

# Unit 4: Collage

Content Area: **Art**  
Course(s): **Sample Course**  
Time Period: **MarApr**  
Length: **8 Weeks**  
Status: **Published**

## **Title Section**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

# **Art: Grade 1**

## **Unit 4: Collage**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Carolina Rivera

Dr. Richard D. Tomko, Superintendent of Schools

Dr. Giovanni Cusmano, Director of Curriculum and Instruction Mathematics and Science K -8

Mr. George Droste, Director of Curriculum and Instruction Mathematics and Science 9 - 12

Mr. Carmine Guinta, Director of Curriculum and Instruction Language Arts and Social Studies K - 12

Board Approved: August 22, 2016

## **Unit Overview**

---

Unit four focuses on motor skills through the art of collage.

- Define collage as flat artwork created with shapes of paper (fabric, photographs, etc) glued onto a surface to create an image.
- Review proper cutting techniques and scissor safety.
- Review adhesives, glue sticks are best for this age group. Review how to get the glue to come up and down, how much glue should be above the rim when gluing, and remind them to turn the glue down before putting the top back on.
- Explore cutting various types of shapes and gluing them to a flat surface.
- Reference artists' work that uses collage. ie: Georges Braque, Eric Carle, etc.

## **Exit Skills**

---

By the end of Unit 4:

- All students will demonstrate an understanding of collage by:
  - Defining what a collage is.
  - Demonstrating proper cutting skills and scissor safety.
  - Demonstrating proper glue stick techniques and ability.
  - Creating a collaged image using the techniques discussed.

## Enduring Understanding

---

- Artwork does not have to be created through drawing or painting.
- Shapes can be combined together to create an image.
- Scissor safety is important for my safety and the safety of those around me.
- Glue sticks are an effective adhesive for gluing paper collages.

## Essential Questions

---

- Can I create artwork with only scissors and glue?
- Does artwork have to be created through drawing or painting?
- How does my knowledge of geometric shapes help with collage?
- Do I need a pencil to make a collage?
- Is it safe to point scissors towards myself or others?

## Learning Objectives

---

After completing collage students will be able to:

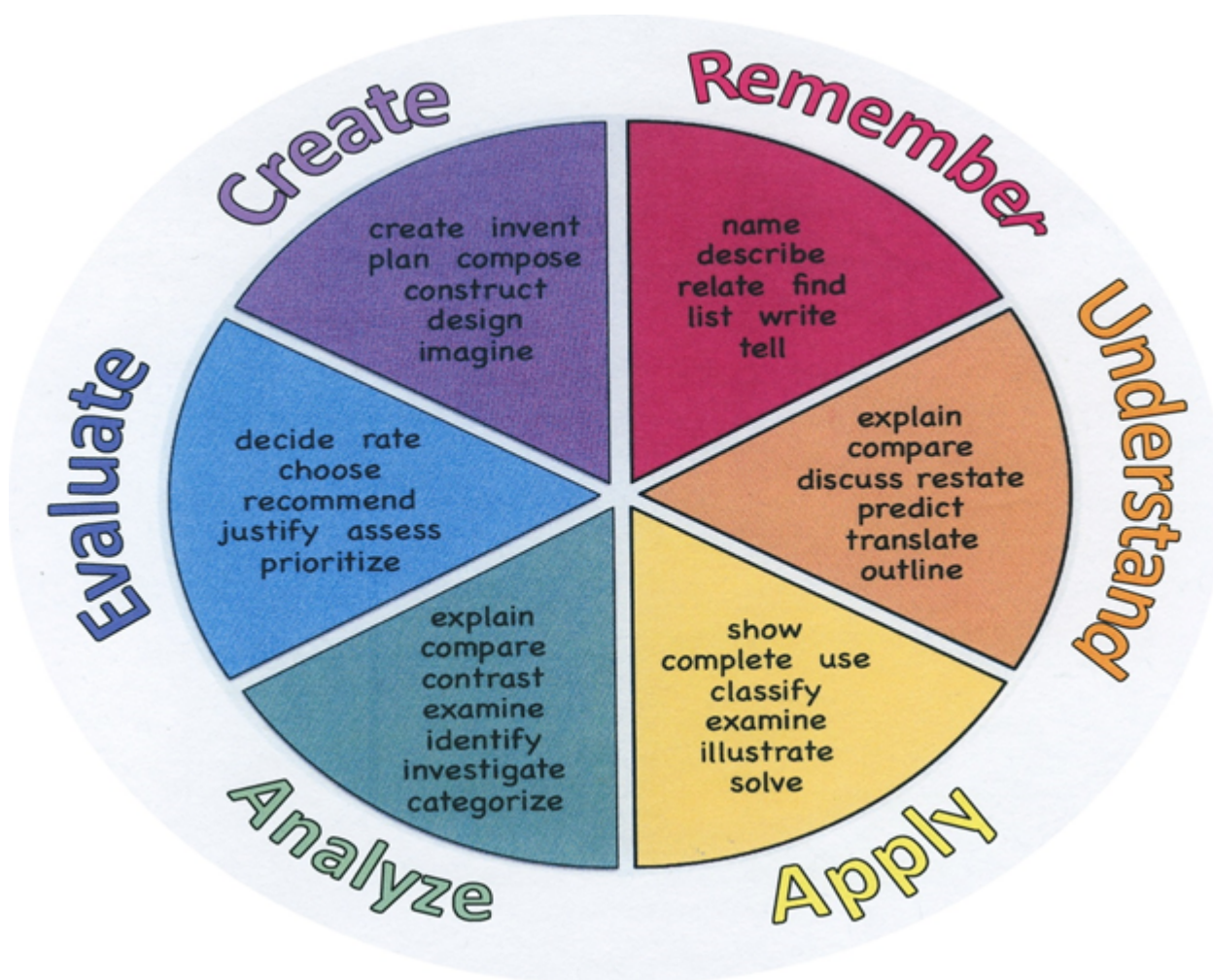
- o **Describe** how a collage is created.
- o **Complete** a collage artwork.
- o **Demonstrate** their level of competency with scissors and glue sticks.

## Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive

Outline Point Quote Recall Recognize Repeat Reproduce	Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Diagram Discriminate Illustrate Outline Point out Separate	Support Test	Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform
---	---	--	---	-----------------	--



### Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
MA.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
HPE.2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.1.2.D.CS1	Using personal safety strategies reduces the number of injuries to self and others.

## **Alignment to 21st Century Skills & Technology**

---

### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## **21st Century/Interdisciplinary Themes**

---

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **21st Century Skills**

---

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **Technology Infusion**

---

SmartBoard (where available), Projector, ipad, Computer, Internet for reference or websites with relevant art information.

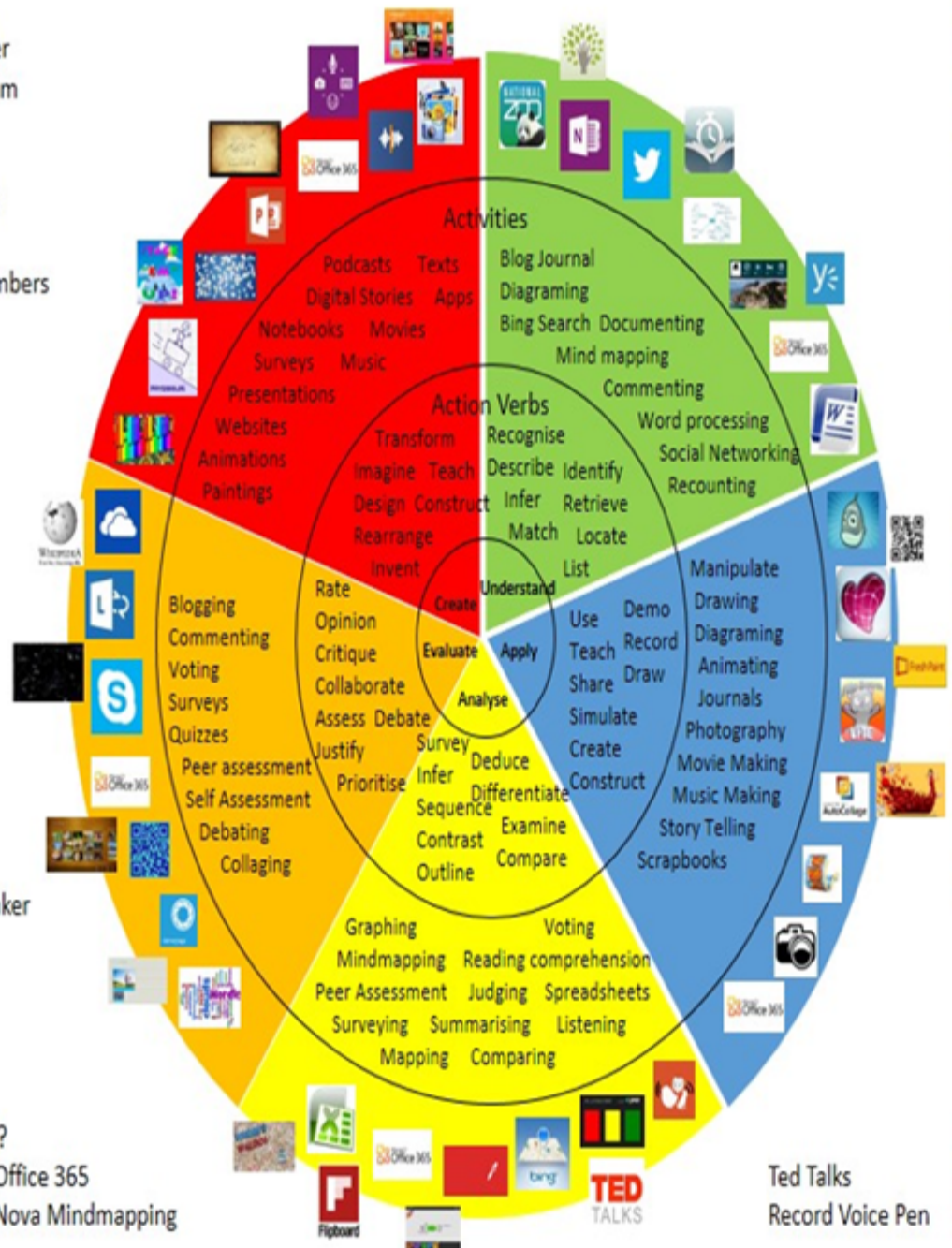
## Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
Photostory 3  
Kid Story Builder  
Music Maker Jam  
Paint A Story  
Office 365  
MS PowerPoint  
Stack 'Em Up  
NqSquared Numbers  
Physamajig  
Xylophone 8

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Where's Waldo?  
MS Excel  
Flipboard  
Office 365  
Nova Mindmapping

Ted Talks  
Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Differentiation

As a Reminder:



The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Repeat directions as needed.
- Modified expectations for task completion.
- Project-based learning.
- Pairing oral instructions with visual.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.
- Added time to complete assignments.
- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

## Special Education

---

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments



- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **ELL**

---

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Intervention Strategies**

---

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test

- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Evidence of Student Learning-CFU's**

---

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## Primary Resources

---

- Color Wheel poster, or printout
- School and town libraries
- Various internet websites for art education.

## Ancillary Resources

---

- Pinterest, [Pinterest.com](https://www.pinterest.com)
- Artsonia, [Artsonia.com](https://www.artsonia.com)
- The Getty Institute, [getty.edu](https://www.getty.edu)
- WebArt, [webart.com](https://www.webart.com)
- Internet, Virtual Museum Tours
- Hand-outs
- YouTube videos related to art history, artists, or art creation.

## Sample Lesson

---

**Unit Name:** Painting

**NJSLS:**

**1.1.2.D.2** Identify elements of art and principles of design in specific works of art and explain how they are used.

**1.3.2.D.4** Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

**1.3.2.D.5** Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

**1.4.2.A.1** Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

**Interdisciplinary Connection:** Math, science

**Statement of Objective:** SWDAT produce a sunflower painting by using the shapes and forms familiar to them.

**Anticipatory Set/Do Now:** What flowers did we start painting last week? What can the class tell me

about Van Gogh? What are the warm colors?

**Learning Activity:** Students will review the demonstration on how to paint a sunflower without the need to draw it first. How to create the inflorescence (center of a sunflower) and how to create the ray flowers (petals) through the use of geometric shapes will be discussed. Students will work independently to complete paintings of sunflowers.

**Student Assessment/CFU's: Explaining, Go-around**

**Materials:** Tempera cakes, tag board, paint brushes, water, paper towels, pencils (for writing our names)

**21st Century Themes and Skills: Creativity and Innovation, Critical Thinking and Problem Solving.**

**Differentiation:** Visual demonstrations and aides available for visual learners; Class discussion and explanation for auditory learners; Physical creation, hands-on work, for kinesthetic learners.

**Integration of Technology:** Examples will be shown on my computer, or my ipad, whenever applicable.