

## ART LESSON PLAN TITLE

<b>Central Focus</b>	What theme gives this content a focus in this unit?
<b>Grade Level</b>	Middle School (6-8)
<b>Class Size</b>	15-20 students
<b>Time</b>	Three 50 minute class periods
<b>Class Demographics</b>	TBD

### National Visual Arts Standards Addressed

4th (MA:Cr1.1.4) Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.  
 (MA:Cr2.1.6) Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.

<b>Forms</b>	2D	3D	4D
<b>Frames</b>	Cultural	Subjective	Structural
<b>Conceptual Framework</b>	Artwork	Artist	Audience
			World

### LEARNING OBJECTIVES

**As a result of this lesson, students will be able to:**

1. Students will be able to analyze artworks and be able to produce similar artworks that are specific to each student
2. Students will be able to produce a collage of personal items that have been redesigned and that reflect who the student sees themselves as.

### TEACHER MATERIALS

<ul style="list-style-type: none"> <li>• Powerpoint</li> <li>• Laptop</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Rubric handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Ipad</li> </ul>
--	---	--

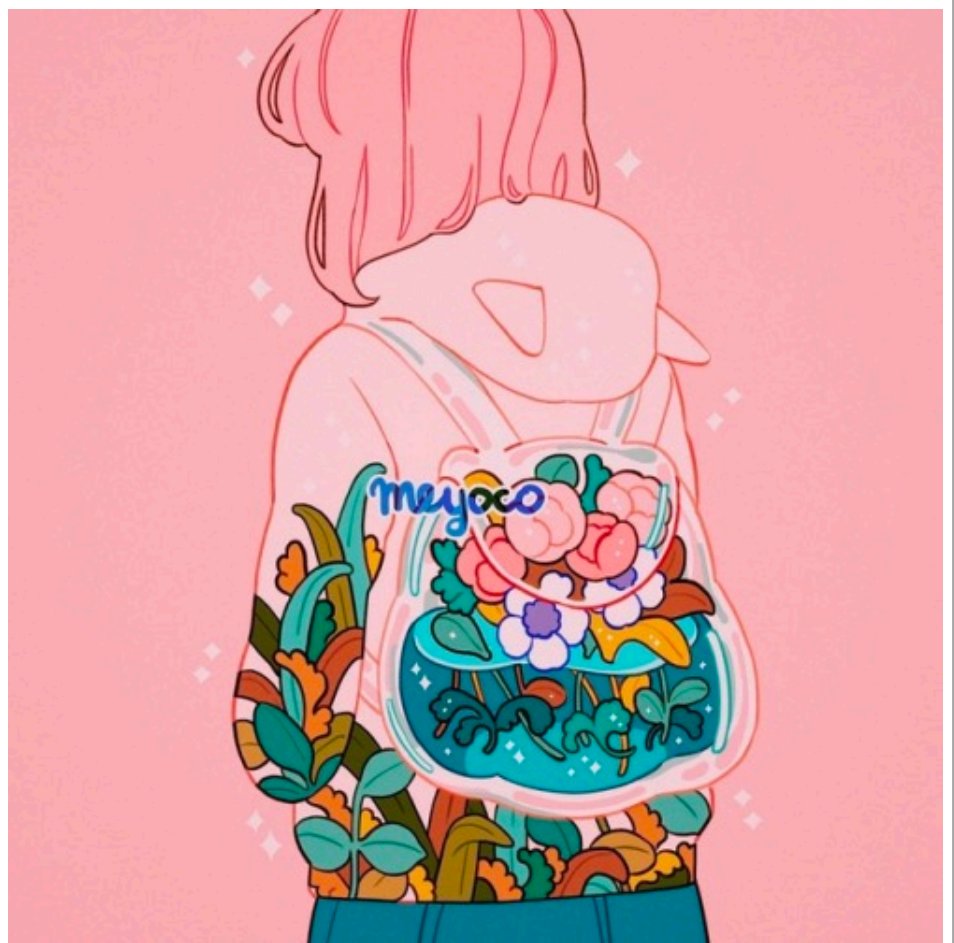
### STUDENT MATERIALS

<ul style="list-style-type: none"> <li>• Ipad</li> <li>• Pic Collage</li> <li>• Stylas</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing paper</li> <li>• Markers</li> <li>• Pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Colored pencils</li> <li>• Crayons</li> <li>• Sharpies</li> </ul>
---	---	--

