

<b>Unit Lesson Plan</b>			
Name:	Suzanne Williamson		
Lesson Title:	Collage Me Up! (Mixed-Media Identity Self-Portrait)		
Grade Level:	2-5	Length of Lesson:	6 Days
Description: Rationale	Students will address the social justice issue of self-identity to build confidence in embracing who they are and respecting differences among one another. Students will use a photograph of themselves and learn to collage with various materials and incorporate their own drawings in the collage.		
Essential Question:	<p>How do you see yourself vs. how others see you?</p> <p>How does collaboratively reflecting on a work help us experience it more completely?</p> <p>How does art help us understand the lives of people of different times, places, and cultures?</p> <p>How does understanding one's own identity help society?</p>		
State Standards:	<p>2.VA:Cr1.2: Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p> <p>2. VA:Cn10: Create works of art about events in home, school, or community life.</p> <p>4.VA: Cn10: Create works of art that reflect community cultural traditions.</p> <p>VA: Cr1.2.2a: Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p> <p>VA: Cr2.3.2a: Repurpose objects to make something new.</p> <p>VA: Cr2.1.3a: Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>VA: Cr2.3.5a: Identify, describe, and visually document places and/or objects of personal significance.</p> <p>VA: Cr3.1.2a: Discuss and reflect with peers about choices made in creating artwork.</p> <p>VA: Re.7.1.5a: Compare one's own interpretation of a work of art with the interpretation of others.</p>		
Common Core Standards:	<p><u>CCSS.ELA-LITERACY.SL.2.1.A</u> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>CCSS.ELA-LITERACY.SL.3.1.D</u> Explain their own ideas and understanding in light of the discussion.</p>		
Objectives:	<p>Students learn</p> <ul style="list-style-type: none"> <li>- to express what they identify with and represent it in visual form</li> <li>- how to create a collage using mixed-media incorporating photography, found objects, painting, and drawing</li> <li>- portraiture</li> <li>- to embrace who they are and respect differences in others by connecting and understanding different identities</li> </ul>		
<b>Art History Connections:</b> <ol style="list-style-type: none"> <li>1. Historical Context/Movement</li> <li>2. Artist Mentor</li> </ol>	<ol style="list-style-type: none"> <li>1. Pablo Picasso and Cubism</li> <li>2. Njideka Akunyili Crosby is a Nigerian born contemporary visual artist working in Los Angeles. Her art represents the cultural terrain between her adopted home in America and her native Nigeria through collage and photo transfer-based paintings.</li> <li>3. Johanna Goodman is a New York based contemporary artist known for her portraiture and collage work.</li> </ol>		
Major Themes:	Portraits, identity, community, basics of drawing, collage and mixed-media		

Elements/Principles:	Line, color, shape, space, balance, variety, proportion, unity, contrast
Vocabulary:	Mixed-media, portrait, collage, identity, positive/negative space, symbol
Materials Needed:	Photo of self, 2 sheets of blank white letter sized paper, pencil, eraser, medium to color-paint/crayons/markers/color pastels, found objects, liquid glue such as Elmer's glue, glue stick, painter's tape (or masking tape), 2-3 sheets of color construction paper letter size or larger, scissors
Anticipatory Set: ("hook")	Day 1: Game related to self-identity Day 3: Kahoot Quiz Game on vocab Day 5: Emotion of color chart

