn't look the interviewer in the eye and doesn't shake his hand</p>	<p>Slouches, doesn't answer question about himself, forgets resume and doesn't look the interviewer in the eye and doesn't shake his hand</p>	<p>Slouches, answers some questions about himself, forgets resume and doesn't look the interviewer in the eye</p>	<p>Slouches and doesn't communicate at all.</p>						
<p>Receptionist - Shown in the writing and performing of the skit.</p>	<p>Greet the interviewer, asks for the resume, comments on the weather, and walks the interviewer to the boss. Stays in the interview, Then when the interview is over, takes them to the door, ending with a "thanks for coming" phrase</p>	<p>Greet the interviewer, comments on the weather, and walks the interviewer to the boss. Stays in the interview, Then when the interview is over, takes them to the door, ending with a "thanks for coming" phrase</p>	<p>Greet the interviewer, asks for the resume, comments on the weather, and walks the interviewer to the boss.</p>	<p>Walks the interviewer to the boss.</p>						
<p>Questioning- Shown in the writing and performing of the skit.</p>	<p>4 or more typical job interview questions are written according to information gathered from video and internet research.</p>	<p>3 typical job interview questions are written according to information gathered from video and internet research.</p>	<p>2 typical job interview questions are written according to information gathered from video and handouts.</p>	<p>1 typical job interview questions are written according to information gathered from video and handouts.</p>						



Appendix E
Rubric for email etiquette

Peer editing rubric for email etiquette		
	Advanced 5pts.	Basic 3-4pts.
Gmail address	Email address of student sender is appropriate and businesslike	Email of student is somewhat appropriate but could be better
Salutation	Salutation is appropriate and businesslike as in the examples	Salutation of student is somewhat appropriate but could be better
Body	The body of the email is concise and to the point	The body of the email is somewhat concise and to the point.
Closing	Closing is appropriate and businesslike as in the examples	The closing is somewhat appropriate though not like the examples.
Grammar and spell check	There are no grammatical or spelling errors	There are 2 or less errors in spelling or grammar
Peer edited	This email has been peer edited and approved by the editor.	This email has been peer edited and needs revision.
		Below 0-2 pts.
		Email address of student sender is not appropriate and businesslike and needs to be changed
		Salutation isn't appropriate and needs to be changed
		The body is long and inappropriate and needs to be changed
		Closing isn't appropriate and needs to be changed
		Spell check appears to not have been run
		This email has not been peer edited.



Appendix F

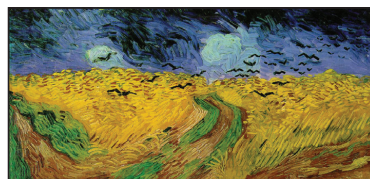
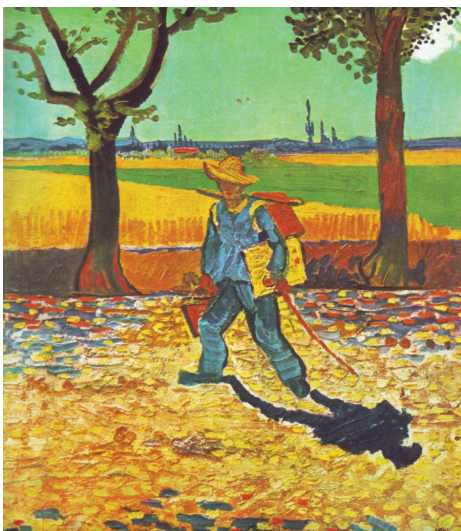
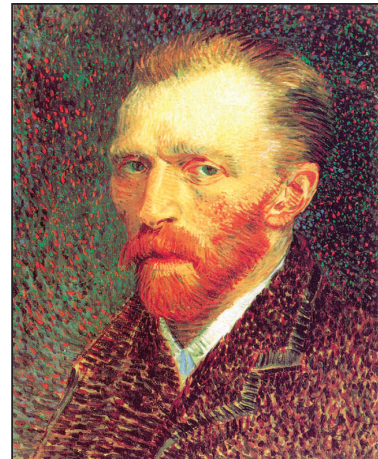
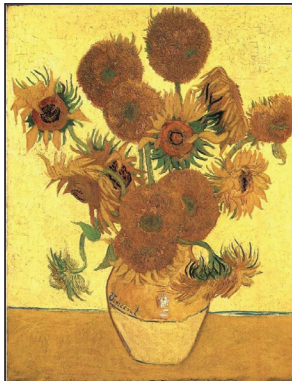
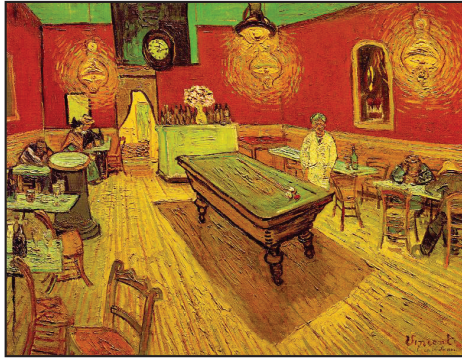
Van Gogh Puzzle

