

Lesson Title: Mixed Media Collage, Drawing II, Painting II, AP Art

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Grade: 10^h - 12th

Dates Taught:

Day Three – November 5th - 6th

Day Four – November 7th - 8th

Main Idea: Students will create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among various forms, materials, techniques, and subject matters. Mixed media collage is the type of project that requires equal parts organization and technical skill.

Objectives: Students will create a *unified* artwork that uses three or more mediums, includes at least three collage elements (one of which is hand-drawn), features one assembled human figure, and incorporates one found object.

Necessary Elements:

- Digital Projector
- Introductory PowerPoint
- Media
 - charcoal (vine, permanent)
 - graphite
 - pastels (oil, chalk)
 - paint (watercolor, oil, acrylic)
 - ink (markers, india ink)
- Common Resource Area
 - magazines
 - newspapers
 - butcher paper
 - drawing paper (fine and heavy grain)
 - cardboard
 - picture books
 - photographs

Accommodations:

Students who need more time to develop their idea, gather materials, or assemble their piece due to disabilities mentioned in their 504 will be allowed the time necessary to complete the project.

DAY THREE: Foreground, Middle ground, and Background Review

Dates: November 5th, 6th

Time	Activity Procedure	Materials and References Needed
Warm-Up/ Anticipatory Set	As students enter the classroom, the teacher will pass out a blank sheet of 8.5x11 computer paper.	- a class set of 8.5x11 drawing

<p>Worm's-eye-view:</p> <p>Objectives: Students will practice drawing an environment from a unique perspective.</p> <p><u>16</u> min</p>	<p>Teacher: Today, I would like us all to consider the perspective of our collages. If you know what angle or perspective you are depicting your images from, this will help to create unity within your piece. Are you all familiar with the phrase “bird's eye view?”</p> <p>Students: Yay or Nay</p> <p>Teacher: What about “worm's eye view?”</p> <p>Students: Yay or Nay</p> <p>Teacher: While the bird typically sees the world from an aerial view—a worm (if one were to pretend that worms have good eyesight) sees objects from below. When depicting this perspective, artists usually place their vanishing points somewhere in the sky as opposed to the horizon. You might decide against using this perspective in your collage, but I would hope that this exercise encourages you to consider a perspective of your own design.</p> <p>You have ten minutes to complete this objective.</p> <p>Ten Minutes Later:</p> <p>Teacher: (Student Name), would you mind telling me and the class what you drew?</p> <p>Student: X</p> <p>Teacher: Very interesting. How did you manage to communicate this perspective from a very small point of view?</p> <p>Student: Scale, proportion</p> <p>Teacher: Right, so you probably paid special attention to your background. Speaking of backgrounds, let's set our drawings to the side and check out this PowerPoint presentation.</p>	<p>paper</p> <p>- various drawing implements (charcoal, graphite, chalk, oil pastels, colored pencils, pens, etc.)</p>
<p>LESSON</p>		
<p>1st Activity</p> <p>Perspective and Environment: Review</p> <p>Objectives: Students will identify/review the elements of perspective and how to establish a “proper” perspective in order to apply</p>	<p>Once the students have settled and the room is quiet, the teacher will begin the presentation.</p> <p>Teacher: By today, you will all have established your themes and gathered ample resources for your mixed media collage. While many of you have already assembled many of your materials, I would like to briefly review what it means to establish a proper perspective—that is, a foreground, middle ground, and background within your composition. While not all of you are working to establish a traditional composition that uses these design elements—I believe that this activity will reinforce your ability to help your viewer move their eye through the image.</p>	<p>- One PPT Presentation complete with Student Work</p> <p>- One digital Projector, screen</p> <p>- One Computer</p>

