

CREATIVE COMMONS LESSON PLAN

I. Lesson Number, Grade Levels, Title, and Duration:

Lesson Number 4, Grades 11-12, Creative Commons, 2 class periods

II. Lesson Rationale: Copyright regulations are fairly complex and can be confusing for students as well as teachers, especially when trying to determine what circumstances are considered “fair use” according to copyright law when appropriating elements of preexisting works into derivative works. Using preexisting works that are under creative commons licensing can alleviate much of this confusion though there are several different licenses that have unique requirements for use in derivative work.

III. Key Concepts:

Ethical behavior, appropriation, attribution, copyright, creative commons, derivative, fair use, infringement, commercial vs. noncommercial, licensing, modification, share alike

IV. Essential Question:

What is appropriation?

How can ethical behaviors be ensured during art-making activities that utilize appropriated images?

Who controls the uses of images and why?

How has the concept of ownership of intellectual property evolved over time?

V. Lesson Objectives:

The student will be able to compare and contrast copyright and creative commons through discussion.

The student will be able to determine between copyrighted and creative commons works in the selection of preexisting artworks to be incorporated in student artwork.

The student will be able to compare and contrast different creative commons licenses through discussion and in the selection, download, and referencing of preexisting artworks to be incorporated in student artwork.

VI. Specific Art Content:

Appropriation, originality, derivation

VII. Resources & Materials for Teacher:

Computer, Internet access, classroom screen, speakers, <http://analogdigitalart.weebly.com/lesson-4-creative-commons.html>

Copyright Clearance Center. (2010 September 24). Copyright basics [Video file]. Retrieved from <https://youtu.be/Uiq42O6rhW4>

Creative Commons. (2014). Best practices for attribution. Retrieved from https://wiki.creativecommons.org/wiki/Best_practices_for_attribution

Ellison, K. (2013, April 19). 5 famous copyright infringement cases (and what you can learn) [Web log post]. Retrieved from <https://99designs.com/blog/tips/5-famous-copyright-infringement-cases/>

Jenkins, K. (2011). Copyright infringement in fine arts classes: A brief educational overview for students and instructors. Retrieved from <http://www.slideshare.net/KcJenkins/copyright-infringement-in-art-classes-62630171>

Monlux, M. (2009). Avoiding copyright infringement: When has an artist infringed. Retrieved from https://graphicartistsguild.org/tools_resources/avoiding-copyright-infringement

Peter Caggia _ Staff - SalemMS. (2015 November 2). Searching Google images with a creative commons license filter [Video file]. Retrieved from <https://www.youtube.com/watch?v=s9hR9Gokc4E>

Philinthecircle. (2014 May 10). Appropriation defined - from goodbye-art academy [Video file]. Retrieved from <https://www.youtube.com/watch?v=5RojhelQovI>

Ultimate YouTube Resource. (2013 November 25). What is creative commons? [Video file]. Retrieved from <https://www.youtube.com/watch?v=7j7ZSEt-ME0>

VIII. Resources & Materials for Students:

Computer, Internet access, Google Images, vocabulary list: attribution, appropriation, copyright, creative commons, derivative, fair use, infringement, commercial, noncommercial, licensing, modification, share alike

IX. Instruction and Its Sequencing:

1st Day of the Lesson:

Introduction/Motivation:

Ask students if/when they have copied all or part of artworks for assignments or their own personal work and the context for doing so. Ask them what they know about copyright and creative commons. Write their answers on the board.

Guided Practice/Demonstration (see <http://analogdigitalart.weebly.com/copyright--creative-commons.html> for resources)

Give a brief summary of famous cases of copyright infringement.

Show students videos on copyright and Creative Commons as well as slide show on copyright infringement in art classes.

Discussion

Ask students for their opinions about copying others' work and about protecting or sharing their own. Write those answers on the board.

Ask them for ideas on how to appropriate imagery in an ethical way.

Classroom Management Procedures

The teacher will establish clear classroom routines and procedures.

Closure

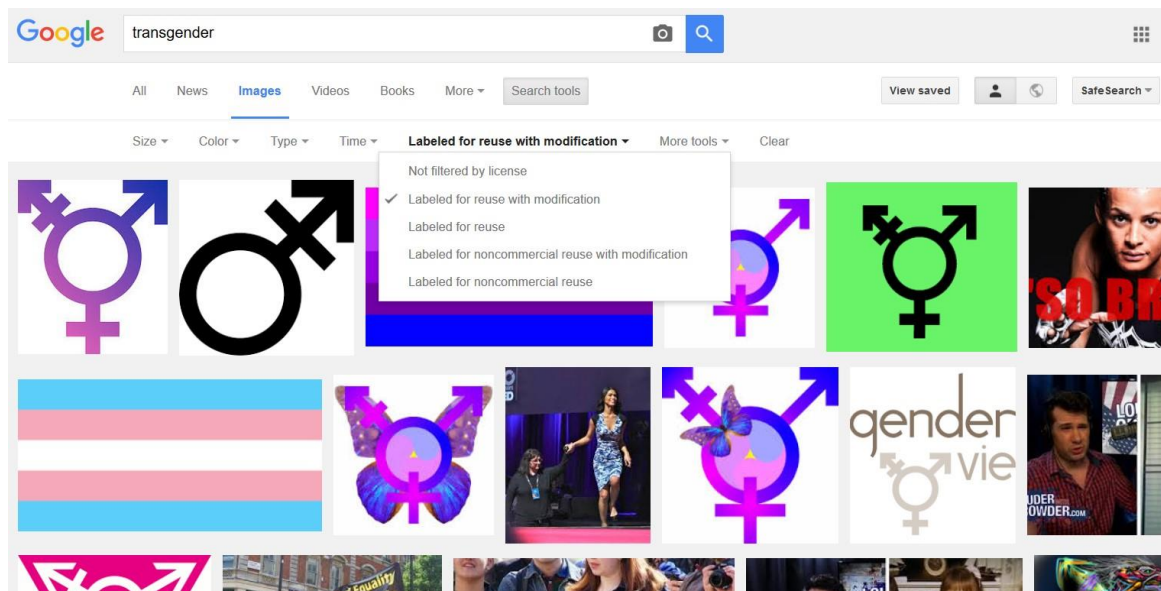
Show students the video on searching Google Images for creative commons images. Tell students they will perform a search for creative commons images in the next class for use in a digital artwork based on the unit theme. Have students brainstorm/sketch in sketchbooks the type(s) of imagery they anticipate appropriating for use in the digital artwork.

