

# ArtBlueprint

from  **Studio** In A School

## Discoveries in Collage (Grade 2)

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### Description:

The unit begins with students making observations about an Eric Carle collage illustration. Youngsters note that the figure is composed of several shapes; they explore making a balanced composition of shapes. After making observations about collages by Alex Katz and Romare Bearden that feature a figure in an environment, students create a collage that incorporates a figure in a setting. The unit concludes with a display of work accompanied by signage.

### Grade 2 Benchmark:

Through an exploration of art materials and techniques, students exercise imagination, construct meanings, and depict their experiences; work in two-dimensional and three-dimensional art forms, use basic art tools, and gain knowledge of media and compositional elements

### Performance Indicators:

*Students will be able to:*

- Create a collage that demonstrates experimentation with: placement of shapes, color, torn and cut paper, composition, and layering

### KEY SKILLS & KNOWLEDGE

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#### Students will be able to:

- Arrange shapes to create a balanced composition
- Make observations about works of art
- Employ color to evoke a sense of place
- Select materials for specific effect
- Determine how details enhance a composition
- Reflect in writing about the art making process

#### Students will understand that:

- Artists experiment with compositional elements
- Artists use various materials and techniques to evoke a sense of place
- Artists construct meanings and depict their experiences
- Artists make aesthetic decisions
- Art is exhibited for all to enjoy
- Exhibitions are the result of teamwork

### Vocabulary:

collage, layering, composition, depict, palette, matte, glossy, vertical, balance, surface, signage, exhibition

### LESSONS

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- 1 Experimenting with Composition
- 2 Using Color and Shape to Depict a Familiar Place: The first of three linked lessons
- 3 Using Different Kinds of Paper to Define a Figure: The second linked lesson
- 4 Adding Details: The third linked lesson
- 5 Displaying Artwork

### ASSESSMENT

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*Formative Assessments:*

- Student Self-Assessment: Works-in-progress, informal student reflection and responses to

experimentation, descriptions of art experiences and processes.

- Peer Assessment: Student interviews of peer-artists, peer critiques of work.
  - Teacher Assessment of Student Work: Teacher observation of work-in-progress with feedback to students, questioning students during independent work.
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**Studio in a School** 410 West 59th Street New York NY 10019

**e-mail** info@artblueprint.org **phone** 212-765-5900 **fax** 212-765-7985

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## Lesson #1: Experimenting with Composition

Part of the unit: Discoveries in Collage

### GOALS

**Aim:** How can we create a composition with shapes?

#### Objectives:

*Students will be able to:*

- Tear paper into a variety of shapes
- Arrange shapes into a composition
- Layer shapes

Students will understand that:

Artists experiment with compositional elements

### MATERIALS

Black and white construction paper (cut into 4.5"x6" pieces), multi-colored construction paper (9"x12"), glue/brush, scissors.

### RESOURCES

Collage illustrations by Eric Carle from books such as *The Very Hungry Caterpillar*; *The Grouchy Ladybug*; *Panda Bear, Panda Bear, What Do You See?*

### MOTIVATION & DEMONSTRATION

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#### Motivation:

*Invite students to share their experiences with one of the Carle books. Direct them to an illustration:*

- Describe what you see in the picture.
- What materials were used to make this picture?
- What do we call an artwork made with paper and glue?

#### Demonstration:

*Teacher demonstrates how to use paper and glue to make a collage composition. Begin by focusing on shapes:*

- How can we change this rectangle shape? *Invite a student to change the shape by tearing the paper. Ask a second student to change the shape again.*
- Now there are several new shapes. How are these shapes different from the original? *As students respond---curves, rough edges, irregular, smaller---develop a word wall.*
- Notice that *Panda Bear...* is made of many shapes---large and small, and overlapping. Notice the details in the face and paws. How did the artist do this?

*Explain to students that they will be creating a collage composition with torn shapes glued to a background. Demonstrate how to tear shapes and arrange them on a colored background. To reinforce the concept of experimenting with composition, ask questions such as:*

- Where on this background should we place these shapes? (*middle, top, bottom, side, corner?*)
- Where should we place these shapes in relation to each other? (*far away, closer, almost*

*touching, on top of each other?)*

- What happens when we connect the shapes? *(creates larger shapes, may take on a recognizable form)*

*Show students how to apply glue and secure shapes to background paper.*

### **WORKTIME**

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*Supply tables with glue, black and white paper for tearing, and a selection of colored construction paper for the background. As students work, circulate about the room to remind them to use the entire surface for their composition. Pose questions such as:*

- What are you making?
- Where might you connect some shapes?

### **REFLECTION & ASSESSMENT**

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*Invite the class to compare and contrast the work of two students.*

- How are these collages similar?
- How are these collages different?