<p>these design elements within their own collage.</p> <p><u>10</u> min.</p>	<p>Slide #1: depicts a high school student's mixed media collage that exemplifies a strong foreground, middle ground, and background. The picture depicts a canyon with three rockcuts and three figures pasted within its rocky crags.</p> <p>Teacher: Here we have a student who paid special attention to the foreground, middle ground, and background. Would anyone like to tell me where the foreground of the piece is?</p> <p>Student: within the first cut of rocks in the canyon—closest to the viewer.</p> <p>Teacher: Correct. Now, where is the middle ground?</p> <p>Student: The middle ground is the canyon's middle section where the dinosaur rests behind the first cut of rocks.</p> <p>Teacher: Indeed. And the background?</p> <p>Student: The background begins at the rock-face behind the dinosaur and recedes to include the two figures watching over the whole scene.</p> <p>Teacher: How did the student successfully map out these sections of the environment? The foreground, middle ground, etc.</p> <p>Student: By paying special attention to the scale of the figures in conjunction with the environment and dividing the composition with sections of rocks that filled the canyon.</p> <p>Teacher: Right, which leads me to what I want you all to work on today.</p>	
<p>2ndActivity</p> <p>Collage Background Perspective: Individual Practice</p> <p>Objectives: Students will choose a background or perspective upon which to lay their mixed media. Students will draft/sketch ideas and collect, arrange, or create</p>	<p>Teacher: Today, I would like for you all to really work on your backgrounds. Just like the student did with the rocks and the figures, consider how you might establish a foreground, middle ground, and back ground. Those of you who have compositions for which this traditional method of creating space will not work should still consider the perspective of their collage. Think about our warm-up activity. How do you want your audience to perceive this piece? From above? Across from? Below? Etc.</p> <p>The teacher will remind the students that they will not begin gluing until the following week. Once all of their resources have been collected and arranged in a cohesive manner, the teacher will approve the composition and the student can begin gluing their materials in place.</p> <p>Teacher: Let's get to work.</p> <p>As students collect resources and draft ideas, the teacher</p>	<p>Media</p> <ul style="list-style-type: none"> - charcoal (vine, permanent) - graphite - pastels (oil, chalk) - paint (oil, acrylic, watercolor) - ink (markers, pens, india ink) <p>Material Resources</p> <ul style="list-style-type: none"> - magazines - newspapers - paper (drawing, card stock, newsprint, watercolor, fine grain, large grain) - cardboard - picture books

resources to use in their mixed media collages. <u>~ 55 minutes</u> min	will circulate around the room and offer help where needed, give advice, and informally assess how well the lecture communicated the lesson's objectives. The teacher will also make note of any information that need re-teaching, or methods for providing better insight to students struggling with the content.	- photographs
CLOSURE	ACTIVITIES & PROCEDURES	MATERIALS
1st Activity Clean-up: Whole Class Housekeeping <u>5</u> min	Seven minutes before class ends, students will be asked to put any stray paper clippings in the recycle bin, add their collected resources to their portfolios/drawers, and generally clean their work areas. When the class' condition is satisfactory, the teacher will make a final announcement.	- trash can - recycle bin
2 nd Activity Collage Techniques/Process: Review Objective: Students will identify proportion and perception in conjunction with other design elements. <u>3</u> min	Teacher: so tell me how one creates a successful collage environment. What design elements are necessary to lay out a proper foreground, middle ground, and background? Student: Proportion Teacher: What else? Student: Perceptions Teacher: And? Student: Scale Teacher: Wonderful. If you did not finish your backgrounds today, please come prepared to finish that first thing next class. You may even consider coming in outside of class to work on this. I will be available to help during 'A' lunch and at least thirty minutes after school every day. Class is dismissed.	

