

**Grade Level and Subject Area**

Beginning Art I – Grades 9-12

OVERVIEW

**Central Focus of the Lesson:**

Explore the three tiers of collage: Collecting, Cutting and Glueing. How does an artist curate found images and text through print media? How do artists demonstrate identity through using found images and symbols? Why is layering important?

**State Adopted Content Standard(s):**

- Prof. VA: Cr 1.1 – Use multiple approaches to begin creative endeavors.
- Adv.VA:Cr2.3 -- Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people’s lives.
- 8.VA: Pr6. -- Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

**Learning Target/Objectives:**

Students will be able to...

- experiment with cropping, editing and recontextualizing found images from print media
- demonstrate varied approaches of a collage artist: Collect, Curating, Cutting and Glueing.
- curate and then re-contextualize found images into a cohesive art piece.
- communicate a sense of self, or personal identity through found image collage.

**Prior Knowledge/Understandings:**

- Students have prior experience cutting, collecting and curating found images..
- Students have some experience working with found images, and how an artist composes a collage.
- Students are familiar with the content of magazines, and are able to strategize their curation of images, as well as form visual associations with found images.
- Students are familiar with self-expression through the vehicle of creativity.

**Academic Language Demands/Vocabulary:**

- Students will be listening to new terms during the instructor’s introduction, and using new terms when speaking to their partners at their table and in the class brainstorming sessions during the initial collage demonstration.
- Students will analyze how they mentally approach a challenge or frustrations through collecting, editing and composing their found images before they affix the source material onto their working surface.

**Lesson Vocabulary:** Collecting, Curating, Cropping, Editing, Composing, Arranging, Layering, Adhesive/Affix (glueing), Re-Contextualizing, Self-Expression, Text, Image

**Materials and Resources:**

- Magazines and Books
- Large Sheet of White paper (12"x24")
- DIY pockets (built into their sketchbooks)
- Adhesive (glue, glue sticks, Nori paste)
- Writing utensils
- Scissors
- Stapler
- Cardboard tabs (to apply Nori paste)
- Sketchbook

**ASSESSMENT AND FEEDBACK****Formative Checks and Plan for Feedback:**

- Constructive individual feedback and response to questions as students work on composing their collage
- Observation of students collecting and curating found images
- Observation of composing new forms within their collected found images
- Observation of students abilities to handle scissors and how precise their cropping/editing of found images

**Summative Assessments:**

- Instructor reviews the four questions relating to the introduction lecture of collage
- Instructor reviews the 1- 5 critique questions that students completed midway through their assignment
- Peer Review Assessment & Student Self Assessment
- Visual inspection of the amount of negative space left around the focal image.
- Grading final project (Instructor's assessment)

**INSTRUCTIONAL SEQUENCE AND LEARNING TASKS****Hook and Engage Students:**

Students are presented with slideshow of collage, and follow along with worksheet questionnaire pertaining to slideshow and answer the following:

- What are the warm (positive) and cool (negative) attributes of collage?
- How does the meaning of found images change when they are placed in a new context?
- How would an artist communicate ideas if they didn't have access to literal (direct representation) imagery? What does it mean to form and use associations?

**Differentiation/Planned Supports:**

**IEP:** IEP students are not required to have written answers for warm up questions. IEP students are required to verbally contribute towards the warm/cool reflections of collage.

**ESL:** Word bank with vocabulary; translated hand-out of examples of types of collage,

**Instruction:**

Instructor will hand out large sheets of paper in which students will write their name or initials in large block letters utilizing the whole sheet. Students practice a rough draft in their sketchbooks. While working on their block letters, part of the class will construct a 'pocket' in their sketchbook to store their collage materials they cut and collect. Pocket is comprised of a heavy cardstock to which students will staple to the back cover of their sketchbooks; it should mimic that of a back pocket of a pair of blue jeans.

Students will generate a mind-map of their personality traits and characteristics, plus things they identify with in their sketchbooks. They will then do quick thumbnail sketches in order to link the items they mapped in a visual format.

Instructor reviews the students' mindmaps, and their thumbnail sketches. Instructor presents a slideshow about collage. Students will follow along with a worksheet questionnaire. Immediately following, instructor will have students share-out their answers. Instructor may clarify and condense answers, and prompt a deeper inquiry for more characteristics of collage, and the positive and negative attributes. The student answers will be listed on the board, and documented in their sketchbooks.

Instructor will then demonstrate strategies for cutting, cropping and editing images, such as removing negative space that is 'trapped' in a photo. Instructor will also demonstrate how to layer and then affix the images onto a working surface by way of Nori paste or glue stick.

Students will begin to access magazines and books for images and text that pertain to their mind-map, and collect/cut/curate items and store items in their sketchbook pocket. When they feel ready they may begin to arrange and compose their found images/text within the name/initials on their large sheet of paper.