### **HOMEWORK/EXTENSION**

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*To prepare students for the next lesson explain that they will be creating a collage of a figure in a setting. Encourage them to think about a place they like to visit, such as a park, beach, sports field, or garden.*

### **STRANDS ADDRESSED:**

Art Making: Gain knowledge of compositional elements

Literacy: Hone observation skills; develop vocabulary to describe art making

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## Lesson #2: Using Color and Shape to Depict a Familiar Place: The first of three linked lessons

Part of the unit: Discoveries in Collage

### GOALS

**Aim:** How can we use collage materials to depict a favorite place?

#### Objectives:

*Students will be able to:*

- Make observations about a work of art
- Use scissors to cut shapes
- Employ color to convey a sense of place

Students will understand that:

Artists use various materials and techniques to evoke a sense of place

### MATERIALS

Multi-colored construction paper (9"x12"), glue/brush, scissors

### RESOURCES

*Roadmaster* by Alex Katz, collage (7"x 9 1/2") 1955-56. ([www.nyss.org/cutout/katz\\_essay.html](http://www.nyss.org/cutout/katz_essay.html))

### MOTIVATION & DEMONSTRATION

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#### Motivation:

*Direct students to the Alex Katz collage, Roadmaster. Ask questions, such as:*

- What colors do you see? What shapes do you see?
- Describe the scene. What do you see in the foreground? In the background?

Invite a few students to talk about places they like to visit, such as a park or beach.

- Tell us about this place. Why do you like it?

*Explain to youngsters that they will create collages that will show them in a favorite setting. They will begin with depicting the scene, then later placing their figure in the composition.*

#### Demonstration:

*Demonstrate the proper handling of scissors.*

*Describe a favorite place such as a beach, park, or pool. Select a background color that emphasizes the major palette of the scene. Hold the paper vertically, so that when adding a figure in the next lesson the composition will be balanced.*

*Cut major shapes, and connect them to build a background. Glue shapes to paper.*

### WORKTIME

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*Distribute paper and scissors. After students have experimented with placement of shapes, have them glue papers. While they are working, pose questions, such as:*

- What shapes are you using to depict your setting? What colors?
- What more do you want to do?

## **REFLECTION & ASSESSMENT**

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*Invite a few students to share their work. Pose questions, such as:*

- Where is this place?
- Why did you choose these colors?
- Where will you place yourself in this collage?

## **HOMEWORK/EXTENSION**

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*In cooperation with the classroom teacher, have students write a few sentences about the place depicted in their collage:*

- Identify the location.
- Describe the place.
- Explain why it is a favorite spot.

## **STRANDS ADDRESSED:**

Art making: Through an exploration of art materials and techniques, students exercise imagination

Literacy: Describe compositional elements in work; reflect on the process of art making

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# ArtBlueprint

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## Lesson #3: Using Different Kinds of Paper to Define a Figure: The second linked lesson

Part of the unit: Discoveries in Collage

### GOALS

**Aim:** How Can We Create a Collage of a Figure in a Setting?

#### Objectives:

*Students will be able to:*

- Discuss how an artist incorporates a figure in a composition
- Use a variety of papers---glossy and matte/ rough and smooth-- in a collage
- Arrange and glue shapes to create a balanced composition

*Students will understand that:*

Artists construct meanings and depict their experiences.

### MATERIALS

Variety of colored papers: fadeless construction, glossy and matte, rough and smooth; scissors; glue/brushes

### RESOURCES

*Sunset and Moonrise with Maudell Sleet*, collage by Romare Bearden, 1979

### MOTIVATION & DEMONSTRATION

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#### Motivation:

*Draw students' attention to *Sunset and Moonrise with Maudell Sleet*, and pose questions such as these to encourage close observation:*

- How do we know that the figure is the subject of this collage?
- What are some of the shapes you see in the figure? What colors?
- Describe the background. What are the main colors? Where is this setting?

*Reinforce principles of composition by asking students to explain why the artist:*

- used a vertical format
- covered the compositional plane

#### Demonstration:

*To the extent possible, display a variety of papers. Help focus choices by reviewing the qualities of the papers. Ask a few volunteers to touch and describe the surfaces. This can be an opportunity for some vocabulary development--glossy and matte; smooth and rough. Also note that there are ranges of colors--different blues or reds. Explain that you will demonstrate how to create a figure from several shapes and place it on the background created in the prior lesson.*

### WORKTIME

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*Allow students to select materials from boxes on their tables. Distribute glue after youngsters have cut shapes and explored arrangements. As they work, make note of collages that exhibit:*

- A balanced composition including the figure
- A range of colors within a family

- *Different surfaces and textures*

### **REFLECTION & ASSESSMENT**

*Select a few students to share their work with the class.*

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- *Tell us how you made your collage. What details will you add the next time we work on this?*

### **STRANDS ADDRESSED:**

Art making: Students depict their experiences; gain knowledge of media and compositional elements

Literacy: Develop new vocabulary; discuss art work; reflect on the process of art making

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## Lesson #4: Adding Details: The third linked lesson

Part of the unit: Discoveries in Collage

### GOALS

**Aim:** Why should we add details to our collages?

#### Objectives:

*Students will be able to:*

- Add details to create areas of interest
- Discuss artwork

*Students will understand that:*

Artists make aesthetic decisions

### MATERIALS

Variety of colored papers: fadeless construction, glossy and matte, rough and smooth; scissors; glue/brush

### RESOURCES

An Eric Carle collage illustration, such as *The Very Lonely Firefly*.

