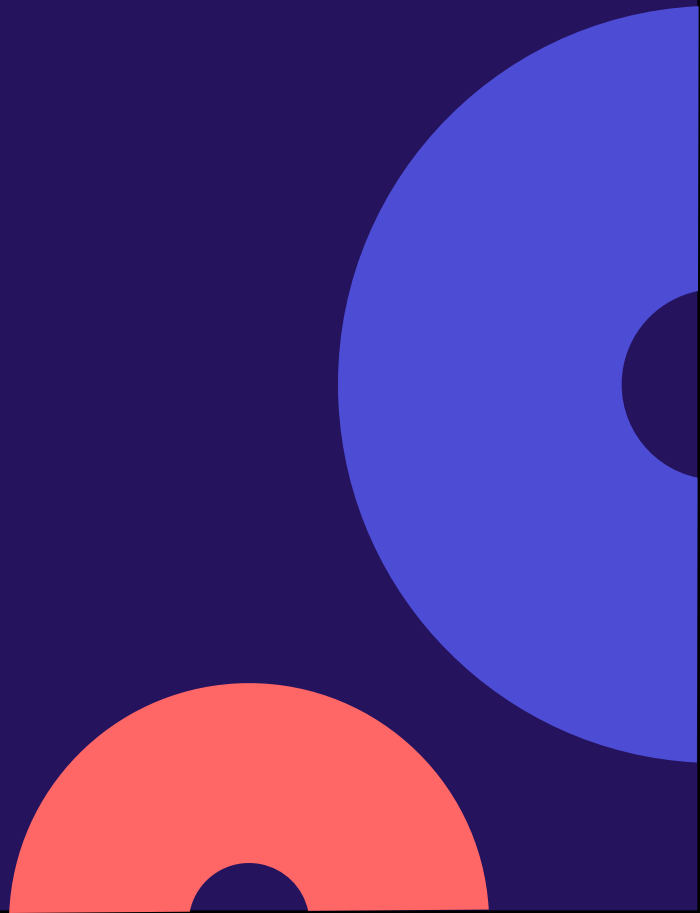


# Introduction to the visual arts industry

60 minute lesson  
Years 7 - 13



<b>Teacher</b>	<b>Subject:</b> Introduction to the visual arts industry	<b>Age range:</b> Year 7-13	<b>Lesson timing:</b> 60 minutes is recommended. Can be extended to accommodate your school lesson timings.	<b>Any other notes:</b> Lesson can be extended by completing Extension Activity 1 or 2 in class.
<p><b>Previous knowledge through questioning.</b></p> <p><b>Learning Objective:</b> Students will find out about some of the different career options available in the visual arts and understand that many artists are freelance workers.</p> <p><b>Aims:</b> For students to:</p> <ul style="list-style-type: none"> <li>understand that art and artists enrich our everyday lives and communities.</li> <li>widen their understanding of what art is.</li> <li>recognise that artists need a range of different skills and knowledge in addition to artistic talent.</li> <li>understand some of the pros and cons of freelance working.</li> <li>know about some of the different ways of getting into a career in the visual arts.</li> <li>work effectively with a small group to plan and deliver a short presentation.</li> <li>complete a creative activity (optional extension tasks).</li> </ul> <p><b>Materials:</b></p> <p><b>Focus on Visual Art</b> PowerPoint presentation</p> <p>Whiteboard or flipchart</p> <p>Pens and paper</p> <p>1 x print out of <b>Visual Art Activity Sheet</b> per student</p> <p>1 x printout of <b>Community Art Project</b> worksheet per group</p> <p><b>Optional:</b></p> <p>1 x printout of Extension Activity 1 or Extension Activity 2 worksheets per student.</p> <p>If completing Extension Activity 1 in class: a selection of art materials. For example: coloured paper and card, glue paint, pencil and pastel crayons, ink pens and sharpies, pre-cut shapes.</p> <p>If completing Extension Activity 2 in class: computers or iPads, or a collection of empty cereal boxes (e.g. a selection pack); plain paper</p> <p><b>Adults:</b> One teacher should be available for this lesson. SEND and EAL learners may need additional adult support with the Activity Sheet.</p>			<p><b>CURRICULUM LINKS</b></p> <p><b>Literacy:</b></p> <p><b>KS3</b></p> <p><b>Spoken English</b> speaking confidently and effectively including using Standard English confidently in classroom discussions; giving short speeches and presentations; participating in structured discussions.</p> <p><b>Writing:</b> writing for a wide range of purposes and audiences including notes and scripts for presentations; summarising and organising material.</p> <p><b>KS4</b></p> <p><b>Spoken English</b> speaking confidently and effectively including using Standard English; working effectively in groups of different sizes; listening to and building on the contributions of others.</p> <p><b>Writing:</b> writing for a wide range of purposes and audiences including notes and scripts for presentations; summarising and organising material.</p> <p><b>Numeracy:</b></p> <p>Statistics: interpreting data; Number: budgeting</p> <p><b>Art and design</b></p> <p><b>Gatsby benchmarks:</b></p> <p>Benchmark 2 - Learning from career and labour market information.</p> <p>Benchmark 4 - Linking curriculum learning to careers</p> <p><b>Extension Activities:</b> These are optional and can be completed in class or for homework. Suggested age ranges:</p> <p>Extension Activity 1: 11-14</p> <p>Extension Activity 2: 14-18</p>	