**Differentiation/Planned Supports:**

**EL:** Academic language / vocabulary both written on the board and verbally presented, as well as vocabulary word bank hand-out translated into Spanish.

**IEP:** Hand-out of academic language / vocabulary with additional thumbnail pictures of definitions and related activities.

**Structured Practice and Application :**

**Differentiation/Planned Supports:**

**IEP:**

- Varied sizes of scissors so all students have working and fitting tools available cut their images.
- Students who may need assistance designating visual associations to their likes and personality traits they listed in their sketchbook. Instructor may assist by going through a magazine/book together and highlight images for students to cut.

**Closure/Review Key Concepts and Understandings:**

Class cleans up their materials, puts left-over resources in their sketchbook pockets, and puts away their supplies 10 min before the end of class.

Teacher asks students to share out to the class anything they have seen one of their classmates working on that they want to give a positive shot out about. Students are able to continue to share-out positive peer feedback in the remaining minutes until the bell rings to end class.

**Differentiation/Planned Supports:**

**IEP:** Students given more time to clean up and secure their curated found images in their sketchbook pockets, and place these in their designated shelves.

LESSON PLAN 2: COLLAGE OF YOUR CHOICE: COLLAGE AS PUZZLES

**Grade Level and Subject Area**

Beginning Art 1 – Grades 9-12

OVERVIEW

**Central Focus of the Lesson:**

Explore how juxtaposition, distortion, re-contextualization, hybridization, transformation and change of scale in art conveys meaning. How do artists use found images via collage to create new forms or transform meaning? How can artists embed references and/or associations within a collage? How do artists juxtapose materials within a collage? How can artists communicate ideas by vandalizing found images?

**State Adopted Content Standard(s):**

- Prof. VA: Cr 1.1 – Use multiple approaches to begin creative endeavors.

- 3.VA: Re 8 – Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
- Adv.VA:Cr2.1: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

**Learning Target/Objectives:**

Students will be able to...

- repurpose found images to create meaning and new forms and moods.
- actively use principles of design and elements of art within their collage ‘puzzles’
- juxtapose found images into a singular art work creates new meaning and analyzing the new meaning.
- experiment with found images and text, and solve the five collage ‘puzzles’

**Prior Knowledge/Understandings:**

Students have previously been able to define and use the Elements of Art and Principles of Design in their two dimensional works.

Students previously watched short documentaries of Wangechi Mutu, Hannah Hoch, Romare Bearden and Richard Hamilton.

Student’s prior knowledge of collage assessed via answers to initial warm up questions and responses to questions presented during initial slide show presentation and Lesson Plan #1: Name in Collage of the Collage Unit. Students were introduced and actively utilized collage techniques (collecting, curating, cutting, and glueing, along with layering and re-contextualizing of found images & text).

**Academic Language Demands/Vocabulary:**

Students will be listening to new terms and using them when speaking to their partners as well as sharing out in classroom discussions.

Students will determine and identify academic language through a worksheet as well as use those terms for their thumbnail responses to collages they composed at their table.

**Lesson Vocabulary:** juxtaposition, distortion, re-contextualization, hybridization, transformation, scale, vandalism, embed, references, associations, overlapping, dismantling, image and text

**Materials and Resources:**

- Collage 'Puzzle' hand-out's along with word bank worksheet
- Adhesives: Noria paste,, Wheat Paste, Contact Adhesive
- White board and markers
- Projector
- Previously collected and organized magazines
- Sketchbook
- DIY pocket within their sketchbook

#### ASSESSMENT AND FEEDBACK

##### **Formative Checks and Plan for Feedback:**

- Checking in with pairs during Think-Pair-Share
- Monitoring and facilitation of table group discussions on artists viewed in introduction slide show presentation
- Checking in with students as they work independently with timely ongoing feedback (if ok with student, instructor will share out a road block one of their peers is experiencing, and ask for peer-to-peer feedback to help)

##### **Summative Assessments:**

- Student answer to initial warm up question used to gauge prior understanding of the use of materials
- Peer Review Assessment & Student Self Assessment
- Review of sketchbooks the descriptors they used to describe the thumbnail sketches/photographs of the table collage exercise.
- Grading final project.

#### INSTRUCTIONAL SEQUENCE AND LEARNING TASKS

##### **Hook and Engage Students:**

Instructor presents a short video of a time-lapsed recording of a collage being created. Instructor has placed collected and random found images at each table, and when the video is complete, students will work in pairs to compose a new forms, and then dismantle and create a new one different from their first. Students will do thumbnail sketches or photograph each iteration of the collage they composed at their table. Students will identify characteristics of their thumbnails using the word bank vocabulary work-sheet, along with hand-out of 5 collage 'puzzles' and their characteristics.

