TITLE:
Marketing and Designs of Coca-Cola

SUBJECT:
Art / Photography
Grade 9-12

INVESTIGATIVE QUESTION:
Over the years what changes has Coca-Cola marketing made in their products and why?
How has America’s conception of the product changed over the years?

PA TEACHING STANDARDS:
9.1.12.A (ART)
Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.12.D (ART)
Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

8.1.12 (HISTORY)
Synthesize and evaluate historical sources.

OBJECTIVES:
Students are to research different marketing and designs of Coca-Cola throughout the years and describe what and how these changes may or may not have made changes in America’s conception of Coca-Cola.

Students are to research and document a work cited page about Coca-Cola through the Library of Congress as well as any other informative source.

Students will gain a better understanding of how graphic design in marketing changes views and attitudes of people. Students will have a completed design of their own soda beverage that demonstrates thorough knowledge of design and marketing.

DURATION:
1 day, 45 minute class
MATERIALS:
Computer / Pen / pencil / Paper / Projector / Internet /Skype used for 1 on 1 video with graphic designer.

http://www.loc.gov/pictures/item/2004671509

Drink Coca-Cola 5 cents

http://www.loc.gov/pictures/item/93501063

Serve Coca-Cola, Refreshing Surprise, Stock up for the Holidays.

INQUIRY-BASED LEARNING:

I will use an Inquiry-Based Learning Model (IBLM) with the following components:

QUESTIONING: The teacher will ask what do the students see when they look into a cooler with multiple beverages? How do the logos and designs of the beverages change your view or attitude towards that product?
RESEARCHING: The teacher will demonstrate how to research held assumptions about the designs of soda (Coca-Cola) using the Library of Congress website.

DISCUSSING: The teacher will lead the class in a discussion about what the students found during research.

CREATING: Students will create their own logo / poster designs that they feel would be more appealing to them as consumers.

REFLECTING: Students will write a 1 page reflection page that represents their research as well as present their new logo / poster designs to the class followed by class discussion.

ASSESSMENT: The students will be assessed by using a rubric specific to the oral history project.

DESCRIPTION OF PROCEDURES:

The information you are about to read is a description of my procedures in class during a lesson based on oral history. My thoughts building the lesson were based on the information from the Library of Congress on the product Coca-Cola. Being that I am an Art / Photography teacher I felt that it was suitable to base the lesson on the graphic designs of Coke products. For example: billboards, bottle design, can design, pictures, posters, colors, famous people etc.

As students enter the classroom I stand at the door and hand each student a small cup on the way in. I then set up three bottles in front of the class and let each student fill up their cup with whichever bottle is most appealing to them. Each bottle has a homemade label on them so that the students are unaware of what kind of cola they are choosing. When all students have finished this process they will then all take a drink of the soda and tell me what kind they think it is. After listening to student replies I then inform them that all the bottles are the same kind of soda. As a class we then take a look
at how much soda is left in each bottle and discuss why one may have more than the other. The main focus of the activity is that the students based their sole judgment of what bottle of soda they wanted by the design aspect of the bottles. After accomplishing that specific issue we discuss what they liked and didn’t like about the designs.

Finishing class discussion on design and how it can persuade a person a certain way I go into further detail and talk about colors and how they can change a persons’ mood or attitude. I explain to them the difference between warm and cool colors. Warm colors are oranges, reds and yellows and give off a warm or exciting feeling. Cool colors are blues, violets and grays. These colors give off a very neutral and relaxed feel. I talk about how they are used in movies and posters etc. to depict different moods and feelings.

After going over some specifics of graphic design I will then introduce our Oral History interview guest. Preferably it will be a Coca-Cola graphic designer that has had previous insight to the ins and outs of the Coke marketing back round. Skype would be used to do a one-on-one interview with the representative and the students would observe the interview. I would first get the personal information about the graphic designer and from there get some information to get to know his previous experience and knowledge. I also would ask the graphic designer about their education and their thoughts on the classes they took and what their recommendations would be to someone interested in graphic design. I would ask the graphic designer their age and ask them to describe whether an older or younger graphic designer would have any different insight or views in the industry related to marketing Coca-Cola products. I go into asking what their professional life is like and what the good and bad is about their job. What would they
change? I will ask about their community or political involvement and how they feel about it. The main focus question in the Oral History interview would be the feelings and thoughts behind the creation of Coca-Cola bottling and packaging. How has it changed and why? What has made it successful and what were the blunders? Color choice and what sells more bottles or cans and what does the company prefer to sell?