Teaching Strategies	Student Activities
<p><b>Day 1</b> Strategy: The teacher will lead students with a game related to the social justice issue of self-identity which also combines introductions of teachers and students.</p> <p>Activity: "Who are you? Who I am." game Time: 15 min Scaffolding Strategy: Prepare students to self-reflect and think about what they identify with and how they see themselves.</p> <p>Strategy: The teacher will instruct students to draw the first letter in their name and learn positive and negative space.</p> <p>Activity: Drawing and reflection Time: 10 min Scaffolding Strategy: Prepare students in skills of drawing and creating art representing things that they love as part of their identity. Support students' positive views of themselves and others.</p> <p>Formative Assessment: Each student shares and talks about their drawing. Teachers will learn each student's skill level in drawing. Time: 15 min</p> <p>Strategy: Students' homework for the next class is to collect 2-3 items around their house that represents them and is meaningful to them to share with the class. Scaffolding Strategy: Prepare students for mixed-media techniques to draw from observation and collage.</p>	<p><b>Day 1</b> Strategy: Students will get to know more about each other and the teachers through the introduction game. They will also begin to think about who they are, how others see them, and how they view others. Activity: The students will take turns stating one interesting fact about themselves and then choose another student and say what they think that student likes. The next student will then respond yes or no and then mention one thing they want everyone else to know about them. Then he/she will call on the next student. This will go around the class until everyone has a turn. Time: 15 min</p> <p>Activity: Students will create their drawings Time: 10 min Scaffolding Strategy: Students will begin to associate things they like with their name and identity.</p> <p>Activity: Everyone will share and talk about their drawings Time: 15 min Scaffolding Strategy: The class and teachers will get to know even more about each other.</p> <p>Strategy: Homework will be to find 2-3 objects in their house that is meaningful to them. This might include parents' assistance which could spark support and engagement from their family in talking about their interests and why.</p>
<p><b>Day 2</b> Strategy: Vocabulary Activity: students will learn the vocabulary for elements of art. Time: 15 min</p> <p>Scaffolding Strategy: Video on Pablo Picasso WHO WAS PABLO PICASSO   ALL YOU NEED TO KNOW - YouTube</p>	<p><b>Day 2</b> Strategy: student on a blank sheet of paper will be writing the meaning on the term and then drawing a picture to correspond to the term Activity: Time: 15 min</p> <p>Scaffolding Strategy: students will be watching a short video about Picasso. Time: 3 min</p>