**Note:** Careers in visual art are also focussed on, or referred to, in the following resources: [Focus on Craft, Fashion and Textiles](#) (jewellery design, fashion design, potter); [Careers in Craft, Fashion and Textiles](#) (costume design); [Focus on the Performing Arts](#) (set design); [Focus on Publishing](#) (book jacket design); [Focus on the Screen Industries](#) (set design, animation, 3D modelling, visual effects); [Focus on Museum and Galleries](#) (exhibition design); [Focus on Advertising and Marketing](#) (logo design); [Focus on Design](#) (graphic design, fashion design, textile design).

The [Introduction to Freelancing](#) resource explores freelancing in much greater depth and is suitable for students aged 14+

## Discussion/tasks/timings

### TIMING. SLIDES 3-5: 10 MINUTES

**SLIDE 3 Introduction to the lesson's focus on visual art.** Ask for suggestions to answer the question then animate the definition.

What do you think is meant by 'objects and experiences'?

Note: There is no need to make an extensive list of examples at this stage; the point is for students to understand that visual art is a broad term that doesn't only apply to paintings.

**SLIDE 4 Icebreaker task: Art for art's sake?** Give students a few minutes to talk about the questions with a partner then feedback some of the responses.

Pablo Picasso quote: students might suggest that, as we grow older, we lose confidence in our artistic abilities if we think we can't draw. Suggest that art is not just about creating something that looks like something else; it's about self-expression and communicating ideas and emotions.

Suggestions might include that art enables humans: to express themselves freely, to experiment, to use their creativity and imagination, to observe and record the world around them, and to make sense of it.

**SLIDE 5 Class discussion: Art is all around.** Record examples of visual arts on a whiteboard or flip chart. Suggestions for places might include public and private art galleries and museums; private homes; public spaces such as parks and squares; on the outside of buildings or on walls.

Suggestions for the importance might include because: they reflect different cultures, time periods, values and beliefs; they stimulate our imaginations and emotions; they enhance the communities we live in.

## Key/hinge questions

What is visual art?

What did you enjoy about art activities when you were younger?

Why do you think we sometimes lose this enjoyment as we get older?

Is art just about being 'good' at drawing?

Why do you think humans have created artworks for thousands of years?

What examples of visual art can you think of?

Where can you see them?

Do you think it is important to preserve old artworks and to create new ones? Why or why not?

## Measures of achievement

Students give a considered response to the question.

Students are engaged with the icebreaker task and actively participate in the discussion.

Students make a thoughtful response to the question.

Students contribute ideas to the list, are engaged with the discussion and can explain their view-point.

## TIMING. SLIDES 6-8: 10 MINUTES

**SLIDE 6 Partner task Activity 1: Name that artworker.** Give out the **Activity Sheet**, one per student.

Students can discuss the activities in pairs, but complete individual activity sheets.

Feedback and check the answers as a class:

a) 1. painter; 2. sculptor; 3. draftsman or woman; 4. photographer; 5. craftsperson; 6. printmaker; 7. tattoo artist; 8. street artist; 9. digital artist; 10. installation artist

b) 1. Photographer; 2. sculptor; 3. installation artist; 4. street artist

**SLIDE 7 Arts and crafts.** Ask for volunteers to read out the different definitions. Make the point that these are suggested categories and that there can be an overlap between them. For example, a fine artist might create a pottery vase that is purely decorative and not intended to be used; a craftsperson might create an object that is useful and also expresses ideas and emotions.