### MOTIVATION & DEMONSTRATION

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#### Motivation:

*Review prior learning. Invite students to share how they have constructed their collages. Prompt with questions that address:*

- Attention to the compositional plane
- Use of a variety shapes; combining shapes
- Selection of different colored papers
- Use of papers with different surface qualities

*Refer to the Eric Carle collage. Ask students to identify details.*

- Why did the artist include these details? How did he apply these details? (*layering*)

#### Demonstration:

*Explain that students will be finishing their collages, and will want to add a few details to:*

- *create areas of special interest in an art work*
- *highlight the unique qualities of a person*

*Give youngsters time to look carefully at their work to determine what they might add.*

- Where in your collage will you add details? What kinds of details? Why?

### WORKTIME

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*Invite students to add three details to the collage that will tell us more about the figure.*

*When students have completed their work, select 2 or 3 to discuss their collages:*

- Show us the details you added
- Tell us why you added the details

### **REFLECTION & ASSESSMENT**

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*Display all student work; invite the class to view the collages. To facilitate a class discussion, elicit questions students might like to pose to each other. For example:*

- Why did you select these colors?
- What details did you add? Why?

*Recruit a volunteer to direct a question to a classmate. Repeat so that several students have the opportunity to pose and respond to questions.*

### **HOMEWORK/EXTENSION**

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*In preparation for a class display, ask youngsters to think of a title for their collages.*

*Arrange time with the classroom teacher for students to gather information for the signage that will accompany their work. Give students a worksheet that asks them to address these items:*

Student name  
Title of artwork  
Materials  
A sentence or two about making the collage

### **STRANDS ADDRESSED:**

Art making: Students build upon experiences to express a personal vision; gain knowledge of media

Literacy: Students describe the compositional elements in their art work; problem-solve; write about their art work

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## Lesson #5: Displaying Artwork

Part of the unit: Discoveries in Collage

### GOALS

**Aim:** How can we create a museum-like display of our collages?

#### Objectives:

*Students will be able to:*

- Discuss how museums display artwork
- Create a display of artwork with signage

Students will understand that:

Art is exhibited in cultural institutions

People work alone and in teams to produce exhibitions

### MATERIALS

Index cards, Sharpies, tag board or foam core, Velcro (or similar double-sided adhesive), glue/brush, completed collages

### RESOURCES

Photographs of people viewing art in a museum; a sample of signage

### MOTIVATION & DEMONSTRATION

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#### Motivation:

*Show a photograph of people viewing artwork in a museum. Ask questions such as: Where are these people? How can you tell? Why do people visit museums?*

*Encourage youngsters to share personal experiences in museums:*

Who has been to an art museum?

- What did you see in the museum?
- Describe how the objects were displayed. Did you see labels (signage)?
- Who makes the displays?

#### Demonstration:

*Explain that students will be displaying their collages in the school. Their display, much like a museum exhibit, will have signage (labels). Show them a sample of signage:*

- Why do museums include signage (labels) in an exhibition?

*Ask several students to share the information they have on their work sheet. Tell students that they will transcribe this information on the index cards which will be placed next to their collages in the exhibition. Show students how to do this.*

### WORKTIME

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*Before students create their final labels, ask them to share their worksheet with a partner:*

- Are there any suggestions you have for your partner to make the label more informative?
- Once you are satisfied, transcribe your information on the index card.

*Demonstrate how to mount completed collage. Ask students where the label should be glued. Assist students as they mount their work.*

### **REFLECTION & ASSESSMENT**

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*Place all the mounted collages around the room.*

- Where might we display our work in the school building?
- Who should we invite to see our exhibition? How can we issue invitations?

### **HOMEWORK/EXTENSION**

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With the help of the classroom teacher, students can compose a letter of invitation to the exhibition.

### **STRANDS ADDRESSED:**

Art making: Recognize the power of art to communicate

Literacy: Write about art; problem solve

Community and Cultural Resources: Share observations about a museum

Careers and Life-long Learning: Recognize that people work independently and in teams

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# **Studio** in a School

Field test STUDIO's unit lessons  
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Application deadline: Friday, February 13, 2009

Begin field testing by: Monday, March 9

Complete field testing by: Friday, May 8

Feedback form deadline: Friday, May 22

All units align with student achievement benchmarks for grades 2, 5, and 8, as described in the *Blueprint for Teaching and Learning in the Visual Arts*.

Contact Anne Wright at (212) 459-1455 ext.235 or [awright@studioinaschool.org](mailto:awright@studioinaschool.org) to receive an application.