After the Oral History interview I would have a class discussion on how the kids felt about the interview and their thoughts after listening to the graphic designer from Coca-Cola. I will ask questions to the class about do you think we would’ve had different answers if we had a male, female, old, or young graphic designer? Why? How?

After a Q & A session I will instruct the students on their assignments for the class. Students are now to get in small groups and research different marketing aspects based on but not limited to Coca-Cola soda. Students are to browse the LOC website and find information that will help them gain a better understanding of what and how marketing changed bottle design, logo design, billboards, posters, video clips, audio clips, and any other option in marketing or propaganda methods that companies use to get the consumers attention as well as business. Students will then write a one page reflection along with a works cited page to represent their work. Students are to use at least one reference from the Library of Congress. This process will be completed for homework.

The final and closing process of the class is that they will then combine into small groups and complete a sketch and slogan for a new or updated product that is original from any product. Students are to use the information they received from the Oral History interview with the Coca-Cola graphic designer as well as any research that they found during the research period of the class. Some students are to be responsible for the
drawing and design of the product and some can be responsible for the slogans and propaganda of the product. Groups will then present their projects in front of class leading to class discussions about the pros and cons of the creation.

Students will be assessed on their product as well as their one page reflection after researching the information given. Students will be assessed by using rubrics created for the lesson.
### Art History: Coca-Cola Case Study Rubric

**Teacher Name:** Ken Musko

**Student Name:** __________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ADVANCED</th>
<th>PROFICIENT</th>
<th>BASIC</th>
<th>BELOW BASIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Influence of culture</strong></td>
<td>Student is able to give several detailed examples of how the time period(s) in which a graphic designers work influenced society with Coca-Cola soda.</td>
<td>Student is able to give a couple of examples of how the time period(s) in which a graphic designers work influenced society with Coca-Cola soda.</td>
<td>Student is able to give one example of how the time period(s) in which a graphic designers work influenced society with Coca-Cola soda.</td>
<td>Student has difficulty describing how a graphic designers work influenced society with Coca-Cola soda.</td>
</tr>
<tr>
<td><strong>Characteristics</strong></td>
<td>Student identifies multiple significant characteristics that distinguish this artist's work or school/period from others and uses these to recognize other works by this artist.</td>
<td>Student identifies multiple significant characteristics that distinguish this artist's work or this school/period from others.</td>
<td>Student identifies 1 or 2 significant characteristics that distinguish this artist's work or this school/period from others.</td>
<td>Student cannot identify characteristics that distinguish this artist's work or period/school.</td>
</tr>
<tr>
<td><strong>Recognition of Work</strong></td>
<td>Student can accurately name 4 works by this artist and describe them in some detail.</td>
<td>Student can accurately name 2 works by this artist.</td>
<td>Student can either accurately name or describe at least 2 works by this artist.</td>
<td>Student is not able to name or describe this artist's works.</td>
</tr>
<tr>
<td><strong>Influence of other artists</strong></td>
<td>Student is able to name at least 2 artists who influenced the artist being studied. He can also point out areas in this artist's/ graphic designer's paintings/ graphics where one can see these influences.</td>
<td>Student is able to name at least 2 artists who influenced the artist/ graphic designer being studied.</td>
<td>Student is able to name at least 1 artist who influenced the artist/ graphic designer being studied.</td>
<td>Student does not know which other painters/ graphic designer influenced the one being studied.</td>
</tr>
</tbody>
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INTERVIEW GUIDE:

General Background

1. Name of Interviewee
2. Place and date of birth
3. World views

Education

1. College Experience and Duration
2. Major Course of Study
3. Sources of Encouragement
4. Year of Graduation
5. Post-Graduation employment options

Professional Life

1. What is life like after college?
2. What are the major struggles of issues you may have had to overcome?
3. How did you become a member of Coca-Cola design team?
4. The ups and downs of your job and what would you do different if you could?
5. What is the most notable efforts that you have made towards Coca-Cola?
6. Describe changes in the designs the company and why they were made.

Interview Conclusion

1. Conception of being a successful Graphic Designer / Artist.
2. Advice or helping thoughts to future Graphic Designer / Artist that would be interested in taking such a career path.
3. Issues that he / she want to cover that have not been discussed.