

Organization/Structure/Form • Perception • Expression •  
Self Image • Lines • Color •



### GRADE 4

**VA4MC.3:** Selects and uses subject matter, symbols, and/or ideas to communicate meaning

**VA4CU.2:** Views and discusses selected artworks

**VA4PR.1:** Creates artworks based on personal experience and selected themes

**VA4PR.2:** Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills

**VA4PR.3:** Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills

### GRADE 5

**VA5MC.3:** Selects and uses subject matter, symbols, and/or ideas to communicate meaning

**VA5CU.2:** Views and discusses selected artworks

**VA5PR.1:** Creates artworks based on personal experience and selected themes

**VA5PR.2:** Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills

**VA5PR.3:** Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, mixed-media) using tools and materials in a safe and appropriate manner to develop skills

## National Standards

### VISUAL ARTS

**Standard 1:** Understanding and applying media, techniques, and processes

**Standard 2:** Using knowledge of structures and functions

**Standard 3:** Choosing and evaluating a range of subject matter, symbols, and ideas

**Standard 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Standard 6:** Making connections between visual arts and other disciplines

### Technology Extension

Create a collage using web 2.0 tools compatible with Bring Your Own Device (BYOD) and online availability.

Students will take pictures using digital cameras, or find images and symbols online, that they find interesting. Guidance on online researching may be needed.

When the student has saved all of their images to a folder, they can be uploaded to a site to create the collage.

Three suggested sites to use are:

**Fotor** (Android, iOS, Mac and Windows platforms) <http://www.fotor.com/features/collage.html>

**Photocollage** (Android, iOS, Mac and Windows platforms) <http://www.photocollage.net/>

**PiZap** (Android, iOS, and web platforms) <http://www.pizap.com/>

### Technology Resources

**Michel Basquiat:** <http://www.basquiat.com/artist.htm>

**Karen Michels:** <http://www.karenmichel.com/>

**Robert Rauschenberg:** <http://www.rauschenbergfoundation.org/artist>

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Give your art personal meaning by choosing a range of symbols and ideas as you learn about imagery, color selection, texture and blending techniques!

## Narrative Necklaces...and Beyond!

This lesson will give students an opportunity to create a piece of art that will identify each individual artist, but is not a standard self portrait with traditional facial features. The self-portrait will be a collage incorporating images, colors, symbols and text to help describe “who” that artist is. Students will be using several modern masters as inspiration, such as Michel Basquiat, Karen Michels and Robert Rauschenberg.

**Essential Question: How can a visual art lesson based on art history become a teaching tool for language arts and social studies?**

### Process

- Students will have a brief discussion about the art of collage and altered papers, looking specifically at the art of Basquiat, Michels and Rauschenberg.
- Students will write their name and information on their supplied tiles or cardboard pieces.
- Students will brainstorm and list their personality traits, such as favorite color, animal, sport, vacation spot, class, game, etc.
- Students will be given magazines and will cut out images and symbols that they find interesting. As these images are cut out, the teacher will reiterate how the student has had an aesthetic reaction to the color, shape, or image and have the student reflect about this.
- Students will organize their cut images, thinking about how each image tells a bit about their personality; creating a visual personal story of “who they are”.
- Students will glue these images onto their tiles or cardboard pieces, thus participating in the art of collage.
- Students will look at the negative space in their work and fill with color, textured papers, or text.
- Students will then begin to create a 2<sup>nd</sup> or 3<sup>rd</sup> piece, creating a narrative story about specific times in their lives, during the school year, or the seasons. (This is up to the teacher.)
- Students will complete their collaged pieces by adding a touch of oil pastel to the edges, giving the pieces a border and seal with a modge podge (or watered down glue mixture).
- Students will then string their completed pieces onto yarn or raffia, creating a wearable piece of artwork. Teachers can decide what they would like to use to embellish their students’ art with beads, wrapped paperclips, personal items, etc.

