

Unit 3: Collage

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **7 Weeks**
Status: **Published**

Standards

ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EstZXo0uiFYv1Nu4/edit>

VA.9-12.1.5.12acc.Cn	Connecting
VA.9-12.1.5.12acc.Cr	Creating
VA.9-12.1.5.12acc.Pr	Presenting
VA.9-12.1.5.12acc.Re	Responding
VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12acc.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12acc.Cr3	Refining and completing products.
VA.9-12.1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12acc.Pr6	Conveying meaning through art.
VA.9-12.1.5.12acc.Re7	Perceiving and analyzing products.
VA.9-12.1.5.12acc.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12acc.Re9	Applying criteria to evaluate products.
VA.9-12.1.5.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
VA.9-12.1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
VA.9-12.1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
VA.9-12.1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
VA.9-12.1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

VA.9-12.1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
VA.9-12.1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA.9-12.1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
VA.9-12.1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
VA.9-12.1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
VA.9-12.1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

Brief Summary of Unit

Through art historical study and critical analysis of the works of various renowned collage artists, students will develop a deeper understanding of expression and composition in collage. Through study and hands on activities, students will increase their awareness of and ability to effectively use a variety of collage mediums, tools and techniques. Students will further develop creativity abilities, problem solving skills and personal sense of aesthetics as they create their own collages. Studio experiences will incorporate class discussion and critique of student works.

Transfer

Essential Questions

- • How does the understanding of the works of collage artists develop ones individual sense of aesthetics?
- • How does the variety of medium, tools and techniques of collage influence the artist's design?
- • How is collage used as an expressive art form?

Essential Understandings

- • collages are a great expressive art form and can be used to express visual messages.
- • the decision making processes and problem solving required to create collages will develop ones individual sense of aesthetics.
- • there are unique media, tools and techniques associated with the collage.

Students Will Know

- • key vocabulary as it relates to the collage including, but not limited to: layer, overlap, mixed media, still life, etc.
- • that planning, preliminary work and drawing are important in the creation of a collage.
- • the choice of medium relates to the overall concept the artist is trying to express. It also relates to function and visual impact.
- • the variety of mediums, skills, tools and techniques used in the creation of the collage including, but not limited to: paper, paints, magazines, newspaper, contour line drawing, found objects, etc.
- • what the elements/principles of design are and how they relate to the collage.

Students Will Be Skilled At

Evidence/Performance Tasks

- • answer the essential questions.
- • compile a folder of vocabulary, notes and handouts pertaining to collage.
- • complete brainstorming and thumbnail sketches in preparation of activity.
- • complete self-assessments and teacher assessments using teacher generated rubrics.
- • correctly use media, skills and techniques associated with collage.
- • participate in introduction of activities, class discussion and Q and A sessions.
- • participate in student critiques during and after art production.
- • take a Mid-term and final exam.
- • understand art history as it relates to collage.
- • writing prompts.

Learning Plan

- • Handouts of vocabulary, student expectations, information, etc.
- • Introduction of an artist whose work can enhance students understanding of the lesson (may include one or more of the following: books, periodicals, reproductions, video, slides, and web sites).
- • Preview the essential questions and connect to learning throughout the unit.
- • Student will complete self-evaluation by filling out a rubric.
- • Students and teacher work to create assessment criteria.
- • Students will brainstorm/thumbnailed sketch.
- • Students will creatively matte or mount finished projects.
- • Students will experiment with media/s and tools per teacher demonstrations.
- • Students will explain their finished artwork according to the elements/principles of design in written format.
- • Students will make decisions to solve the problems using the appropriate media/s and following instructions.

- • Students will periodically critique works in progress.
- • Students will use technology, information and other tools to explore ideas for production of artwork.
- • Teacher demonstration of various media.
- • Teacher introduction of various media: paints, papers, inks, etc.
- • Teacher presentation and introduction to the lessons (may include one or more of the following: books, periodicals, video, slides, computer presentation).
- • Teacher presentation of past student work.
- • Teacher presentation of vocabulary.
- • Teacher will evaluate project based on rubric.

Materials

Suggested Strategies for Modifications

- • additional time on task
- • alternative outcome options
- • assessment based on individual development in the area of study
- • audio tape of instruction
- • cooperative learning groups
- • handouts of notes, procedures, processes, diagrams, etc.
- • images and visual aids
- • one-to-one instruction and assistance
- • preferential seating
- • reading material modified to student level
- • study partners