##### **Differentiation/Planned Supports:**

**EL:** Slideshow has both visuals as well as spoken versions of academic language. These various modes of communication also aid non EL students with reading levels below grade level. YouTube playlist of collage artists played with Closed Captions.

**IEP:** IEP students will watch a YouTube playlist of a few videos on artists who use collage in order to see foundational skills needed to produce a collage.

Videos:

- Wangechi Mutu
- Hannah Hoch
- Richard Hamilton - Collage ArtWork Timeline (collage tutorial)
- Romare Bearden - *Trains, Snakes and Guitars* (SFMOMA video)

**Instruction:**

Instructor hands out project rubric and five collage ‘puzzles’ for students to review, and reminds the class that collecting, curating, cutting and glueing are essential to collage.

Instructor describes each collage as a ‘puzzle’ and leads a class discussion on what strategies could be used to ‘solve’ the collage ‘puzzle’. Instructor should be open to the range of ‘puzzles’ or themes students may generate on their own.

Instructor asks the class to compose three to five different collages using the found images the instructor left at their table. After each iteration, the student(s) do a quick thumbnail sketch of the collage and/or photograph, then dismantle and start a new one. Student(s) should complete three to five in a 10 minute span.

Instructor asks students if their second or third rendition of their table exercise was more or less successful than their first execution of the project.

Instructor asks what elements of the found images were distinguished as important, sacred or untouchable. Instructor inquiries on why and how those particular images were so valuable, and if at any time would students be able to crop or edit that found image.

Students may work alone or in pairs to cut, collect, curate, compose and ‘solve’ the five collage ‘puzzles’ the instructor has challenged them with. Students will compose one collage per sketchbook page (approximately 8 1/2” x 11”) One collage per page.

**Differentiation/Planned Supports:**

**EL:** Academic language / vocabulary both written on the board and verbally presented, as well as vocabulary word bank hand-out translated into Spanish. YouTube videos presented with Closed Captions. Collage ‘Puzzle’ worksheet is translated into Spanish.

**IEP:** Hand-out of academic language / vocabulary with additional thumbnail pictures of definitions and related activities i.e. Collage ‘Puzzle’ worksheet.

**Structured Practice and Application :**

Students must:

- Collect, curate and cut found images from classroom magazines & books
- Must be able to 'solve' collage 'puzzles'
- Utilize layering, overlapping and Nori paste/wheat paste to adhere items to board

**IEP:**

- Varied sizes of scissors so all students have working and fitting tools available cut their images.
- Students who may need help designating visual associations to their likes and personality traits they listed in their sketchbook. Instructor may assist by going through a magazine/book together and highlight images for students to cut.
- Student may be overwhelmed with amount of collages to complete; Instructor must monitor levels of focus and frustration student(s) may experience, and adjust final project demands.

**Differentiation/Planned Supports:**

**EL/IEP/GATE:**

- Varied sizes of scissors so all students have working and fitting tools available cut their images.
- Students who may need help designating visual associations to their likes and personality traits they listed in their sketchbook. Instructor may assist by going through a magazine/book together and highlight images for students to cut.

**Closure/Review Key Concepts and Understandings:**

Students clean up work areas and in the final two minutes share out to a partner what is one thing that surprised them about how artists work with materials.

Students tasked to gather materials from home or around their community to bring in to incorporate into their found art sculptures they will be creating for homework.

**Differentiation/Planned Supports:**

**IEP:** Students have designated separate areas to store their materials so they can access their supplies with ease.

LESSON PLAN 3: SYMBOLIC SELF PORTRAIT COLLAGE

**Grade Level and Subject Area**

Art 2 – Grades 9-12

OVERVIEW

**Central Focus of the Lesson:**

Students will increase their awareness of how signs and signifiers communicate and designate group and individual identities. Students will be able to generate a collage self-portrait that straddles representational and symbolic approaches. Students will be able to determine the different uses of collage.

**State Adopted Content Standard(s):**

Prof.VA:Cr 1.2: Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.  
8.VA:Cr 2.3: Select, organize, and design images and words to make visually clear and compelling presentations.  
4. VA: Re 7.1: Compare responses to a work of art before and after working in similar media.

**Learning Target/Objectives:**

Students will increase their awareness of how identity is sometimes based on their personal tastes in clothes, music, activities, as well as their heritage (native language or religion) and familial backgrounds (i.e. types of careers or work they or their family does). Students will be able to create a collage that highlights a symbolic and representational self-portrait.

**Prior Knowledge/Understandings:**

Students are familiar with the characteristics of collage and how to utilize tools to create works of art. Students understand the role of associations and references within images and text, and how said resources have an innate and collective meaning embedded and those traits influence their collage.  
Students understand that their styles (clothes, hair, shoes) and culture (popular, familial, religious, etc.) communicate an identity.  
Students have had exposure to self-portraits.

