FREE TEACHING RESOURCE / 3–5 / 25

Community Market Labels

TEACHER GUIDE • lesson design & facilitation

Grade band: 3–5 | 4–5 sessions, 45–55 minutes

Media: drawing, collage or digital layout tools; optional ruler and test print

The artistic problem

Design a readable label for a fictional market object or community product.

Essential question: How can a label be both useful and expressive?

Place-based cultural lens: Look at neighborhood stores and food-market graphic design without treating commerce as a stereotype.

Learning targets

- Investigate the question: How can a label be both useful and expressive?
- Apply lettering, contrast, packaging hierarchy, symbols in a deliberate original composition.
- Use critique evidence to improve lettering and name one next step.

Student-visible success criteria

- The final artwork solves this problem: Design a readable label for a fictional market object or community product.
- Artwork includes two label drafts tested for legibility and revised.
- Process evidence shows three different options before selection.
- Visual decisions demonstrate lettering and support the intended audience.
- Feedback results in at least one visible revision that the student can explain.

Standards & studio habits

Louisiana Grade 3–4: VA-CE-E1, VA-CE-E3, VA-AP-E6; Grade 5 (5–8 cluster): VA-CE-M2, VA-CE-M7

Studio Habits of Mind: Develop Craft, Stretch & Explore, Express, 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, collage or digital layout tools; optional ruler and test print
- 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: How can a label be both useful and expressive? Give students two contrasting examples that do not dictate a finished product.

02 / Investigate Look at neighborhood stores and food-market graphic design without treating commerce as a stereotype. Gather visual evidence and note what is observed rather than assumed.

03 / Skill Studio Demonstrate lettering, contrast, packaging hierarchy, symbols. Make thinking visible by testing two alternate solutions and identifying what each communicates.

04 / Generate Develop three possibilities for the challenge: Design a readable label for a fictional market object or community product. Change the focal point, material, arrangement or viewer perspective between drafts.

05 / Plan Compare sketches to the success check (two label drafts tested for legibility and revised); choose a direction and state why it better communicates the intention.

06 / Produce Produce an original visual response using lettering, contrast, packaging hierarchy, symbols; conference on one technical choice and one contextual question.

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

08 / Revise Revisit the specific checkpoint: Two label drafts tested for legibility and revised. 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 lettering? What will you try or investigate next?

Studio sessions & evidence checkpoints

Session	Teaching move	Capture evidence
Day 1	**Observe + question** Look at neighborhood stores and food-market graphic design without treating commerce as a stereotype.	Notice/wonder log and initial study.
Day 2	**Develop craft** Demonstrate lettering, contrast, packaging hierarchy, symbols. Make thinking visible by testing two alternate solutions and identifying what each communicates.	Technique trials and feedback.
Day 3	**Generate + plan** Produce three proposals and select one using criteria.	Three thumbnails and written/oral rationale.
Day 4	**Produce + critique** Create and test work against the checkpoint: Two label drafts tested for legibility and revised.	Work sample and peer response.
Day 5	**Revise + exhibit** Make one substantial change; present and reflect.	Before/after evidence and a precise next step.

Key technique to model

lettering, contrast, packaging hierarchy, symbols

Access without lowering the artistic goal

Include different languages, access needs, and alternative forms of exchange. 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

Avoid copying commercial logos or packaging; invent original products.

Stretch & explore

Create a matching sign for a distant reader.

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.