You have an area of 10 ft x 8 ft to hang a 10 piece show by Vincent Van Gogh.

Use a ratio of 1inch=1ft, approximately the size of a sheet of printer paper.

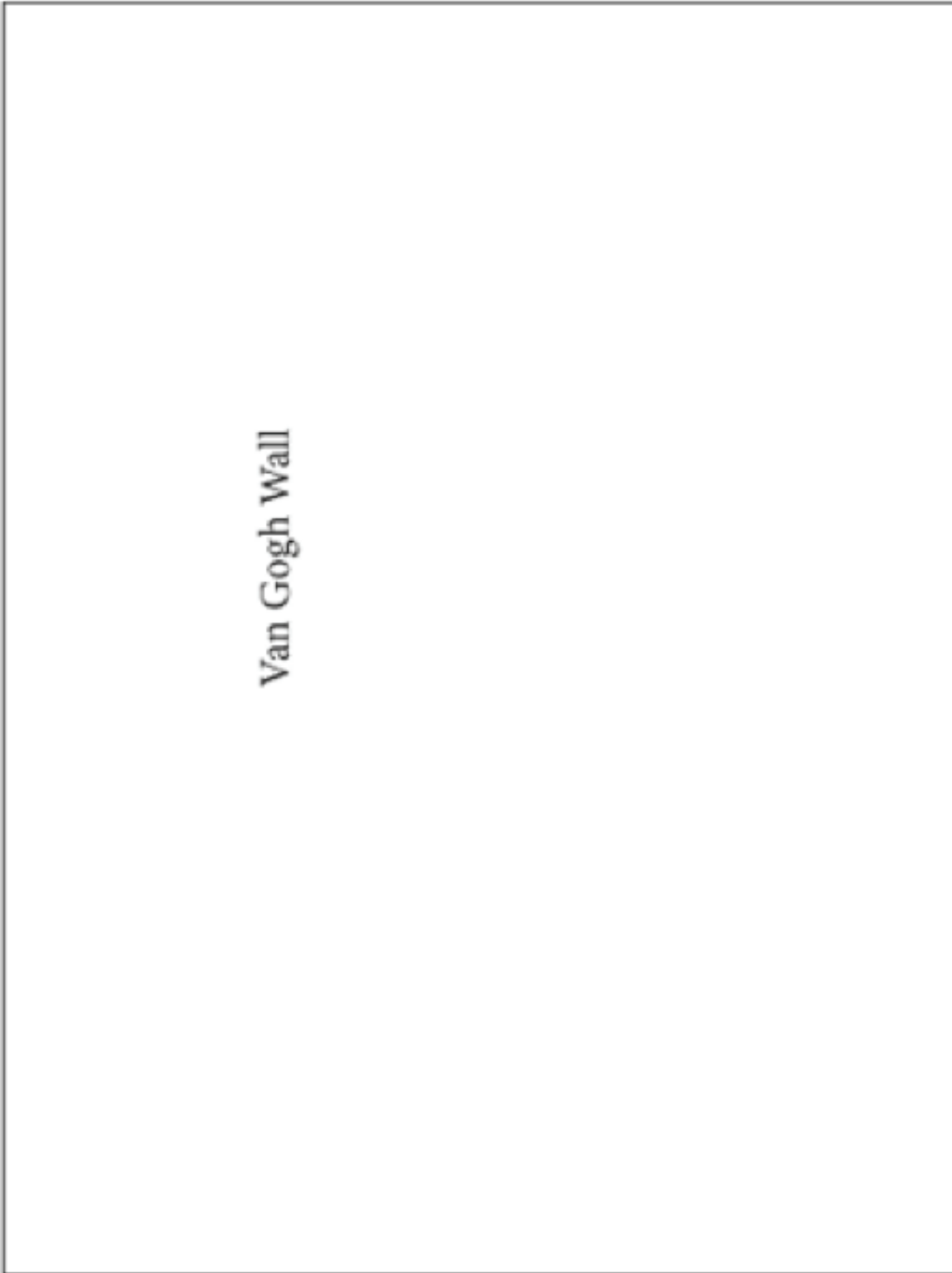
Sizes of the paintings are scaled to 1inch = 1 foot already.

