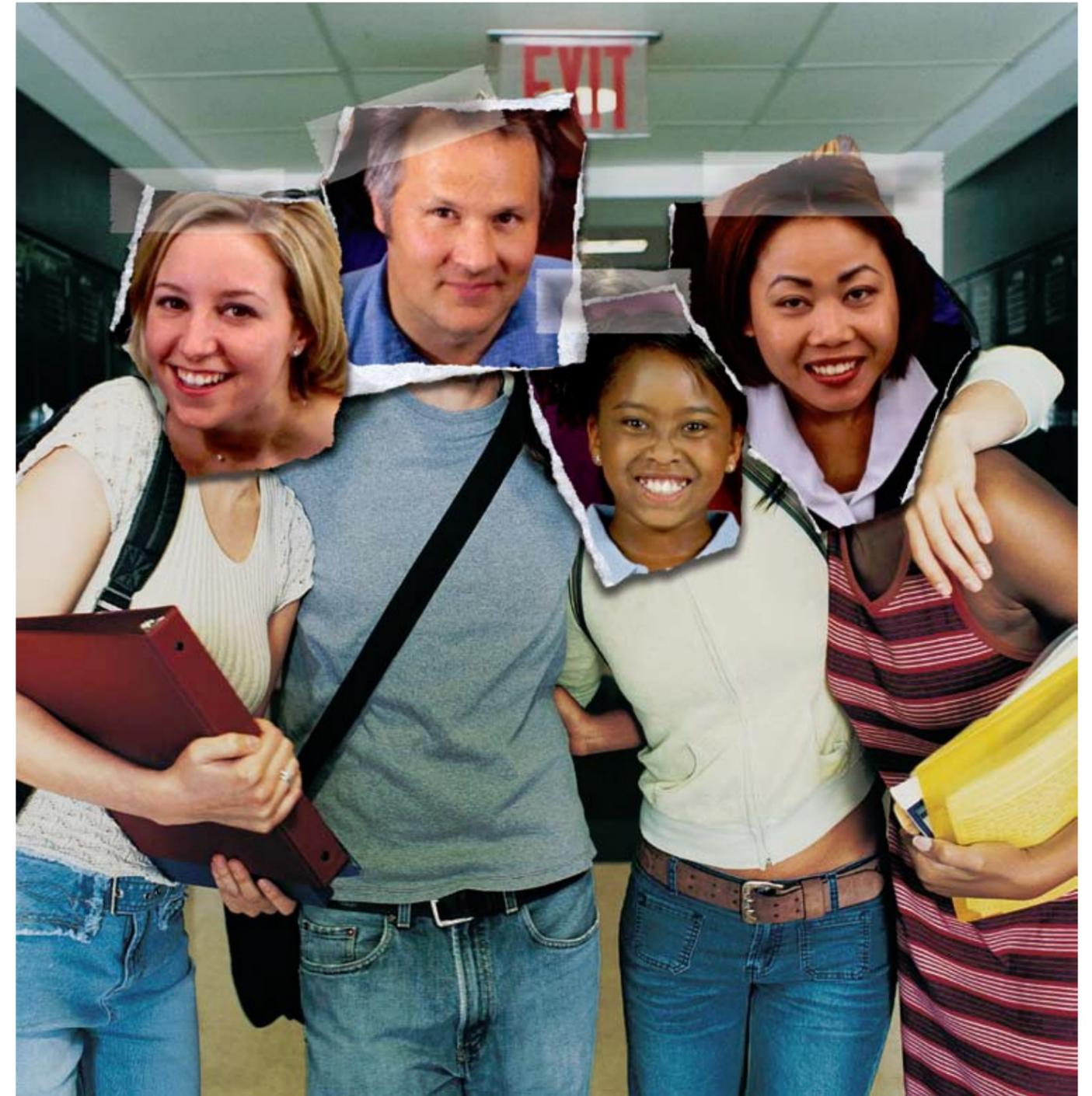


Organization/Structure/Form • Perception • Symbolism • Expression • Diversity • Community • Self Image



## National Standards

### ENGLISH LANGUAGE ARTS

**NL-ENG.K-12.4:** Students adjust their use of spoken, written, and visual (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

**NL-ENG.K-12.5:** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

### 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 BYOD (Bring Your Own Device) and online availability. Students can 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 will 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/>

Alternatively, students can use technology to complete the lesson using Thinglink (<https://www.thinglink.com/>) as the collaborative platform for the final images.

