

**Lesson Plan Title: Class Collage**

**Grade Level: 7<sup>th</sup> & 8<sup>th</sup>**

**Group 4: Lauren Hastings, Erica Phillips, Janae Reyher, Kari Zorro, Rosalia Campos**

**Historical and Cultural Background:**

References: [www.collageart.org](http://www.collageart.org), [www.artlex.com](http://www.artlex.com), [www.shapecollage.com](http://www.shapecollage.com)

"Collage" was originally a French word, derived from the word *coller*, meaning "to glue."

A picture or design created by gluing things composed from borrowed and original material or pieces to a flat surface.

Techniques of collage were first used at the time of the Invention of paper in China, around 200 BC. Collage became an art form during the 20th century Synthetic Cubist period of Picasso and Braque when collage became a distinctive part of modern art. Braque used collage with charcoal drawings before Picasso. Picasso adopted collage immediately after and was the first to use collage in paintings, as opposed to drawings.

- Roy Lichtenstein was a prominent American Pop Artist in the 1960s.
- Favored the old-fashioned comic strips as subject matter.
- His work was heavily influenced by both popular advertising and the comic book style.
- He was a leading figure in the new art movement.

**A Summary of Children's Artistic Development:**

**Reference:** Lowenfeld, Herberholz & Herberholz, Artworks for Elementary Teachers: Developing Artistic and Perceptual Awareness (9<sup>th</sup> Ed.). McGraw Hill

Students will be in the Pseudo-Naturalistic Stage at ages twelve to fourteen. This stage is also known as the age of reasoning. Students will display the drawing characteristics of being critically aware of own shortcomings in art; drawings can become shorthand notations; they are becoming closer to understanding the correct proportions of human figures; person can be represented by less than total figure; sexual characteristics will be overemphasized; details such as wrinkles and folds become important for some; and projections of non-literal, personal, meaning into objects and events.

Students will be highly interested in the transferring of the image and the creation of their own color and style within their small piece of the larger picture. Students will be more intrigued about the final version of the collaborated collage, and proud of their own piece within the final image.

## **Objectives:**

1. (Domain 1: Artistic perception): Students will learn elements of art such as line and color in conjunction with creating a class collage.

2. (Domain 2: Creative Expression): Students will learn how to express themselves through recreating and expanding a historical image that has been abstracted from its original version then given to them.

3. (Domain 3: Historical and Cultural Context of the Visual Arts): Students will learn about the history of collages and collage making and the different type of collages there are, with specifics in group collage making.

4. (Domain 4: Aesthetic Valuing): Students will learn how to evaluate and critique the collage as a collection of everyone in the class's work as well as being able to critique each individual piece of the picture.

5. (Domain 5: Connections, Relationships, and Application): This project will be beneficial to the students because it teaches them how to work together as a team. It also teaches them certain fundamentals of mathematics by expanding a small image into a larger size, as well as logical functions when they put the image together.

## **Students Materials:**

1. Paints
2. Paint brushes
3. Colored pencils
4. Markers
5. Pastels
6. Crayons
7. Pencil
8. Eraser
9. N"xN" blank piece of paper, three times as large as the image they are working from
10. N"xN" square piece of image, divided by the number of students

## **Teacher Materials:**

1. Power Point presentation with information on collages
2. Historical information on Roy Lichtenstein
3. Teacher's examples
4. Cut image for distribution to students, as well as all student materials

## **Vocabulary:**

1. Roy Lichtenstein - U.S. painter, sculptor, and graphic artist. He at first embraced Abstract Expressionism, but in the 1960s he turned to Pop art for which he is best known. Especially popular are his brilliantly coloured paintings in the style of large-scale comic strips, such as *Whaam* (1963).
2. Collage - *a* : an artistic composition made of various materials (as paper, cloth, or wood) glued on a surface *b* : a creative work that resembles such a composition in incorporating various materials or elements
3. Expressionism - a theory or practice in art of seeking to depict the subjective emotions and responses that objects and events arouse in the artist
4. Abstract - having only intrinsic form with little or no attempt at pictorial representation or narrative content

## **Procedures:**

1. Introduction – Show students PowerPoint presentation  
discuss the concept and history of collages  
show teachers' examples of this type of collage
2. Pass out materials
3. Demonstration – Show students how to transfer image from small piece of picture onto their blank paper, and then recreate the image expressionistically on the paper.
4. Students will do this by drawing a simple grid on image and on blank paper and attempting to recreate each piece from the grid to the larger grid.
5. Studio time for students to work on project and finish drawing out their image.
6. Collect all pieces of the image and put them together based on a number system on the back of each paper.
7. Closure - Show students the actual image and compare and critique the new image to the original.

**Visual Procedures:**

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**Step 1**

**Step 2**

**Step 3**

**Step 4**

**Assessments:**

**(See Tentative Rubric below)**

<b>Category: Class Collage</b>	<b>A:</b>	<b>B:</b>	<b>C:</b>	<b>D:</b>
	Highly Competent	Competent	Emerging Competence	Competence not Evident
Visual similarities to small/original image				
Fully decorated/completed and used their image space				
Overall quality of work				

**Suggestions and/or Comments:**

Be sure to use a graphic and not-too-complicated image.

Make sure students understand that different mediums all put together will make it a more interesting final image.

Make sure students understand size differences and the necessity of enlarging image.