Unit 5 Mixed Media Collage

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Generic Time Period**
Length: **7 classes**
Status: **Published**

Unit Overview

Building upon prior knowledge, this hands-on studio production-based unit encompass the evolution of 2-dimensional art in a collage form that reflects social, historical and/or political ideas, issues, and events. Student will use different methods, techniques, and processes learned in prior units when creating artwork. Students can use any single or a multitude of elements of art and design in this unit. A focus will be on space, pattern, and rhythm/movement. Through this unit students will be able to begin to recall their knowledge of art history and art genre when referring to artwork that uses: the elements of art and design, a theme and/or reflecting the same social, historical and political ideas, issues and events that have impacting diverse cultures. Students will build skills by making art and by recalling how other artists use these same methods, techniques, and processes to better understand artwork and methods. Students will evaluate their own artwork in relation to the unit.

Standards

VPA.6-8.1.3.8.1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
VPA.6-8.1.3.8.2	Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
VPA.6-8.1.3.8.3	The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.
VPA.6-8.1.3.8.5	Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.
VPA.6-8.1.4.8.1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
VPA.6-8.1.4.8.2	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
VPA.6-8.1.4.8.3	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.
VPA.6-8.1.4.8.6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.6-8.1.4.8.7	Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

Essential Questions

- How does visual art represent important ideas issues and events in a society or culture?
- How does creating and performing in the arts differ from viewing the arts?
- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?
- Why is active participation in the creation of art essential to understanding the creative process?
- How does making art help us understand the technical proficiency of an artist's work?
- How can we develop our own personal aesthetic?
- What makes a work of art successful?
- How does our acquisition of knowledge and skills in art enhance our ability to be creative and inventive decision-makers?
- What's the difference between a thoughtful and a thoughtless artistic judgment?
- How does our knowledge of aesthetics and elements/principles of art help us critique works of art?

Application of Knowledge: Students will know that…

- Abstract ideas may be expressed in works of visual art using a genre's stylistic traits
- Active participation in art is essential to deep understanding of the imaginative and creative process
- Aesthetic awareness stimulates the imagination.
- Awareness of basic elements of style and design in visual art inform the creation of criteria for judging originality
- Fluency in painting mediums, and the use of appropriate tools associated with working in these mediums, are components of art-making
- In order to articulate thoughts about a work of art one must be able to describe the technical proficiency of an artist's work.
- One needs recognize the elements and practice the principles unique to art in order to create artwork
- Technological changes have and will continue to substantially influence the development and nature of the arts
- There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork
- Tracing the history in visual art in world cultures provides insight into the lives of people and their values
- When critiquing a work of art one must be able to identify and differentiate the formal structures within the artwork.

Application of Skills: Students will be able to…

- Communicate ideas about the social and personal value of art.

- Compare and contrast works of art in various media that utilize the same arts elements and principles of design.
- Construct (written and orally) a critique using the formal structure of description, analysis, interpretation and judgment.
- Describe the technical proficiency of the artwork in writing and orally.
- Incorporate various art elements and principles in the creative process.
- Interpret the historical, multicultural and societal themes in original creatinons
- Judge artistic expression and quality in works of art. (their own creations and in the work of others)
- Produce two-dimensional works of art individually and/or collaboratively.
- Recognize and use various media, materials, process and technologies to create different works of art.
- Use aesthetic knowledge in the creation of and in response to visual arts.
- Use the elements and principles or art as a basis for the creation of works of art.

Assessments

Teacher made rubric(s) to define and assess the application, process, and product regarding:

- The understanding of incorporating various elements of art and principles of design with a focus on any one of: space, pattern, and rhythm/movement
- The ability to make artwork reflecting the social, historical and political ideas, issues and event
- The understanding of art genres associated with discipline-specific arts terminology and stylistic approaches to art-making
- The understanding of multi-media art making techniques
- The ability to be fluent in different art media terminologies.
- The ability to recognize different genres of art and themes in art
- Analyze ones artwork and artwork of others based on technical proficiency, compositional design, the use of elements and principles and different media, and how and if the artist has a stylistic approach to making art.