### Ideas for links:

- Using a safe search engine they can find images and videos that represent themselves to link to their base image.
- Use drawing tools with stamps and stickers to create pictures, export and upload to Thinglink.
- Annotate their image with their descriptive words or sentences.

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Learn more about yourself and others through this activity linking language arts and visual arts. By creating a visual representation/image of yourself, writing about your self-portrait, and discussing both your creation and those of others, you simultaneously enhance visual and aural communication skills, develop and practice the writing process, enhance reading skills, and develop further understanding of the expressive elements and structure of visual artwork.

**Essential Question: How can non-human images portray aspects of our personality?**

**Process**

- Explain that students are to create a human form that is a self-portrait using non-human images cut from a magazine.
- Students will cut out pictures from a magazine that can make up each part of the body — head, torso, arms, and legs. Each student is to choose objects and/or images that represent his/her likes, interests, talents, dreams, work and passions, but not pictures of actual body parts (symbolism).
- Before pasting the images, have the students lay them out on a colored piece of paper to plan the composition of the collage. This will allow students to move pieces around and change them before they glue; thereby preventing tearing of pasted images.
- To paste the images, lay them down on a piece of scrap paper. Use a glue stick around the edges and back surface until the entire area is covered with a thin, even layer of glue. Take the glued image and lay it down onto the colored collage paper, glued side facing down.
- Have students carefully place a piece of clean scrap paper on top and smooth over the glued piece by rubbing with their hand to secure it in place. This is called burnishing and will give the collage a professional look.
- Have each student write a detailed description of his or her self-portrait on the back of the paper.
- Display all collages on a piece of black banner paper without students knowing who created each collage.
- Have students guess the creator of each collage and explain their reasoning. Compare and contrast guesses with actual facts. This closing conversation can lead to discussions of perceptions, assumptions and diversity.

**Assessment**

- Students symbolically include head, torso, arms and legs in collage.
- Students write detailed description of self-portrait using grade appropriate conventions.
- Students orally present their self-portrait descriptions.

**Materials**

- magazines (student-friendly with primarily non-human images)
- scissors (1 pair per student)
- colored paper (for collage background on which to glue final composition)
- scrap/photocopy paper (2 per student)
- glue sticks (1 per student)
- pencils (1 per student)
- large black banner paper and tape for hanging
- sticky tac (to attach collages to black paper)

**Vocabulary**

**Burnishing**

To rub with a tool to smooth or polish

**Collage**

To compose a work of art by pasting various materials on a surface

**Classroom Tips**

Cover the work surface with disposable craft paper for quick clean up — all trash can be rolled up and thrown away. Solicit parent help to build a magazine collection.

**Common Core Georgia Performance Standards**

**ENGLISH LANGUAGE ARTS**

**GRADE 3**

**ELACC3RI7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

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

**GRADE 4**

**ELACC4RI1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

**ELACC4RI7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears

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

**ELACC4SL2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

**GRADE 5**

**ELACC5RI6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

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

**ELACC5SL2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

**Georgia Performance Standards**

**ENGLISH LANGUAGE ARTS**

**GRADE 3**

**ELA3W1:** The student demonstrates competency in the writing process.

**ELA3C1:** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

**ELA3LSV1:** The student uses oral and visual strategies to communicate.

**GRADE 4**

**ELA4W1:** The student produces writing that establishes appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

**ELA4W4:** The student consistently uses a writing process to develop, revise, and evaluate writing.

**ELA4C1:** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar both in written and spoken formats.

**ELA4LSV1:** The student participates in student-to-teacher, student-to-student and group verbal interactions.

**GRADE 5**

**ELA5W1:** The student produces writing that establishes and appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

**ELA5W4:** The student consistently uses a writing process to develop, revise, and evaluate writing.

**ELA5C1:** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar both in written and spoken formats.

**ELA5LSV1:** The student participates in student-to-teacher, student-to-student and group verbal interactions.

**VISUAL ARTS**

**GRADE 3**

**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

**GRADE 4**

**VA4PR.4:** Plans and participates in appropriate exhibition(s) of artworks

**VA4AR.2:** Uses a variety of approaches to understand and critique works of art

**GRADE 5**

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

**VA5AR.2:** Uses a variety of approaches to understand and critique works of art