DAY FOUR: Mix Your Media

Dates: November 7th, 8th

Time	Activity Procedure	Materials and References Needed
WARM-UP/ ANTICIPATORY SET	ACTIVITIES & PROCEDURES	MATERIALS
1 st Activity Figure Drawing: Independent Practice	As students enter the classroom, the teacher will inform each student that they are to prepare for their weekly figure drawing study. Teacher: As you enter the classroom, please get out a sheet of newsprint from the paper cabinet and pick a piece of charcoal in the kitchen. We are going to begin our	Teacher: - A class set of newsprint - A class set of vine charcoal - A clock

<p>Objectives: Students will demonstrate various design elements such as volume, shading, texture, and proportion by drawing a classmate in accordance with Ms. Torrance's weekly figure drawing assignment.</p> <p><u>30</u> min.</p>	<p>figure drawings once everyone is ready.</p> <p>Immediately after the tardy bell rings, the teacher will ask the class for a volunteer to model for the rest of the class. (This is never particularly difficult as the model is exempt from the thirty minute drawing session).</p> <p>Once the students have their materials ready and the model is seated in the middle of the classroom, the teacher will turn off the main lights and turn on the studio lights for more dramatic shadows.</p> <p>Teacher: When you begin your rough outline of our models basic form, note the tilt of the model's head, the slant of his/her shoulders, and the curve of his/her spine. What angles do you need to consider before blocking in your figure? What basic geometric shapes build the form? Also, take note of the underlying structure of his/her body. Try to imagine the skeleton, the muscular system, the tendons, and the cartilage.</p> <p>As the students work, the teacher will circulate around the room, offering advice and encouragement.</p> <p>Ten Minutes Later: Teacher: We are now ten minutes into the drawing. Take your time. At the moment, many of you have blocked out the entirety of your figure's basic structure. What we need to focus on now is adding detail. Think about the contour lines you might add to depict our model's features. Irises, pupils, nostrils, wrinkles, inner ear structure, folds in clothing, shoelaces, etc.</p> <p>An Additional Ten Minutes Later: Teacher: We are now twenty minutes into our figure drawing. Now that several of you have added detail, I encourage you all to add value at this juncture. Consider your light source. Where is the light coming from and how does it affect the way shadows fall across the model's form? How might you depict the shading? Hatching, Cross hatching, tissue blending, or some combination of the three? Remember to keep track of your values. What is your lightest value? Your darkest value? Your middle values? Highlights?</p> <p>An Additional Five Minutes Later: Teacher: Five minutes remain for you all to finish your figure drawings. Please add your final touches. Again, think about your values. Have you established dark,</p>	<p>Students:</p> <ul style="list-style-type: none"> - 1 stick of charcoal - 1 sheet of newsprint
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	<p>middle, light tones, and highlights?</p> <p>An Additional Five Minutes Later: Teacher: Let's all give our model a round of applause. Class claps. Teacher: Alright, now after you put away your drawings into your portfolio, I want you to turn your attention towards the projector screen at the front of the room.</p>	
LESSON	ACTIVITIES & PROCEDURES	MATERIALS
<p>1st Activity</p> <p>Mixed Media: Video/Review</p> <p>Objectives: Students will review methods for mixing and applying media into a collage. Students will review the mixed media criteria needed to meet the requirements from the mixed media collage rubric.</p> <p><u>10</u> min.</p>	<p>While the students put their work away, the teacher will queue a short video clip from YouTube that depicts a young artist's method for mixing and applying media into a collage.</p> <p>The teacher will wait for the students to settle into their seats before asking the students politely for their attention.</p> <p>I have noticed that the vast majority of the materials most of you have collected have come from magazines. Magazines are wonderful resources to collect from—but if you let that resource dominate your page, I won't be able to give you many points for mixing your media properly. Remember, consider the visual balance of your media, and consider the unity of your composition.</p> <p>To help illustrate these ideas, let's watch a short Youtube clip of a young artist's method for creating a mixed media collage. I will ask you to identify what materials she is using throughout the video and I will indicate whether or not we have the same resources readily available in this class.</p> <p>Students will watch the Youtube clip referenced below:</p> <p>Link: https://www.youtube.com/watch?v=MkoCvTjhjG8&list=UU5sKUD9MpckPXf3kQSvEl-g&index=8&feature=plcp</p>	<ul style="list-style-type: none"> - Computer - Digital Projector, screen - Access to Youtube - Youtube Link: https://www.youtube.com/watch?v=MkoCvTjhjG8&list=UU5sKUD9MpckPXf3kQSvEl-g&index=8&feature=plcp

