



ART

PRE-LESSON PLAN

Lesson Title

- Designing the Rams' Story: How Art Shapes Team Identity.

Basic Information

- Grade Level: 4–8.
- Duration: 60 minutes.
- Subject Areas: Art, Design, English Language Arts, Career Exploration.

Lesson Objectives

- Help students see that visual design is about choices, not just drawing skill.
- Encourage creative thinking and communication through design decisions.
- Build curiosity about how art connects fans to teams and events.
- Prepare students to watch the Art video with focused questions and ideas.

Learning Objectives

- Students will:
 - Identify how visual design shapes stories and emotions in sports.
 - Explore artistic choices like color, composition, and typography.
 - Imagine themselves in professional creative roles connected to sports.
 - Record ideas and reflections to connect back to the Rams video.

Vocabulary

- **Branding** – A team's "look and feel" that fans recognize (like colors, logos and style).
- **Composition** – How things are arranged in a picture or design.
- **Typography** – The style of the letters and words in a design.
- **Visual Storytelling** – Using pictures to tell a message or story without words.

Standards Alignment

National Core Arts Standards (Visual Arts)

- VA:Cr1.1.4–8: Generate and conceptualize artistic ideas and work.
- VA:Re7.2.4–8: Analyze how visual imagery influences meaning.
- VA:Cn11.1.4–8: Relate artistic ideas and works with societal, cultural, and historical context.

Common Core ELA Standards

- RI.4–8.1: Refer to details and examples to explain and infer.
- RI.4–8.7: Interpret information presented visually, orally, or quantitatively.
- W.4–8.7: Conduct short research projects using multiple sources.
- SL.4–8.1: Engage effectively in collaborative discussions.
- SL.4–8.4: Present claims and findings clearly.

Career Technical Education (CTE) Standards

- CRP 2: Apply academic and technical skills.
- CRP 6: Demonstrate creativity and innovation.
- CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 10: Plan education and career paths aligned to personal goals.

Lesson Components & Educator Guidance

1. Visual Analysis Warm-Up (15 min)

Project 2–3 Rams-related images (game photography, merchandise, social media graphics) for students. You can find these relatively easily with a Google search.

Teacher Tip: Be sure to preview all images before showing them to students to ensure they are appropriate and aligned to how you want to structure the lesson.

Ask students to respond to the images using these prompts or others you like

- What story are these images/items telling?
- Who do you think created them, and why?

As students dive into the conversation, use guiding questions. Consider the following or choose your own/some that are directly related to the images you chose:

- What choices do you think the photographer or designer made when they created this?
- How do color, composition, and emotion play a role in what they did?

2. Design Decisions Challenge (25–30 min)

Hand out the [Design Decisions worksheet](#) and walk them through it. Let students know that in the exercise they will choose one of two roles: Team Photographer or Brand Designer. They will then be “hired” to create a visual piece for the Rams, which will be either a photo for a billboard or a merchandise concept for fans to buy.

Guide students through the worksheet prompts. Help make students more comfortable by modeling an example. Consider something like this, or choose your own applicable example:

- If I’m a Team Photographer and my target audience for the billboard ad is new young fans, I might want my photo to show excitement before a game or kids in the stands. Maybe I’d set up or look for a photo like that. What photo would you take in that situation?

Teacher Tip: As students complete the worksheet, circle the room to draw out their creativity by making observations and encouraging them. Reinforce that art is about the process, not the product.

3. Peer Critique & Reflection (10 min)

Pair students to share their ideas. Provide critique sentence frames, to help make sure all feedback from the class is positive, practical and anchored in the goals of the activity. You can use these frames, or any others you like:

- I like how you used ____ because ____.
- One question I have is ____.

Teacher Tip: Remind students this exercise is about storytelling, not “good” or “bad” art.

4. Close & Reflection (5-10 min)

Guide your class through a discussion to reflect on what they learned and experienced going through this process.

Use guiding questions. Consider these, or use your own:

- What did you learn about how art helps shape a team’s identity?
- Which pieces were hard for you? Which were easier?

Move kids from a reflective place into an anticipatory one as you prepare to show them the art video! Ask them to think about what kinds of things they might learn about photography and/or brand identity and merchandise production.

Ask kids to write down a few things they think they may see in the video and/or questions they hope get answered when they watch it.

Materials Needed

- Design Decisions Worksheet
- Projected or printed Rams visuals
- Drawing tools or digital sketch apps

Assessment

- Completed Design Decisions Worksheet
- Participation in visual analysis and peer critique