**SLIDE 8 Class discussion: But is it art?** Read out the information on the slide. Ask for a show of hands to answer the question ‘yes’ or ‘no’ and ask students to justify their responses.

Note: Emin’s artworks can be controversial and divide opinion. There is no right or wrong response! The aim of the activity is for students to express their own opinions about what they think is and isn’t art, and to justify their viewpoints.

Optional: with older students you could use the example of Emin’s ‘My Bed’ (instead of her neon artworks) to stimulate discussion.

## TIMING. SLIDES 9-10: 10 MINUTES

**SLIDE 9 Focus on: Fine artists.** Remind students of the definition of fine art (slide 7). Ask for volunteers to read out the information on the slide, then use the key questions to check understanding.

Can you match the job titles to the job descriptions?

Students match the job titles and descriptions correctly on their activity sheets.

What is the difference between a fine artist, a craftsperson and a commercial artist?

Students use the information on the slide to answer the key question.

Are Emin’s neon signs art? Why or why not? What do **you** think art is?

Students express and justify their own viewpoints and listen to those of others.

What do fine artists do? What knowledge and skills do they need?

Students use the information on the slides to answer the key questions.

**SLIDE 10 Activity 2: The diary of an artist.** Read out the activity instructions on the slide and discuss the task as a class. Note that the listed tasks are not necessarily in the order they need to be actioned.

- Do you think some tasks will take more than two hours?
- Will you want, or need, to do some on both days?
- Do you think you may need to start work earlier, or finish later, to complete them all?

Students can discuss the activity with a partner, then complete their individual activity sheets.

Ask students to feedback what they have learned from the diary task. Emphasise the point that fine artists don't just spend all day painting! Many have second jobs to supplement their income as an artist. They must juggle and prioritise tasks, and they often don't work conventional hours.

## TIMING. SLIDES 11-12: 10 MINUTES

**SLIDE 11 Activity 3: Freelance quiz.** Read the introductory information on the slide as a class. Encourage students not to rush the quiz but to think carefully about the different options.

Ask students to feedback on their scores with a show of hands for the different results. What have they found out about their suitability to work as a freelancer?

Draw out the point that fine artists don't just need to be good at art to be successful; most are essentially running their own businesses and acting as their own accountants. Encourage students to think of all the subjects that would be useful to them including Maths, ICT and Business Studies.

**SLIDE 12 Class discussion: To freelance or not to freelance?** Ask students if they can calculate:

- How many freelancers in the UK have second (or third) jobs?

With older students, you can explain that if you are self-employed you must register with HMRC as a sole trader and submit your own tax returns. If you are employed, your income is taxed 'at source' by your employer. If you have more than one job, you can be self-employed for one and employed for another.

**Suggested disadvantages:** no regular income; no paid holidays; no job security; no regular workplace.

**Suggested advantages:** flexible working day; can set own payment rates; no two days ever the same; can choose what projects to work on.

How will you prioritise the different tasks?  
Do you need to allocate more time to some, and less to others?

What have you learned about a career as a fine artist from the diary task?

Which statements best describe you, the way you work and the sort of job you would like in the future?  
Do you think a freelance career would suit you?  
Why or why not?  
What school subjects would be useful for a career as a freelance artist?

What different kinds of jobs might freelancers do?  
Why do you think so many freelancers have more than one job?  
What do you think are the disadvantages of freelancing?  
And the advantages?

Students show evidence that they have understood and prioritised the tasks through their completed diaries.

Students demonstrate through their answers that they have drawn conclusions from the task.

Students show evidence of reflecting upon their own skills, strengths and work preferences through considered responses. They demonstrate an understanding of how different school subjects are useful to an artist.

Students use the statistics - and what they have learned so far in the lesson - to make inferences and draw conclusions.

## TIMING. SLIDES 13-15: 15 MINUTES

**SLIDE 13 Introduction to group task: Community art projects.** Read the definition of a community art project on the slide then discuss the question as a class. Record the suggestions on a whiteboard or flipchart. Prompt ideas if necessary.

Suggested examples: painting a mural reflecting the community's history/diversity; crafting a large mosaic out of tiles made by community members; running a photography project focussed on the community and local area; hosting painting workshops culminating in an exhibition of the community's artwork; creating a large sculpture or installation out of recycled materials.