**Academic Language Demands/Vocabulary:**

Students do daily warm up, listed on board with agenda in their sketchbooks:

- How does one's style and preferences communicate identity?
- What is cultural capital? What are cultural signifiers? How are these visual signs, symbols and knowledge essential to distinguish identity?

Instructor presents short informative videos on cultural capital, and presents slide show of still images of corporate brands, pop culture iconography and relevant, contemporary social events.

**Lesson Vocabulary:** juxtaposition, distortion, re-contextualization, hybridization, transformation, scale, vandalism, embed, references, associations, overlapping,

dismantling, cultural capital, signs & signifiers, social currency, symbolic, representational,

### **Materials and Resources:**

- Cultural capital/Social Currency Identity Hand-out, Figurative/Symbolic Self-Portrait Hand-out
- Adhesives: Noria paste,, Wheat Paste, Contact Adhesive
- White board and markers
- 11"x14" paper (any color)
- Projector
- Cardboard
- Masking Tape
- Previously collected and organized magazines
- Sketchbook
- DIY pocket within their sketchbook

### ASSESSMENT AND FEEDBACK

#### **Formative Checks and Plan for Feedback:**

- Informal class discussions based off of lesson introduction slide show
- Monitoring and facilitation of table group discussions on artists viewed in introduction slide show presentation
- Checking in with students as they work independently with timely ongoing feedback (if ok with student, instructor will share out a road block one of their peers is experiencing, and ask for peer-to-peer feedback to help)

#### **Summative Assessments:**

- Check student answers to initial warm up questions/introduction lecture pertaining to the use of materials within collage, self-portrait, and cultural capital within their sketchbooks,
- Peer Review Assessment & Self-Assessment
- Review Mindmap in Sketchbook
- Grading final project. (Instructor assessment)

### INSTRUCTIONAL SEQUENCE AND LEARNING TASKS

#### **Hook and Engage Students:**

Students do daily warm up, listed on board with agenda in their sketchbooks:

- How does one's style and preferences communicate identity?
- What is cultural capital? What are cultural signifiers? How are these visual signs, symbols and knowledge valuable as well as distinguish identity?
- What other traits define identity?

Instructor presents short informative videos on cultural capital, and presents slide show of still images of corporate brands, pop culture iconography and relevant, contemporary social events.

**Differentiation/Planned Supports:**

**IEP:** Instructor asks students to verbally share out the things that they identify as a positive, that gives them pride. Instructor may inquire about those things and the unique bond students have; of why they deem that important to who they are.

**Instruction:**

Instructor presents short video on cultural capital and presents slide show of still images that reflect contemporary culture and society. Students will reflect on what they deem important markers regarding identity. Instructor will ask them to reflect back to their mindmap from Lesson #1 about their likes and passions. Instructor will ask for them create a new mind map about what they think is most important when it comes to knowing yourself; 'Who Am I in the World?'. Students will share with elbow partners about what they think are the most important elements to determine who you are, and who you present to the world.

Students get into groups of three, and each one has a duty and will fulfill each part until each person has their silhouette drawn: Lighthouse (flashlight option on their phone), Artist (student drawing the shadow), and Model (person casting the shadow).

Students will use text, pattern, color, textures, found images from print media, and their own drawings, quotes, trinkets and compose a symbolic/representational self-portrait within their silhouette.

Students may blend symbolic and representational, or may prefer to focus on one method within their self-portrait. Students may choose to fill-in and layer their silhouette or collage the negative space around the head.

**Differentiation/Planned Supports:**

**ELD (and struggling readers):** Visual representations of cultural signs and signifiers, along with fill-in-blank sentence starters accompanied with word bank + definitions

**IEP:** Hand-out of academic language / vocabulary with additional thumbnail pictures of definitions and related activities pertaining to cultural signs/signifiers with additional hand-out of word bank + definitions

**Structured Practice and Application :**

**Differentiation/Planned Supports**

**IEP:** Varied sizes of scissors so all students have working and fitting tools available cut their images. Students with physical limitations may be partnered up with student or aide for assistance.

Instructor or aide may assist by going through a print media together and help designate visual associations pertaining to their symbolic/representational self-portrait for students to cut.

**ELD (and struggling readers):** Students may focus on more visual based images, avoiding text-centered elements.

**Closure/Review Key Concepts and Understandings:**

Class cleans up their materials, puts left-over resources in their sketchbook pockets, and puts away their supplies 10 min before the end of class.

Teacher asks students to share out to the class anything they have seen one of their classmates working on that they want to give a positive shot out about. Students are able to continue to share-out positive peer feedback in the remaining minutes until the bell rings to end class.

**Differentiation/Planned Supports:**

**IEP:** Students have designated separate areas to store their materials so they can access their supplies with ease.