

# Unit 6: Exploring Mixed Media/Collage

Content Area: **Art**  
Course(s):  
Time Period: **March**  
Length: **12 blocks**  
Status: **Published**

## **Transfer**

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**Students can choose to explore mixed media or collage to create art.**

## **Enduring Understandings**

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Artists can mix a multitude of materials and techniques to create original and contemporary artforms.

Collage, Mixed media and mono printing can create interesting and one of a kind pieces of art

Artists must be aware of copywrite infringement when using printed materials.

Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.

## **Essential Questions**

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How are mixed media and collage creating new explorations for artists?

How can gelli/mono printing be incorporated into mixed media and collage?

What is a monprinting different from traditional printmaking processes?

How can multiple images be incorporated into collage techniques?

How can we use design principles to organize ideas?

How does an artist's choice of materials and techniques influence the impact of their work?

How can artists create original works using printed materials?

## **Skills**

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Develop confidence in self-expression.

Take risks during the creative process.

Acquire a level of technical mastery and control of tools and materials.

Create meaning and display originality through art making.

Explore and develop ideas and images using thumbnail and composition sketches

Demonstrate appropriate craftsmanship skills based on the chosen materials

Create an image transfer from an original laser printed photo.

Layer a variety of unconventional materials, papers, to create an exciting personal artwork.

Participate in critiques and modifications of artwork

Create an Artist's statement

Research an artist as an inspiration for technique or theme.

Create an artist statement for individual works of art

Infuse color theory with the skill and mastery of making art.

Experiment with a variety of artistic techniques to convey original ideas and themes

Explore materials and mixed media, monoprinting, or collage processes.

## **Content**

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collage, copywrite, public domain images, alteration, wheat paste, impasto,

pva glue, acrylic paints, acrylic matte and gloss sealers, washi tape,

modeling paste, image transfers, gelli printing, stencils, ghost prints, printmaking, burnisher, brayer

## **Resources**

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All types of 2D and 3D artists materials, found objects, nontraditional materials, circuitry

Guest Speakers- Savannah College of Art and Design, Art Colleges, Airbrush Artist Demonstration and other professional artists

Printer for photos, templates and artwork

Student selected Artists' Websites and museum references

Light tables for transfer of final drawings

Teacher pinterest acct. with technique examples

Pinterest groups -- idea for examples and business branding, sales

Reference Books-- Teacher's personal classroom library

Chromebooks and smartphones for student research and esl google translation programs

Photoshop for editing

You Tube tutorials, Instagram, photo and example inspiration

Google Docs- share for writing prompts and artist statements

Color wheel, sketchbooks

Previous student examples

Safety Goggles (when needed)

## **Assessments**

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Class Participation

Formative: Other Evidence: Other: Teacher Observation

Teacher/Student Feedback

Formative: Other Evidence: Oral: Discussion

Sketchbook

Formative: Other Evidence: Project: Visual Arts

Practice Techniques

Summative: Transfer Tasks: Performance: Authentic Task

Student Choice Project

Summative: Transfer Tasks: Project: Visual Arts

## Artist Statements

Summative: Transfer Tasks: Performance: Authentic Task

## Written Self-Assessments/ Reflections

Summative: Transfer Tasks: Performance: Authentic Task

## Art Critique

Summative: Transfer Tasks: Other: Peer Assessment

## Homework

Summative: Transfer Tasks: Other: Teacher Observation

## **Standards**

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- VPA.1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
- VPA.1.2.12.A.CS1 Cultural and historical events impact art-making as well as how audiences respond to works of art.
- VPA.1.2.12.A.CS2 Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
- VPA.1.4.12 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
- VPA.1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- VPA.1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

- VPA.1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
- VPA.1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
- VPA.1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
- VPA.1.4.12 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
- VPA.1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

NJ: Grade 12

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

#### A. Critical Thinking and Problem Solving

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

#### F. Accountability, Productivity, and Ethics

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

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| TECH.8.2.12.D.6   | Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.   |
| LA.K-12.NJSLSA.R3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| CRP.K-12.CRP1.1   | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| LA.K-12.NJSLSA.R6 | Assess how point of view or purpose shapes the content and style of a text.   |
| CRP.K-12.CRP8.1   | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.  |
| LA.K-12.NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| CRP.K-12.CRP4.1   | Career-ready individuals communicate thoughts, ideas, and action plans with clarity,  |

whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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| LA.K-12.NJSLSA.W3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| LA.K-12.NJSLSA.W4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| LA.K-12.NJSLSA.W5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| LA.K-12.NJSLSA.W6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| CRP.K-12.CRP12.1   | Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |
| LA.K-12.NJSLSA.W8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  |
| LA.K-12.NJSLSA.W9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
|                    | Range of Writing   |
| LA.K-12.NJSLSA.W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| LA.K-12.NJSLSA.R2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| VPA.1.4.12.A.CS1   | Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.  |
| VPA.1.4.12.A.CS2   | Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.  |
| VPA.1.4.12.A.2     | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.   |
| VPA.1.4.12.A.CS3   | Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.  |
| VPA.1.4.12.A.CS4   | Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.  |
| VPA.1.4.12.A.4     | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.  |
| VPA.1.4.12.B.1     | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.                                |
| VPA.1.4.12.B.CS2   | The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.  |

VPA.1.4.12.B.2

Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

VPA.1.4.12.B.3

Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.