Online Presence for Artists

Students analyze favorite artists' social media strategies, examine branding aesthetics and artist bios, then create promotional social media posters reflecting mood and tone through design elements.

Overview

Throughout this lesson, students will learn about the importance of online presence for artists. Students will analyze their favourite artists' social media pages examining artist bios and brand aesthetic. Finally, students will create their own social media posters to advertise their songs, keeping in mind how various elements such as font and colours convey mood and tone.

Duration

2-3 Hours

Materials

- Computers/devices with internet and internet access
- Canva subscription (or other graphic art app subscription)
- "Social Media Poster Rubric"

Activate: Analyze an Artist

Inform students that today's lesson is all about social media presence. Ask students to name an artist (or two, or three) with a strong social media presence. Together, as a class, review that artist's social media pages starting with Instagram, then Facebook and their website (if applicable). Discuss the following:

1. What is unique about this artist?
2. What information do they include in their bio?
3. What other information can you gather from their social media pages?
4. What is their brand aesthetic? A brand aesthetic refers to the mood, tone, and style of the visuals used in the content.
5. Is their content consistent across all platforms?

Acquire: Online Presence for Artists (Diana Hellson)

Have students read "Online Presence for Artists" by Diana Hellson found on pages 94 - 99 of the Create to Learn textbook. Alternatively, students can watch her lesson here: https://www.createtolearn.ca/tutorial/artists-online-presence

To debrief the reading, ask the class the following questions:

1. What questions does Diana recommend asking yourself in each lesson?
2. What information should your bio contain?
3. What is the purpose of artists' social media pages?
4. What types of applications need longer biographies?
5. What does Diana say can be easy to miss in the beginning?
6. What are some examples of "brand assets"?
7. What tips does Diana give about creating social media posters?

Apply: Song Poster

Inform the class that based on their leaning about social media presence, they are going to apply the tips they learned to create a social media poster to advertise their songs!

For more tips, we recommend reviewing the following lessons:

1. Cash in on Your Passion by Casey Desjarlais for a Canva tutorial and tips for advertising on Facebook and Instagram
2. Music Makers 101 by Dakota Bear for a Canva tutorial and a lesson about press and publicity, including how to create an electronic press kit.

3. Graphic Arts by Ovila Mailhot for a lesson about creating original graphic art using Photoshop.

Before students begin, review the "Social Media Poster Rubric" so students know what they will be graded on. Instruct students to think about which colours and fonts will help convey the mood of their songs.

Assess: Social Media Poster Rubric

Use the "Social Media Poster Rubric" to assess students' posters.

Assessment Rubric

SOCIAL MEDIA POSTER RUBRIC

Category	EXCELLENT (12-15)	GOOD (10-12)	SATISFACTORY (7-9)	NEEDS IMPROVEMENT (0-7)
Relevant Information	The poster includes all relevant information including song name, artist, artist bio and social media handles	The poster includes most relevant information including song name and artist name and social media handles	The poster includes the song name and artist name only	The poster is missing one of the following: song name, artist name
Poster Colours	Brand colours elicit emotions in the viewer that correspond with the mood of the song	Brand colours attempt to elicit emotions in the viewer that correspond with the mood of the song	Brand colours are somewhat unrelated to the mood of the song	Brand colours are completely unrelated to the mood of the song
Font	The font adds personality to the poster	The font attempts to add personality to the poster	The font is either too big, too small or distracting to the poster	The font is not legible
Purpose/Audience	Design as a whole is well connected to its purpose and audience	Design as a whole is clearly connected to its purpose and audience	Design as a whole has a slight connection to its purpose or audience	Design has a whole does not match the purpose or audience
Creativity and Originality	Poster displays a high level of creativity and originality	Poster displays some use of creativity or originality.	Poster displays little to zero creativity or originality	Poster is not original.

Total = /75 marks

Curriculum Connections

British Columbia and Yukon

- Entrepreneurship and Marketing 10
- Media Design 10
- Graphic Production 11 (identical to Entrepreneurship and Marketing 10)
- Career Life Education

Alberta, Northwest Territories and Nunavut

- Grade 11 and Grade 12 Entrepreneurship course
- Art 10, 20, 30

Ontario

- Business Studies Grade 9 and 10
- Information and Communication Technology in Business, Grade 9 or 10
- Media Arts Grade 11 and 12