Suggested value: bring the community together; create a sense of pride in the community; make public spaces more attractive; provide opportunities for learning and skills development; positive mental health and wellbeing benefits.

Note: The Queenhithe Dock Mosaic in the image was created on the north bank of the River Thames in London by 300 artists and volunteers, including local residents and school children. It includes fragments of pottery found on the Thames foreshore.

**SLIDE 14 Group task: Community art project proposal.** Students to work in groups of 4-6. Give out the **Community Art Project** worksheets, one per group. Appoint a scribe or suggest that students take it in turns to write. Talk students through the activity to ensure understanding.

Younger students can complete the first two sections on the worksheet in bullet points; older students should use full sentences and an appropriate formal style. Older students can also be directed to breakdown the cost of materials, and other costs they might incur.

Note: as a basic guide, artists could be expected to charge around £150-£250 per day for such a project, depending on experience.

**SLIDE 15 Presentations.** Ideally all students should participate in these. Encourage them to adopt an appropriate formal speaking style, as if they are attending an interview.

What are community arts projects?  
Can you suggest examples of different projects?  
Has your community been involved in any, or have you seen the outcomes of any?  
What do you think are the value of these?

Students are actively engaged in the discussion and make creative and thoughtful contributions.

What do you propose creating?  
How will you involve the local community?  
How will the artwork reflect and celebrate what is special about your community?  
How will this help to foster a sense of community pride and belonging?  
What different tasks will be required?  
How will you spend the budget?

Students work as a group to develop their ideas. Their proposals demonstrate that they have engaged creatively with the task, considered its benefits to their community and costed the project. Older students have completed their proposal using an appropriate formal style.

How will you convince the local authority that your proposal is the best way to spend the grant?

Students present their proposals clearly, using appropriate formal language.

<p><b>SLIDE 16: Extension Activity 1: Design a greeting card.</b> Give out the <b>Extension Activity 1</b> worksheets, one per student, which explain the activity in more detail. If it is being completed in class, students can discuss their ideas with a partner before creating their card.</p>	<p>What category of card is it? Who is the potential buyer for it? How can you make it stand out from others?</p>	<p>Students consider the key questions and respond creatively to the activity.</p>
<p><b>SLIDE 17: Extension Activity 2: Cereal box challenge.</b> Give out the <b>Extension Activity 2</b> worksheets, one per student, which scaffold the research task and explain the activity. If it is being completed in class, students will either need laptops or iPads to do the research, or some sample cereal boxes. (See <b>Materials</b> above).</p>	<p>How will your research inform your design? How will it appeal both to children and to the adults who will use the product?</p>	<p>Students create designs that show evidence they have considered the key questions.</p>
<p><b>TIMING. SLIDES 18-19: 5 MINUTES</b></p>		
<p><b>SLIDE 18 Opportunities for all.</b> Ask students what they think these different roles would involve. Make the point that if you are interested in art but don't want a career as an artist, there are other careers options that also need creative and imaginative people.</p>	<p>Which of these jobs would suit someone who is creative and imaginative? Which require different skills?</p>	<p>Students show an understanding of the different skills needed for the different jobs.</p>
<p><b>SLIDE 19 Plenary.</b> Discuss the questions as a class. Suggested challenges: unpredictable income; managing your workload; finding additional paid work that fits around your art projects; sometimes having to work anti-social hours. Suggested rewards: job satisfaction! You are using your imagination, creativity and artistic skills; you are creating something that inspires other people/ connects communities/ makes the world more interesting; you are continually learning and developing your artistic skills.</p>	<p>What do you think are the challenges, and the rewards, of a career as an artist?</p>	<p>Students make suggestions demonstrating that they have drawn conclusions based on what they have learned in the lesson.</p>
<p><b>OPTIONAL EXTENSION SLIDES</b></p> <p><b>SLIDES 20-21 Ways in and getting started.</b> These slides are optional and intended for students aged 14+ Please note that students must be 13 or over to open an Instagram account, or one on other social media platforms such as Facebook or TikTok. Emphasise the point that artists absolutely do not need a degree, but that even experienced ones continue to study and learn by visiting exhibitions and galleries and attending lectures and workshops.</p>	<p>Do you need a degree to become an artist? What other forms of study are useful? What can you start doing now if you are interested in a career as an artist? How can you find out more?</p>	<p>Students use the information on the slides to answer the questions.</p>