

The Artist as Entrepreneur

Getting Down to Business: Next Steps

Lesson Description

In this lesson, students will write the first few paragraphs of their business description by carefully analyzing their current body of work and how that work will be expanded. They will accept and provide critiques of their current body of work. They will consider the types of training that will be necessary for them to expand their work into marketable areas.

Concepts

art criticism
business plan

Related Subject Areas

Business: business description
Economics: human capital development

Objectives

Students will:

begin writing their business descriptions, focusing on current work and future directions
record the education and training they plan to engage in to further their skills

Materials

Large space
easels and tables sufficient to display each student's body of work
student work
The Artist as Entrepreneur notebooks
goal statements developed in the first lesson

Procedure

1. Assign spaces for each student to display his or her work. Have each student set up his or her display.
2. Have each student invite the other students in the class to view his or her work. Instruct each student to invite the other students to describe what the work is about and what they appreciate about the art. Instruct each student to keep notes on the critiques offered by the other students.
3. After each student has received sufficient input from his or her fellow students, instruct each student to examine the comments he or she has received from his or

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her fellow students. Instruct them to look for common themes in the critiques. This will help them further describe their work.

4. Ask students to volunteer some of the statements they received about their art. Record these statements on the board. Help students consider more accurate adjectives and greater detail to include in the descriptions of their art.
5. Instruct students to conjecture as to what direction their art might take. They may want to reflect on their five-year goal for this exercise. For example, students interested in a career in fine arts or graphic design may have a plan for other themes they may want to reflect or other media they may want to incorporate in their work. Those involved in the media arts, such as computer graphic design, may have plans to develop animation techniques. Students in graphic design may consider the various products they might produce, such as posters, greeting cards, or fabric art.
6. Instruct students to consider the additional training and education they may have to undertake in order to expand their work in the future. This training is referred to as human capital development. Developing one's human capital provides better and more marketable skills in the labor force. Keeping up with techniques and tools, especially in the media arts, is important for the artist.
7. Have students incorporate additional training and education into their five-year goal statement.
8. Instruct students to develop their product description. The first paragraph might describe the type of art they produce, the theme of their work, and the media they use. The second paragraph may describe their current body of work. The third paragraph may describe the direction they will take.

Closure

Explain that students have completed the first part of their business descriptions. Emphasize that an artist must consider his or her work to be a product if he or she hopes to become self-employed and earn a living from art.