How will you arrange these paintings? Will you use them all? Cut these out with scissors and place in the space. however you see fit. Use a small piece of tape or just lay them out, because we may move them around.





Appendix G
Van Gogh Mini Wall



Van Gogh Wall



Appendix H
Rubric mini art show

Student feedback rubric for Mini art show				
	Student response	Yes	Somewhat	Not really
Color - Is art arranged according to the color wheel?	1			
	2			
	3			
Size - Is art arranged by size?	1			
	2			
	3			
Theme - Is art arranged by theme	1			
	2			
	3			
Eye level point - Does art have an eye level middle?	1			
	2			
	3			
Size - Is art arranged by size?	1			
	2			
	3			



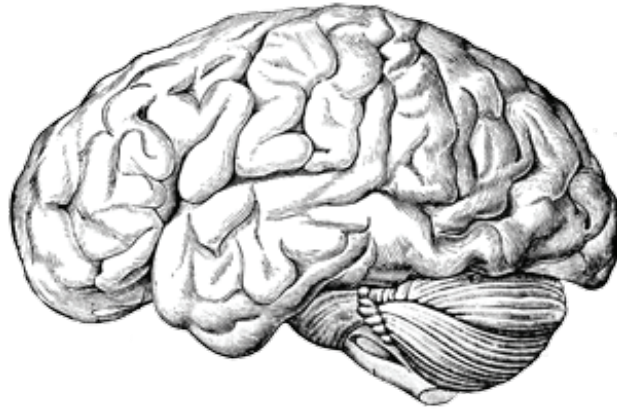
Appendix I

		Rubric for Steps to Mounting, Matting, Framing and Hanging for a Student Art Show			
		Advanced	Proficient	Basic	Below Basic
Steps to present a show by measuring, mounting and hanging their artwork in the community can be done in a written format or a video format.		5-10 Clear, concise steps detailing each part of the procedure in high school level grammar and spelling structure, in a number or bullet point format or video with budget goals stated and followed.	4-5 Clear steps detailing each part of the procedure in high school level grammar and spelling structure, in a number or bullet point format or video with budget goals stated	3 steps detailing each part of the procedure in high school level grammar and spelling structure, in a number or bullet point format	Less than 3 steps telling each part of the procedure in high school level grammar and spelling structure, in a number or bullet point format
Mounting or/and Matting		Clear instructions for mounting and matting and framing	Good instructions for mounting and matting and framing	Some instructions for mounting and matting and framing	Need better instructions for mounting and matting and framing
Hanging		Clear instructions for hanging referring to space that will be used	Good instructions for hanging referring to space that will be used	Some instructions for hanging referring to space that will be used	Needs better instructions for hanging referring to space that will be used

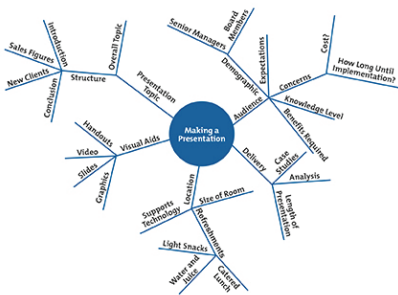


Appendix J

Mindmapping handout



Mind mapping



Mind mapping is connecting words and phrases to freely to solve a simple problem on a broad issue. You will be using a mind map, linking qualities of being a photographer to help write your artist statement.

Here is sample of a mind map for you to use as an idea.

Use the space below to create your mind.



Appendix K

Artist's statement (elevator speech) – 75 words

To begin crafting your artist statement/elevator speech, first visit this website and read the article. <http://artistmarketingresources.com/2011/06/04/how-to-craft-your-elevator-speech-for-artists/>

Next, start by writing down the three most important things that you do as photographer and cite proof of why your art is important. Use the brainstorming handout you have already worked on from the warm-up exercise.