### Assessment

- Students will understand the proper use of the art elements, color, texture and negative and positive space.
- Students will recognize and understand the art of collage.
- Students will understand how their art is important and can tell a personal story about who they are.

### Materials

- magazines
- scissors
- glue
- oil pastels
- modge podge sealant
- raffia, string, yarn, brads, stickers and miscellaneous collaging materials

### Vocabulary

#### Art History

The academic discipline that studies the development of painting and sculptural arts; humanistic discipline, humanities, liberal arts; studies intended to provide general knowledge and intellectual skills.

#### Art Elements

The elements of art are a commonly used group of aspects of a work of art used in teaching and analysis, in combination with the principles of art.

#### Color

An art element with 3 properties: hue, value and intensity; a response to reflected light. There are several color theories, such as primary, secondary, neutral, tertiary, complementary, analogous, monochromatic, etc.

#### Texture

Texture is the quality of a surface or the way any work of art is represented. Lines and shading can be used to create different textures as well. Texture can be implied or real.

#### Space

The area provided for a particular purpose. Space includes the background, foreground and middle ground. Space refers to the distances or areas around, between or within components of a piece. There are two types of space: positive and negative space. Positive space refers to the space of a shape representing the subject matter. Negative space refers to the space around and between the subject matter. Space is also defined as the distance between identifiable points or planes in a work of art.

#### Necklace

An ornament worn around the neck.

#### Narrative

A story or account of events, experiences, or the like, whether true or fictitious.

#### Collage

An artistic composition of materials and objects pasted over a surface, often with unifying lines and color.

## Common Core Georgia Performance Standards

### ENGLISH LANGUAGE ARTS

#### GRADE K

**ELACCKW2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic  
**ELACCKW3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened

**ELACCKSL4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail

**ELACCKSL5:** Add drawings or other visual displays to descriptions as desired to provide additional detail

#### GRADE 1

**ELACC1W2:** Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

**ELACC1W3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure

**ELACC1SL4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

**ELACC1SL5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

#### GRADE 2

**ELACC2W2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section

**ELACC2W3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure

**ELACC2SL4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

**ELACC2SL5:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings

#### GRADE 3

**ELACC3W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly

**ELACC3W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**ELACC3SL4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

#### GRADE 4

**ELACC4W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly

**ELACC4W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**ELACC4SL4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

#### GRADE 5

**ELACC5W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly

**ELACC5W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**ELACC5SL4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

## Georgia Performance Standards

### VISUAL ARTS

#### GRADE K

**VAKMC.3:** Selects and uses subject matter, symbols, and/or ideas to communicate meaning

**VAKCU.2:** Views and discusses selected artworks

**VAKPR.1:** Creates artworks based on personal experience and selected themes

**VAKPR.2:** Understands and applies media, techniques, and processes of two-dimensional works of art (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills

**VAKPR.3:** Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills

#### GRADE 1

**VA1MC.3:** Selects and uses subject matter, symbols, and ideas to communicate meaning

**VA1CU.2:** Views and discusses selected artworks

**VA1PR.1:** Creates artwork based on personal experience and selected themes

**VA1PR.2:** Understands and applies media, techniques, and processes of two-dimensional works of art (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills

**VA1PR.3:** Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills

#### GRADE 2

**VA2MC.3:** Selects and uses subject matter, symbols, and ideas to communicate meaning

**VA2CU.2:** Views and discusses selected artworks

**VA2PR.1:** Creates artworks based on personal experience and selected themes

**VA2PR.2:** Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills

**VA2PR.3:** Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills

#### GRADE 3

**VA3MC.3:** Selects and uses subject matter, symbols, and ideas to communicate meaning

**VA3CU.2:** Views and discusses selected artworks

**VA3PR.3:** Creates artworks based on personal experience and selected themes

**VA3PR.2:** Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills

**VA3PR.3:** Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills