

## Visual Arts: Jack's Store

### Students Will

- Create a store front for Jack's store
- Demonstrate how they would best advertise the store's products
- List contact information for the store for questions, comments, and concerns

**Materials Needed:** Pencils, Map Pencils, Markers, Paint, Paper and any other art materials you wish to use.

**Copy for the Teacher:** "Know/Want to Know/Learned (KWL)" chart

**Getting Ready:** Read "The Story of the Opera" with the students so that they understand Davies' adaptation of this classic fairytale.

**Guided/Independent Lesson:** Begin the lesson using the "Know/Want to know/Learned Chart (KWL)" chart included in this lesson.

Ask the students to give examples of things they see when going to a store. If the students have trouble coming up with answers, prompt them by asking questions such as: What kinds of stores are there? What does a store look like? Does it have windows? Are there items outside the store?, etc. Write their answers under the "Know" column.

Next, ask them how they know what the store sells or how to contact the store if there are any problems or questions. Put these answers under the "Know" column as well.

Then, present the students with this scenario: "Let's say that the story of Jack continued and he decides to use the gold he takes from the Giant to build his own store. What would the front of the store look like? What would be located on the outside? What kinds of products would he sell?"

Also, you may want to discuss how the internet, social media and other technology have advanced and changed the retail industry. Show the students pictures of stores from the internet or in magazines or books. If the students have any other questions, write those in the "Want to know" column.

After discussing the above ideas with the class, have the students to create their own storefront for Jack's store. You may want have the students work with a partner or a small group to create the project. They may create any kind of store and are free to draw, paint, sculpt, etc. using whatever materials are available to them, but they must include the following details:

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- Store Name
  - Address
  - Contact information
  - Sale price of at least one item
  - Front door
  - Window display

**Evaluation:** “Learned”

1. Did the students have an understanding of the creative side of marketing and advertising for a store?
2. Were the students able to include all 6 details required? Did they include more?
3. Did the students include the internet, social media, and other technology in their project?
4. If working with a partner or small group, were the students able to work well as a team?
5. Were the students able to answer any of the “Want to know” questions on their own?

**TEKs**

**5<sup>th</sup> Grade:**

(2) Creative expression/performance:

(B) Compare relationships between design and everyday life;

(C) Create original artworks and explore photographic imagery, using a variety of art materials and media appropriately.

(4) Response/evaluation:

(A) Analyze personal artworks to interpret meaning.

**6<sup>th</sup> Grade:**

(2) Creative expression/performance:

(B) Describe in detail a variety of practical applications for design ideas.

(4) Response/evaluation:

(A) Conduct in-progress analyses and critiques of personal artworks.

**Correlates**

Math

**Gardner’s Intelligences**

Verbal/Linguistic, Logical/Mathematical

**Bloom’s Taxonomy**

Knowledge, Comprehension, Application, Analysis, and Evaluation

**Online Resources**

<http://www.docstoc.com/docs/4877917/K-W-L-Chart-K-What-students-know-W>

<http://www.operatales.com/jack-beanstalk.shtml>

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**K-W-L Chart**

<b>K</b> What students <b>know</b>	<b>W</b> What students <b>want</b> to know	<b>L</b> What students <b>learned</b>