Engage in frequent student-teacher in-class conversations to gage understanding and re-direct and guide learning as necessary.

- Written or Oral student self-assessment
- Written or Oral teacher assessment

Suggested Activities

Media, skills, methods, and terminologies are all part of the making of art. Relating the elements of art and principles of design, various types of genres, and universal themes help to express or enhance technical skills and creative ideas.

Recall and discuss artwork that depicts how the elements of art and design are used and which reflect an understanding of visual culture in art history that is based on thematic content which has been stylistically

interpreted by artists over time.

Create a 2-dimensional mixed media work of art, reflecting the same social, historical and political ideas, issues and events that have an impact, and are chronicled, throughout the histories of diverse cultures

- E.g., based upon a universal theme such as, love, war, identity, environment which emphasis one of the pertinent social, historical and political issues impacting on a culture - We Mourn Our Loss #3 by Kerry James Marshall, The Making of a Fresco Showing the Building of a City, Diego Rivera

Create a mixed media or multi-media two-dimensional collage that expresses a universal theme. Use appropriate art vocabulary to describe how it expresses intentional thematic content.

- E.g., art that depicts an emotional state, a time and space, a universal symbol, a social or political idea etc.

Engage in critiquing of ones artwork or artwork of others using critique mythologies

Activities to Differentiate Instruction

Each student will work at his/her level of skill readiness and interest to interpret the assignment/s.

Students with needs and challenges:

- In the visual arts students will be given opportunities to increase their communication, fine and gross motor, choice-making and social interaction skills.
- Students will be able to discover and explore the fundamental elements of visual arts through the creation of artistic products..
- Students will be given opportunities to express and communicate ideas verbally or non-verbally (typing, writing, pictorially) when referring to the aesthetics and making artwork. They will create works of art individually and with others. Assistance and modification will be offered.
- Examples are: Mixed media collage is focused around either a theme or a principle of design such as pattern. A minimum of two different mediums will be used. Teacher will work one to one with student in demonstrating and assisting when needed and as often as needed. Teacher will assist and demonstrate uses of materials. Materials to use will be limited if it applies to the specific student. Depending on the students challenges different tools will be given to aide in student success. Such tools are: thick graphite, erasers and art gummy Kneaded erasers, pencils that offer different degrees of hardness and softness to aid in the amount of pressure is needed to create a line, wood-less pencils and color pencils, pre-cut magazine images and a multitude of media of student choice. Pare share, working with a partner or group on discussing and creating artwork. Using computer, visual communicators or orally to express and communicate thoughts and ideas in reference to art.

Advanced learners:

- Students can explore ideas and ways they can display a multi-media artwork that depicts a social, cultural or a political idea. Students use a minimum of 6 different mediums.
- Students can choose any choice of genre or thematic artwork and explain (written or orally) how the artwork depicts social, political ideas or universal symbols or emotional states. They can express how ones artwork compares to historical/cultural artwork by analyzing the elements and principles of art used in the lesson.

Integrated/Cross-Disciplinary Instruction

Math: concepts will be in place with the relation to proportion, composition and size. Use of ruler as measurement.

Language: vocabulary content by learning the art from many cultures:

- Terminology used in each area and style of art

Social Studies: by learning about the history and culture of people around the world:

- Diversity of world peoples and their individual art styles
- Vocabulary used to understand art names/styles

Science: the study of case and effect of the use of different art media

Resources

"Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview." *Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview*. New Jersey Department of Education, n.d. Web. 07 July 2015. <http://www.state.nj.us/education/modelcurriculum/vpa/v/>.

"About the NEA." *National Council on the Arts*. National Endowment For the Arts, n.d. Web. 07 July 2015. <http://arts.gov/about/national-council-arts>.

"NAEA - National Art Education Association." *Home • National Art Education Association*. NAEA, n.d. Web. 07 July 2015. <http://www.arteducators.org/>.

Rohrer, Ken. "The Incredible Art Department (IAD)." *Incredible Art Department*. N.p., n.d. Web. 10 July 2015. <http://www.incredibleart.org/>.