<p>2nd Activity</p> <p>Collect Collage Resources: Independent Practice</p> <p>Objectives: Students will choose various media and collage materials to lay upon their completed background.</p> <p>Students will continue to draft/sketch ideas and collect, arrange, or create resources to use in their mixed media collages.</p> <p><u>43</u> min</p>	<p>Today I would like you to focus on mixing your media. Don't get caught up using magazine images as your main resource. That will flatten your composition and the effect of your other mixed media will be muted by the overwhelming amount of imagery.</p> <p>The teacher will remind the students that they will not begin gluing until the following week.</p> <p>Once all of their resources have been collected and arranged in a cohesive manner, the teacher will approve the composition and the student can begin gluing their materials in place.</p> <p>Teacher: Let's get to work.</p> <p>As students collect resources and draft ideas, the teacher will circulate around the room and offer help where needed, give advice, and informally assess how well the lecture communicated the lesson's objectives. The teacher will also make note of any information that need re-teaching, or methods for providing better insight to students struggling with the content.</p>	<p>Media</p> <ul style="list-style-type: none"> - charcoal (vine, permanent) - graphite - pastels (oil, chalk) - paint (oil, acrylic, watercolor) - ink (markers, pens, india ink) <p>Material Resources</p> <ul style="list-style-type: none"> - magazines - newspapers - paper (drawing, card stock, newsprint, watercolor, fine grain, large grain) - cardboard - picture books - photographs
<p>CLOSURE</p>	<p>ACTIVITIES & PROCEDURES</p>	<p>MATERIALS</p>
<p>1st Activity</p> <p>Clean-Up: Whole Class Housekeeping</p> <p><u>5</u> min</p>	<p>Seven minutes before class ends, students will be asked to put any stray paper clippings in the recycle bin, add their collected resources to their portfolios/drawers, and generally clean their work areas.</p> <p>When the class' condition is satisfactory, the teacher will make a final announcement.</p>	<ul style="list-style-type: none"> - trash can - recycle bin
<p>2nd Activity</p> <p>Collage Composition: Whole Class Review</p> <p>Objectives: Students will identify various design elements</p>	<p>Teacher: So what design elements must you consider when mixing your media into a successful composition?</p> <p>Students: Balance</p> <p>Teacher: And?</p> <p>Students: Unity</p> <p>Teacher: Those are the main ones to consider and those are the elements we covered in class, but could you think of any others? Using the design elements we have posted on the wall, can you think of any other principles that might be relevant?</p> <p>Students: Scale?</p>	

<p>that were implemented in today's lesson.</p> <p><u>2</u> min</p>	<p>Teacher: Sure, you should consider the scale of your collage materials as they impact the balance and unity. Students: Color? Teacher: Yes, color also impacts balance and unity.</p> <p>(This dialogue will continue until class is dismissed)</p>	
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Assessment:

Formative – The teacher will formatively assess student understanding based upon the questions they have during and after the project discussion, the resources they collect, and the content that needs re-teaching.

Summative – The teacher will summatively assess student understanding based upon the mixed media collages the students create as a result of this presentation. The collages will be graded based upon the criteria found within this project’s attached rubric.

TEKS: Four basic strands

(b) Introduction.

1. perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.
2. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and skills.

- 1. Perception. The student develops and organizes ideas from the environment. The student is expected to:**
 - A. analyze visual characteristics of natural and human-made subjects in a variety of ways, illustrating flexibility in solving problems, creating multiple solutions, and thinking imaginatively; and
 - B. analyze visual qualities to express the meaning of images and symbols
- 2. Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:**
 - A. solve visual problems by planning and attempting a variety of solutions;
 - B. solve visual problems and develop multiple solutions for designing ideas, clarifying presentations, and evaluating consumer choices, using design skills; and
 - C. select from a variety of art media and tools to express intent
- 3. Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:**

- A. study a selected period, style, or movement in art;
- B. trace influences of various cultures on contemporary artworks