2nd Day of the Lesson:

Introduction/Motivation:

Guided Practice/Demonstration

- Students will be led through the initial stages of setting parameters for an advanced image search on Google Images for images listed under usage rights other than “not filtered by license” through the “search tools” option.



- Show how to select the different usage rights options in the search tools on Google Images. Go through each to show how the results change depending on search parameters.
- Stress that students will need to find images that are licensed for modification—two options, commercial and noncommercial.
- Choose a demo image for use and show students how to “Visit Page” to see the original online source for reference.
- Show students how to find the image creator’s information for attribution as well as any other information required by the creative commons license.
- Demonstrate how and where students should download and store selected images.
- Take the students through documenting the image, source, and creator as a reference in a word processing application, such as MSWord.

Independent Practice

Students will find and download 3-5 creative commons images licensed for modification to a folder on the computer or storage device for use in a future project connected to the unit theme and essential questions raised in Lesson 1.

In a Word document (or other word processing program), the student will explain for each image downloaded which Creative Commons license was used, the original online source will be referenced by website name and URL, and the original creator attributed as well as any other information required by the Creative Commons license.

Formative Evaluation

The teacher will check with each student as they work to see that their selected images are licensed for modification and that the student is documenting the required image information.

Classroom Management Procedures

The teacher will establish clear classroom routines and procedures.

Closure

As a class, have students report their experiences through discussion. Ask students about the benefits of using creative commons images and what limitations or challenges are encountered by using creative commons. Remind students they will use their downloaded images in the next lesson.

X. Summative Assessment and Evaluation:

Students will download at least 3-5 images with creative commons licensing that allows modification from Google Images searches, save those files in a folder on the computer or a storage device, and create a document that references the type of license, the online source, and the image creator.

	Exemplary	Satisfactory	Emerging
Creative Commons images	All images downloaded fall within creative commons licensing that allows modification	Most images downloaded fall within creative commons licensing that allows modification	Few images downloaded fall within creative commons licensing that allows modification
References	All downloaded images referenced with original creator and original source site	Most downloaded images referenced with original creator and original source site	Few downloaded images referenced with original creator and original source site
Quantity	5 or more images downloaded that meet criteria	3-4 images downloaded that meet criteria	Fewer than 3 downloaded that meet criteria

XI. Interdisciplinary Connections:

Technology, literature, music

XII. References & Resources:

Copyright Clearance Center. (2010 September 24). Copyright basics [Video file]. Retrieved from <https://youtu.be/Uiq42O6rhW4>

Creative Commons. (2014). Best practices for attribution. Retrieved from https://wiki.creativecommons.org/wiki/Best_practices_for_attribution

Creative Commons. (n.d.). About the licenses. Retrieved from <https://creativecommons.org/licenses/>

Ellison, K. (2013, April 19). 5 famous copyright infringement cases (and what you can learn) [Web log post]. Retrieved from <https://99designs.com/blog/tips/5-famous-copyright-infringement-cases/>

Ferriter, B. (2010). Teaching students about the creative commons. Retrieved from <http://www.learnnc.org/lp/pages/6443>

Jenkins, K. (2011). Copyright infringement in fine arts classes: A brief educational overview for students and instructors. Retrieved from <http://www.slideshare.net/KcJenkins/copyright-infringement-in-art-classes-62630171>

Monlux, M. (2009). Avoiding copyright infringement: When has an artist infringed. Retrieved from https://graphicartistsguild.org/tools_resources/avoiding-copyright-infringement

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Philinthecircle. (2014 May 10). Appropriation defined - from goodbye-art academy [Video file]. Retrieved from <https://www.youtube.com/watch?v=5RojhelQovI>

TEDx Talks. (2012 October 5). Copyright and the work of art in the age of mechanical reproduction: Eric Doeringer at TEDxChelsea [Video file]. Retrieved from https://www.youtube.com/watch?v=731m0zsbm_w

Ultimate YouTube Resource. (2013 November 25). What is creative commons? [Video file]. Retrieved from <https://www.youtube.com/watch?v=7j7ZSEt-ME0>

XIII. Art TEKS covered in this lesson, indicated in * bold

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117c.html>

§117.304. Art, Level III

§117.305. Art, Level IV

(c) Knowledge and skills covered in this lesson, indicated in * bold

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork.

(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.

***(3) Historical and cultural relevance.** The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.

***(4) Critical evaluation and response.** The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.

XIV. National Art Standards

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Anchor Standard 7: Perceive and analyze artistic work.

***see PDF at**

<http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>