<p>Activity: listen to the student's presentation and ask questions to make them think deeper about the items they have found Time: 20 min</p> <p>Day 3 Strategy: Anticipatory Set and Formative Assessment Activity: Kahoot Quiz on vocabulary learned in the last class Time: 5 min</p> <p>Strategy: Teacher will introduce students to influential mixed-media artists and their portrait artwork. Activity: Slide presentation Time: 10 min Scaffolding Strategy: To show students different ways they can create their portraits using photographs, found objects, and drawing/ painting.</p> <p>Activity: Teacher will instruct students to color their drawings made in the previous class and cut out and glue onto their portrait paper. Teacher will model by creating their own example to share with class. Time: 20-25 min</p> <p>Formative Assessment: Students will be encouraged to share their work-in-progress and talk more about themselves. Time: 5-10 min Scaffolding Strategy: By practicing talking about their work, they can build more confidence in sharing about themselves for the final day when they present their final work to the class.</p> <p>Day 4 Strategy: Students will practice drawing on a grid drawing worksheet and the teacher will guide them Activity: watch a tutorial video on how to trace from computer Time: 2min</p> <p>Scaffolding Strategy: grid drawing practice Time: 15 min Activity: finding images and tellers and words for the project. Time: 20 min</p> <p>Activity: in between the activities the students will get up and stretch to be able to refocus Time: 5min</p> <p>Day 5 Strategy: Anticipatory Set Activity: Teacher will ask students to stand and make a funny face and then ask a few students who want to share at what moments they use those face expressions. Time: 5 min Scaffolding strategy: Prepare students to reflect on emotions and things that trigger their emotions as part of their identity.</p>	<p>Activity: students will present to the class the items that they have found that represent them. Time: 20 Min HW: Find a picture of yourself that you can cut</p> <p>Day 3 Strategy: Students are immediately engaged back to the lesson Activity: Complete Kahoot vocabulary quiz online Time: 5 min Scaffolding Strategy: Students to learn and retain new art vocabulary in a memorable way.</p> <p>Activity: Students observe slide presentation on mixed-media artists Time: 10 min Scaffolding Strategy: They begin to think about different ways they can create their own mixed-media artwork.</p> <p>Activity: Everyone will color their drawings using the medium of their choice: paint, crayons, markers, pastels. They will then cut out their drawings and glue them combining their photograph and drawing/paintings into a collage. Time: 20-25 min Scaffolding Strategy: Students learn to practice mixed-media and collage.</p> <p>Formative Assessment: Students will share their work-in-progress Time: 5-10 min Scaffolding Strategy: Students will practice building confidence in speaking about themselves and learn more about one another seeing each other's works.</p> <p>Day 4 Strategy: on the worksheet given the students will practice drawing Time: 15 min</p> <p>Activity: students will watch how to trace themselves if they do not have a picture Time: 2min</p> <p>Scaffolding Strategy: practicing grid drawing Activity: Students will be collecting words, letters, pictures for the project. Time: 20min</p> <p>Activity: students will be getting up and stretching. Time: 5min</p> <p>Day 5 Strategy: Anticipatory Set Activity: Students will be engaged to participate and stand and express themselves Time: 5 min</p>
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<p>Activity: Teacher shows the Emotion of Color Chart and asks students what they think of when they see a certain color (for example, when they see the color red). Time: 5 min Scaffolding Strategy: To have students think deeper about use of color to express themselves and learn how colors can psychologically influence people.</p> <p>Strategy: Teacher shows different options to finish their final art (for example, mounting onto colored paper) Time: 5 min</p> <p>Activity: Teacher will check in on each student and answer any questions while they have the remaining class time to finish their project. Time: 35 min</p> <p>Day 6 Strategy: will start the day with something fun and then the students will be presenting work Activity: Students will be shown a comic or a meme Time: 5min</p> <p>Activity: as students are showing work the teacher will be taking notes and listening to the students. Time: 40 min</p> <p>Scaffolding Strategy: comic</p>	<p>Scaffolding Strategy: Students will relieve stress with some humor and physical activity and prepare to focus on finishing their project.</p> <p>Activity: Students observe the Emotion of Color Chart and talk about what certain colors mean to them. Time: 5 min Scaffolding Strategy: Prepare students to think critically about their art.</p> <p>Strategy: Students observe different ways to finish their art Time: 5 min</p> <p>Activity: Students work on finishing their project and have the time to ask teachers any questions or if they need further assistance Time: 35 min</p> <p>Day 6 Strategy: with a show of comic the students will start their day with a fun way and will be showing their work Activity: students will look at a comic Time: 5 min</p> <p>Activity: students will present their work to the class. Time: 40 min</p> <p>Scaffolding Strategy: comic</p>
<p><b>Assessment Plan</b> You must attach assessments. You must include 1 Formative Assessment 1 Summative Assessment Aesthetics are addressed?</p>	<p>Formative Assessment: -Sharing their work each and talking about it -Vocabulary quiz</p> <p>Summative Assessment: -Emailing a photo of themselves holding up their final work -Presenting their final work orally or through writing and pointing out elements of aesthetic such as “abstract” vs. “realism” and tying in “expressionism.”</p>
<p><b>Closure:</b></p>	<p>Students will be asked to take a picture of themselves holding their artwork with the help of their guardian and send to the teacher. The teacher will show each student’s work on the screen the final day. Individual presentation on their final work and discussion on favorite aspects of the lesson and how much more they know about each other compared to the first day of class.</p>
<p><b>Adaptations/ Special Needs:</b> You must describe and attach accommodations for 2 of your students, ELL and SPED</p>	<p>ELL: Visuals provided to all presentations, especially with learning vocabulary, teachers will speak clearly and not too fast for easier comprehension. When possible, translations will be provided if teachers know the student’s main language. There will also be videos in 2 of the class days and times when the teacher will model by making her own example of each step students make towards their creating their project. Alternative options for presenting final project will be: type in Zoom chat or submit via email instead of speaking.</p> <p>SPED: Any presentation with text will be in big bold letters for those who are visually impaired. Extra time and teacher’s support will be given for slower learners or those with ADHD. Support will be provided by the supporting teacher that day and can be in a Zoom breakout room with the student(s). Alternative options for presenting final project will be: type in Zoom chat or submit via email instead of speaking.</p>

Grading Rubric

	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement
Understanding of Art Concepts (National Standard 2)	I followed all directions and used details in my work that make it easy to tell what my art is about.	I put details in my work that mostly show what my art is about. I followed most of the directions.	Some details are not related to the artwork. It is hard to tell what my artwork is about. I followed some directions.	I did not use many details. My work is not about anything. I followed few directions.
Participation	I frequently participated, asked questions when needed, and was on task and on time.	I participated sometimes and was on task most of the time.	I rarely participated and needed reminders to stay on task.	I didn't participate much, never asked questions when I needed help, was not productive.
Engage and Persist	I worked on my artwork until it was complete. Every part of my art is meant to be there. I worked as hard as I could.	I worked hard, but not as hard as I could.	My work is still near the beginning phase.	My piece is not at all near completion and it needs a lot more work.
Stretch and Explore	I tried something that was hard for me.	I made something that was a little hard for me.	I made something that was not hard for me.	I made something that was very easy for me.
Behavior in Class	I was respectful and well behaved.	I behaved well for most of the class.	I misbehaved for most of the class.	I was not respectful and behaved poorly.