FREE TEACHING RESOURCE / 9–12 / 45

Beyond the Festival Image

TEACHER GUIDE • lesson design & facilitation

Grade band: 9–12 | 6–8 sessions, 50–70 minutes

Media: drawing, print, collage or approved digital media

The artistic problem

Develop an editorial series challenging a simplified visual story of New Orleans.

Essential question: Can an artist depict a place without turning its people into a spectacle?

Place-based cultural lens: Compare event-centered publicity with archives of everyday work and community life.

Learning targets

- Investigate the question: Can an artist depict a place without turning its people into a spectacle?
- Apply visual juxtaposition, photo ethics, color systems, editorial critique in a deliberate original composition.
- Use critique evidence to improve visual juxtaposition and name one next step.

Student-visible success criteria

- The final artwork solves this problem: Develop an editorial series challenging a simplified visual story of New Orleans.
- Artwork includes three researched contrasts and a self-critical curator's note.
- Process evidence shows three different options before selection.
- Visual decisions demonstrate visual juxtaposition and support the intended audience.
- Feedback results in at least one visible revision that the student can explain.

Standards & studio habits

Louisiana 9–12 cluster: VA-CE-H1, VA-CE-H2, VA-CE-H3, VA-CE-H7, VA-AP-H6

Studio Habits of Mind: Understand Art Worlds, Develop Craft, Express, Engage & Persist, Reflect. These habits are developed interactively, not in a fixed rank or sequence.

Instructional alignment: Louisiana benchmark codes are official broad grade-cluster benchmarks; specific expectations are developed locally. The ten instructional stages come from the supplied Artistic Investigations framework.

Preparation & materials

- Drawing paper or sketchbook for idea studies
- drawing, print, collage or approved digital media
- Samples and images from reliable sources, with attribution
- Tools appropriate to local safety rules and grade level
- Choice of visual, oral, or written reflection tools

10-stage teaching sequence

01 / Engage Present the artistic question: Can an artist depict a place without turning its people into a spectacle? Give students two contrasting examples that do not dictate a finished product.

02 / Investigate Compare event-centered publicity with archives of everyday work and community life. Gather visual evidence and note what is observed rather than assumed.

03 / Skill Studio Demonstrate visual juxtaposition, photo ethics, color systems, editorial critique. Make thinking visible by testing two alternate solutions and identifying what each communicates.

04 / Generate Develop three possibilities for the challenge: Develop an editorial series challenging a simplified visual story of New Orleans. Change the focal point, material, arrangement or viewer perspective between drafts.

05 / Plan Compare sketches to the success check (three researched contrasts and a self-critical curator's note); choose a direction and state why it better communicates the intention.

06 / Produce Produce an original visual response using visual juxtaposition, photo ethics, color systems, editorial critique; conference on one technical choice and one contextual question.

07 / Critique Partners identify where the artwork communicates the intended idea and locate evidence of visual juxtaposition in the work.

08 / Revise Revisit the specific checkpoint: Three researched contrasts and a self-critical curator's note. Make one visible change after critique and preserve the initial view for comparison.

09 / Present Present with a title, medium, one key artistic decision and any needed credit or contextual limitation.

10 / Reflect Reflect: What evidence proves you improved visual juxtaposition? What will you try or investigate next?

Studio sessions & evidence checkpoints

Session	Teaching move	Capture evidence
Day 1	**Locate the problem** Can an artist depict a place without turning its people into a spectacle?; Compare event-centered publicity with archives of everyday work and community life.	Initial inquiry and positionality check.
Day 2	**Source and context audit** Evaluate evidence, stakeholders, permission or material constraints.	Source log with known/uncertain claims.
Day 3	**Investigate technical options** Demonstrate visual juxtaposition, photo ethics, color systems, editorial critique. Make thinking visible by testing two alternate solutions and identifying what each communicates.	Material trials and design comparison.
Day 4	**Generate + plan** Three robust concepts with intended audience and criteria.	Annotated concepts and rationale.
Day 5–6	**Build and document** Develop work with dated process notes and ethical checks.	Progress photos, source credits, technique notes.
Day 7	**Critique + substantive revision** Test with peers for communication and context; revise visual juxtaposition.	Feedback and before/after comparison.
Day 8	**Present + evaluate** Curate for audience and acknowledge limitations.	Rubric, portfolio record, and next investigation.

Key technique to model

visual juxtaposition, photo ethics, color systems, editorial critique

Access without lowering the artistic goal

Include multiple self-defined perspectives and student choice of which portrayal to question. Offer physical samples, captioned images, accessible demonstrations, flexible planning modes, and alternate materials while retaining the common visual learning target.

Teacher coaching questions

- What is the visual problem you are solving?
- Which decision communicates your intended meaning most clearly?
- What does your reference prove, and what are you still imagining?
- What could a viewer misunderstand?
- What visible revision will strengthen your next version?

Cultural care

Do not represent a living cultural tradition through costume clichés or copied regalia.

Stretch & explore

Present the series with a public feedback invitation.

Design provenance: Original Studio Fieldnotes investigation developed for the 50-lesson library; informed by the teacher-supplied ten-stage Artistic Investigations architecture and reflective Studio Habits framework.