Examples –

- Photography is a language for me to express the important parts of life such as my love for the ocean, colors in sunsets and friends.
- Photography is a way for me to be involved and create memories with my friends by the pictures I take.
- I am happy when my work is displayed and others comment on it in a positive way. I have even won awards with my work
- I enjoy the technical part of photography, the science. It makes sense to present ideas with technical perfection

You write three unique examples about you. Do not copy and paste the examples.

1

2

3

Examples of punch lines here.

- Photography makes sense to me as a way to show the world how I feel/think.
- As a visual communicator, I love to share my pictures and ideas with others.
- I think am the happiest when creating/editing/sharing/ working with pictures.

Write your punch line here.

—

Put it all together: - Use these examples to tell your story. Make it flow in a short paragraph of 75 words or less using your best high school grammar and spelling. End with your punch line included in the 75-word count. (Remember Microsoft Word and other word processing programs will count the words for you).

Turn it in: Spell check and turn this assignment in on the portal under Artist's statement



Appendix L

Advertise for free self reporting rubric (for teacher to agree with)			
	Advanced	Proficient	Basic
Artist's statement	An original 75 word artist statement was prepared after brainstorming, researching and following the guidelines. It includes a descriptive punchline. It has been spell checked and follows the requirements for writing at a 10th grade level.	An original 75 word artist statement was prepared after brainstorming, researching and following the guidelines. It includes a descriptive punchline. It mostly follows the requirements for writing at a 10th grade level.	A somewhat original 75 word artist statement was prepared after brainstorming, researching and mostly following the guidelines. It includes a punchline. It mostly follows the requirements for writing at a 10th grade level.
Research free advertising	The student worked well in a group or on their own to create a detailed step by step bulleted list for six local media sources to advertise a free event.	The student worked well in a group or on their own to create a step by step bulleted list for six local media sources to advertise a free event.	The student worked well in a group or on their own to create a step by step bulleted list for five local media sources to advertise a free event.
Use free advertising	The student reviewed the newly created list and appropriately used the information to promote their show by using the artist's statement, the date, time and place of their event three or more times.	The student reviewed the newly created list and appropriately used the information to promote their show by using the artist's statement, the date, time and place of their event three times.	The student reviewed the newly created list and used the information to promote their show one time.
Email results to teacher	The results of the task were emailed to the teacher by the deadline including the artist's statement, date, time, location and three or more sources used.	The results of the task were emailed to the teacher by the deadline including the artist's statement, date, time, location and three sources used.	The results of the task were emailed to the teacher after the deadline mostly including the artist's statement, date, time, location and one source used.



Appendix M



Name of contact
 Name of business
 Street Address
 City, State, Zip

5/1/14

Dear (name of your business or contact),

Thank you for the opportunity to show my photography in the community at your place of business as part of the Morro Bay High School community art show project. I know it takes time out of your day and your time away from your customers, so I wanted to say thanks.

Supporting the arts is important because (you finish the sentence). This was the first time I have had a personal art show. Showing my personal photography was (you describe this with two or three positive sentences)

The feedback I received was terrific. In fact, one person said (you finish this). It means a lot to me because (you finish this)

Sincerely,

(Print this and actually sign your name here, Give to Ms Moore)

Type Your name here
 Morro Bay High School Junior/Senior/Sophomore
 235 Atascadero Rd.,
 Morro Bay, Ca, 93442



Appendix N

Rubric for thank you note				
	Advanced	Proficient	Basic	
	Below Basic			
Spell and grammar check	Spell and grammar check has been run and all errors fixed.	Spell and grammar check has been run and most errors fixed.	Spell and grammar check has been run and a few errors fixed	Spell and grammar check has been run and most errors still need to be fixed
Proper thank you note structure followed by use of template	Template has been perfectly followed creating a professional note	Template has been generally followed creating a nice note	Template has been mostly followed creating a note	Template has not been followed creating a confusing note
Personal experience	Personal experience has been inserted into the thank you note in a reflective and engaging way	Personal experience has been inserted into the thank you note in a somewhat reflective and engaging way	Personal experience has been inserted into the thank you note in a somewhat reflective way	Personal experience has not been inserted into the thank you note
Note has been printed	Note has been printed and delivered on time in person with an envelope	Note has been printed and delivered on time	Note has been printed and delivered	Note was printed but not delivered