### ARTISTS IN CONTEXT

<b>Key Artists</b>	Meyoco, Stephen McMennamy, Jessie Craig, Elizabeth Zvonar, David McLeod, Kaya Oldaker
--------------------	---

Key Artworks



Meyo  
Title unknown  
2019



	Stephen McMennmy Off the leash 2019
<b>Key Critical Questions</b>	<ol style="list-style-type: none"> <li>1. What components of the art work do you like the most?</li> <li>2. Meyo uses objects that remind her of her childhood or maker her happy. What items in your life bring you joy?</li> <li>3. What new shapes are created by taking and merging two images together?</li> <li>4. What items or objects remind me of me?</li> <li>5. What themes do you notice the artist using? How is repetition of color being used?</li> </ol>

**VOCABULARY AND LANGUAGE ACQUISITION**

<b>Vocabulary</b>	Digital collage- taking a collective of images and creating a layered work of art Background- the part of the scene that takes place behind the main focus of	
<b>Language Functions</b>	analyze, compare, interrupt	
<b>Language Demands</b>	Syntax	Discourse
<b>Language Tasks and Activities</b>	<ol style="list-style-type: none"> <li>1. Think pair share</li> <li>2. Pre-checked sketch</li> </ol>	
<b>Language Supports</b>	<ol style="list-style-type: none"> <li>1. Introductory PowerPoint</li> <li>2. Intro to app</li> <li>3. Class Discussions</li> </ol>	

**Day 1**

<b>Set Induction</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>• Before coming to class student will have a list of 20 items that they have created listing items that think reflect who they are.</li> <li>• Students will then begin by taking two or more items on the list and using them to draw and create a whole new image. Students will draw a minimum of 5 drawings, and once this is completed they will take photos of their drawings on the iPad and upload them to Pic Collage</li> <li>• The teacher will encourage students to think creatively and engage in student collaboration. “what has the other student done that you think is successful? Why?”</li> <li>• Teacher will ask questions like “What do you think these two objects have in common?” “If you put these in a machine that mashed these two together what do you think it would look like?” “What elements of the object do you like? How could you incorporate that?” “What colors should you use? Should there be a theme of colors?”</li> </ul>	<ul style="list-style-type: none"> <li>• Independent student work</li> <li>• Think pair share</li> </ul>
<b>Instruction</b>	<b>Instruction Methods</b>

<ul style="list-style-type: none"> <li>• Students will come into class with a pre made list of at least 20 items, colors, or patterns that they feel reflect who they are or what they enjoy.</li> <li>• Teacher will then introduce artists with a powerpoint explaining key words and themes present in the key works. Teacher will explain that students will be creating a self portrait collage using drawings that they have created. Students will create a minimum of 5 drawings by taking two or more items from their list to create a new object. These objects are encourages to not be something that you maybe would not find in the real world, and to think outside of the box with the idea that students will have to actually analyze the object and make note about its qualities. Asking questions like “what element about said object stands out to you? How could you put a fantasy spin on it?”</li> <li>• Teacher will then show their own example of their self portrait and go into detail their thinking process, elements that students should focus on and what about the example makes it successful.</li> <li>• Students will then begin by getting drawing materials (paper, pencil, markers, crayons ect) and begin sketching their new images</li> <li>• In order to insure students are on the right track each student must get one drawing pre-approved by teacher. Teacher will encourage students to think outside of the box and help begin the sketching process.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstration</li> <li>• Student collaboration</li> <li>• Independent work</li> </ul>
<p><b>Lesson Closure</b></p>	<p><b>Instruction Methods</b></p>
<ul style="list-style-type: none"> <li>• Teacher will ask students to begin cleaning up their art supplies and instruct them to keep their drawings in a safe place</li> </ul>	

