

What is a Vessel: Containing the Intangible?

By: Abi Creech, Amy Tuchs Schmidt, and Michelle Livik

1. Setting Goals and Expectations:
 - a. Pre-exhibition visit plan:
 - i. Essential Questions: What is a vessel? How do you containing the intangible?
 - ii. They will begin with an “image jam” where there will be photos from material culture paired with fine art objects that represent a “vessel”.
 - iii. They will then each get a vessel that contains an intangible. They will denote and connote their images. Each student will get an object as their own and it will be passed around the room for each classmate to add either a denotation or connotation.
2. Responding and Connecting:
 - a. Instructional Activities:
 - i. The students will have a museum photo Q&A scavenger hunt that poses these questions:
 1. What can it contain? What can't it?
 2. Imagine where the material for this basket came from without reading the sheet
 3. What is its function?
 4. Invent a fictional character that would own/use this vessel
 5. Choose one basket and imagine what intangible it could contain.
*For each question they will chose a separate basket where they will take a photo and log the title and artist for that piece.
3. Creating:
 - a. Optional lesson 1:
 - i. Digital Design/Graphic Design:

Students will be expanding on what they encountered at the basketry exhibition and how they can think broader about what a vessel really is. Students will be investigating what intangible items they would like to see contained within a vessel and available for purchase. The class will be researching marketable product design to better display and sell their products. Each student will have a conceptual product design by the end of the lesson that is digitally displayed on a store shelf.
 - ii. Digital Design/Video Design:

Students will expand on their graphic design lesson by furthering their exploration of what containing the intangible means. They will take the product that they created in the first lesson and make a 60 second commercial for this product that conveys a specific message.
 - iii.

4. Presenting/Culminating Activity

- a. Students will create a collaborative classroom store front for their display case. Items will be placed on the display case shelves and the surrounding area will be a blank canvas for the classes ideal store front.
 - i. What would a store selling intangible items look like?
 - ii. What area would this store be located in?
 - iii. What design elements would draw customers in?
 - iv. Can you judge a book by its cover? What about a store front?
 - v. What is the meaning of a façade?
 - vi. How do our intangible items represent a façade?
- b. (**See store front image jam)

Lesson 1: (Abi Creech)

Containing the Intangible

Introduction to Art/Intermediate Art
Digital Design/Graphic Design

Students will be expanding on what they encountered at the basketry exhibition and how they can think broader about what a vessel really is. Students will be investigating what intangible items they would like to see contained within a vessel and available for purchase. The class will be researching marketable product design to better display and sell their products. Each student will have a conceptual product design by the end of the lesson that is digitally displayed on a store shelf.

Lesson Objectives

- Students will investigate vessels as a means to contain the intangible.
- Students will create a product that contains the intangible and will digitally design the container in Photoshop.
- Students will research marketable aspects of their product in order to create a design and location of product that will produce hypothetical high sales intended for their target market.
- Students will display their products on a digital store shelf.

Essential Questions

- What intangible item do you need more of?

- What marketable products do we see in grocery stores that sell intangible items?
- Who is your target market for your intangible product?
- Where in the store would you see your product being displayed?
- What design aspects can relate to your intangible product?

Materials

- Availability to cameras for use outside of the classroom
- Computers equipped with Photoshop
- Internet access

Exemplar artists

The class will be looking at baskets from the exhibit and imagining what tangible items they may or may not hold as well as what *intangible* items they may or may not hold.

- Jose Reyes, Nantucket Friendship Purse with carved seagull
- Pat Courtney Gold, Yuppie Indian Couple
- Clay Burnette, Just Around the Curves
- Jill Nordfors Clark, April Snow
- Carole Hetzel, Brendan Basket #309
- Marilyn Moore, Balance
- Debora Muhl, Pine needles and waxed linen
- Leon Niehues, Ribbed Basket
- Bird Ross, Four Folds
- Lois Russell, Magic Bus
- JoAnne Russo, Porcupine
- Polly Adams Sutton, Merrill

These artists are exemplar design professionals for students to reference for design purposes (**see attached PowerPoint; How the Pros Exemplify Design Principles)

- Bradbury Thompson
- Herb Lubalin
- Neville Brody
- Paula Scher
- Chip Kidd
- Milton Glaser

Timeline

Day 1:

- Introduce Lesson
- Class discussion on exemplar basketry artists from the exhibit (30 min)
 - What tangible items can this basket hold?
 - What tangible items can it not hold?
 - What intangible items would this basket hold?
 - What intangible items could it not hold?
- Peer brainstorm web on intangible item (20 min)
 - What intangible item do you need more of?
 - Find a partner and have them imagine what a vessel for your intangible item would look like? (5 minutes each)
 - Do this 3 times
- Start sketching out your vessel (10 min)

Day 2:

- Finish sketches of container for intangible item (10 min)
- Discuss design principles for logo/product design (**see attached PowerPoint; How the Pros Exemplify Design Principles) (30 min)
- Return to sketch (20 min)
 - What changes can I make to enhance the form of my container?
 - What design principles need to be present in my logo/label design?
- Start sketching logo/label design

Day 3:

- Artist Journal Entry: What makes you buy a product you have never seen before? Be descriptive. (10 min.)
- Market Research (**see attached worksheet) (50 min)
- HOMEWORK: Go to the store that your product would most likely be sold in and take a photo of the shelf where you would expect it to be. Would it be in the grocery section? The toys? The electronics area? Next to books? Crafts? Shoes?

Day 4:

- Practice Photoshop Tools (This will be different depending on which class this lesson is used for. Graphic Design won't need as much time if they have already been introduced to Photoshop. Introduction to Art students could need up to a week of learning Photoshop tools.)

Day 5-10:

- Work Day

Day 11:

- Print and mount digital work
- Create a sales pitch for your product

Day 12:

- “Sell” the class your product

Lesson 2: Commercials- by: Amy Tuchsmidt

- a. They will start with these questions:
 1. What do you need in your life? Ex. Time, calmness, love
 2. What would this vessel look like?
 3. Where in the store would it be sold?
- b. Show them examples like: Monster Spray, secrets jar, etc...
- c. They will then create an advertisement that works alongside the theme.
- d. This will be done as a video 60 second commercial. They can use various recording materials as well as software to create their video.
- e. Before we begin we will look at different commercials and see how they are laid out and the message they are trying to convey.
- f. We will then think about our product and the message that we would like to convey with it, and the theme we would like to use to get that message across.
- g. Schedule:
 4. Day 1: Introduction to the lesson and research
 5. Day 2: Research
 6. Day 3: introduction to software-Play day
 7. Day 4: Start on project-Story board in artist journal, begin commercial
 8. Day 5: Studio Day
 9. Day 6: Studio Day
 10. Day 7: Studio Day
 11. Day 8: Studio Day
 12. Day 9: Present Videos