**Day 2**

<p><b>Set Induction</b></p>	<p><b>Instruction Methods</b></p>
<ul style="list-style-type: none"> <li>• Teacher will begin class with a tutorial of the app Pic Collage showing students how the app works and what features it has.</li> <li>• Students will spend this class period working on their drawings and begin thinking about how they will create their composition</li> <li>• “what about your objects make you happy? Is it the colors? Shape? Size? Begin thinking about you could take those things and apply and merge it to a different object”</li> <li>• “what stickers, objects, colors or shapes could I add to make this piece even more successful?”</li> </ul>	<ul style="list-style-type: none"> <li>• Independent student work</li> <li>• Think pair share</li> </ul>
<p><b>Instruction</b></p>	<p><b>Instruction Methods</b></p>
<ul style="list-style-type: none"> <li>• Students will watch presentation on pic collage asking any questions that they might have.</li> <li>• Students will continue where the left off the day before and continue working on their combination drawings. Teacher will encourage students to collaborate with other students to help create ideas. Students will also be reminded that they are not bound to their list and that they may add new items.</li> <li>• Each student must get at least one drawing pre approved by teacher to ensure that student fully understands what is expected of them and is creating a well thought drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher instruction</li> <li>• Student collaboration with others</li> </ul>
<p><b>Lesson Closure</b></p>	<p><b>Instruction Methods</b></p>
<ul style="list-style-type: none"> <li>• 10 min before class session is over teacher will ask students to begin cleaning up and explain that they must have their 5 drawings done before class the next day. Teacher will also explain that tomorrow we will only be working on the iPads to finish up their project.</li> </ul>	

**Day 3**

<p><b>Set Induction</b></p>	<p><b>Instruction Methods</b></p>
-----------------------------	-----------------------------------

<ul style="list-style-type: none"> <li>• Students will come to class with their 5 or more drawing images and will spend class working on the iPad to create their self portrait collage.</li> <li>• Students will have the ability to come to teacher for help</li> </ul>	<ul style="list-style-type: none"> <li>• Independent student work</li> <li>• Think pair share</li> </ul>
<b>Instruction</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>• Students will come to class with their finished drawings and begin by grabbing an iPad and begin taking photos and collaging their images. Teacher will encourage students to add embellishments either offered by the app or images that they chose to emphasize that this is a self reflection project. Ask students “what about your piece do you think is missing? Is there an empty space? What shape does that space make? What do you think could fit in a shape like that?”</li> <li>• Once student thinks they are finished or close to finished they will pair up with another student at the same place as them and critique each others. Once critique is over student will take their feed back and add finishing touches.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer critique</li> </ul>
<b>Lesson Closure</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>• Teacher will give students a 15 min heads up before period is over to encourage students to try to finish up their work. Teacher will tell students that tomorrow is the last work day they will have available to them</li> </ul>	

### Day 4

<b>Set Induction</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>• Students will spend today finishing their self portraits and making sure to pair up with one other finished student to critique each others work and then go back to make final adjustments</li> </ul>	<ul style="list-style-type: none"> <li>• Independent student work</li> <li>• Think pair share</li> </ul>
<b>Instruction</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>• Students will come to class and immediately begin working on their collages</li> <li>• Students will continue to pair up to peer critique. Once student is done they will save their new collage image to their camera roll and submit it to teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer critique</li> </ul>
<b>Lesson Closure</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>• Teacher will give students a 15 min heads up before class is over and to make sure that each student has turned in their work</li> </ul>	

### ACCOMODATIONS FOR SPECIFIC DIVERSE LEARNERS

<b>Adaptations and Accommodations</b>
<ol style="list-style-type: none"> <li>1. For students that have trouble focusing there will be optional small breaks to allow students to get up and move around</li> <li>2. Teacher will have art work examples printed out for student reference</li> <li>3. Teacher will have quick video tutorial on app in case student missed a day or is confused</li> <li>4. If student missed a day or is very behind student will be allowed to</li> </ol>
<b>Enrichment and Extensions</b>
<ul style="list-style-type: none"> <li>• After assignment is finished students will have a class room critique so each student can explain elements that they felt were success and why and also what wasn't successful and why? Students will also explain if they could change one thing what would it be?</li> </ul>
<b>Activity for Early Finishers</b>

- For early finishes students will collage one type of item (ex. If student chose flowers they can only use or draw images of flowers) to create a new image. Like a face, animal, building

### OBJECTIVE-DRIVEN ASSESSMENTS

1. Rubric for collage. Grading based off of creativity, how successful the composition as a whole looks
2. Student created a collage that demonstrates knowledge of being able to collaborate with two objects that make sense.
3. Student will be able to demonstrate a composition that is well thought out, has effort put into it and seems to correctly reflect the students personality.

### INTERDISCIPLINARY CONNECTIONS

- English
- Science
- technology

### REFERENCES

Mossery. (2018, May 5). Artist Collaboration: An Interview with Meyoco: Interviews.

Retrieved from <https://www.mossery.co/blogs/interviews/interview-meyoco>

*\* Developed and written by Gillian Teichman, Art Education, Illinois State University, 2020 \**