

Monochromatic Collage Portrait

Grade Level: 9th Grade			
Unit Plan			
Lesson 1: Breaking the Face into Shapes Lesson 2: Making Color Swatches Lesson 3: Collaging Shapes & Shades Lesson 4: Collaging Words			
Central focus of the Unit/Big Ideas			
<ul style="list-style-type: none"> Through the process of collage, students will explore the second element of art: Shape. 			
New York State Learning Standards for the Arts:			
Creating	Presenting	Responding	Connecting
VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.	VA:Pr4.1.1a Analyze and evaluate the reasons and ways an exhibition is presented.	VA:Re7.2.1a Analyze how one's understanding of the world is affected by experiencing	VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Lesson # 1			
Unit Title: Collaging Shapes			
Lesson Plan #	Grade	Time Allotted	# of days
1/4	9th	45 min	five days
Essential Questions:			
<ol style="list-style-type: none"> How does the shape help express an idea? How does combining the principles of art change, the way shapes are being used? How do different materials affect our making shapes? 			
Lesson Objectives:			
<ul style="list-style-type: none"> Students will use shapes to navigate the features of their face. They will use a combination of organic and geometric shapes to help them break the face into parts. They will use the method of collage to create self portraits of themselves. 			

Assessments:

Students will go over the ways to cut paper. Will go over the ways to handle scissors, exacto-knife and cutting boards and glue. Students will go over the parts of portraits featuring shape and different values and tones they can use.

Overview: Days

Day 1: Breaking the Face into Shapes

Day 2: Making Color Swatches

Day 3: Collaging Shapes & Shades

Day 4: Collaging Words

Materials (Artists/Visual Text/Technology/Resources):

Paint, white paper, scissors, exacto-knife, cutting boards, transfer gel medium, bristol paper, newspaper

Academic Vocabulary:

Collage, portrait, cut, rip, values, tones, shades, shapes

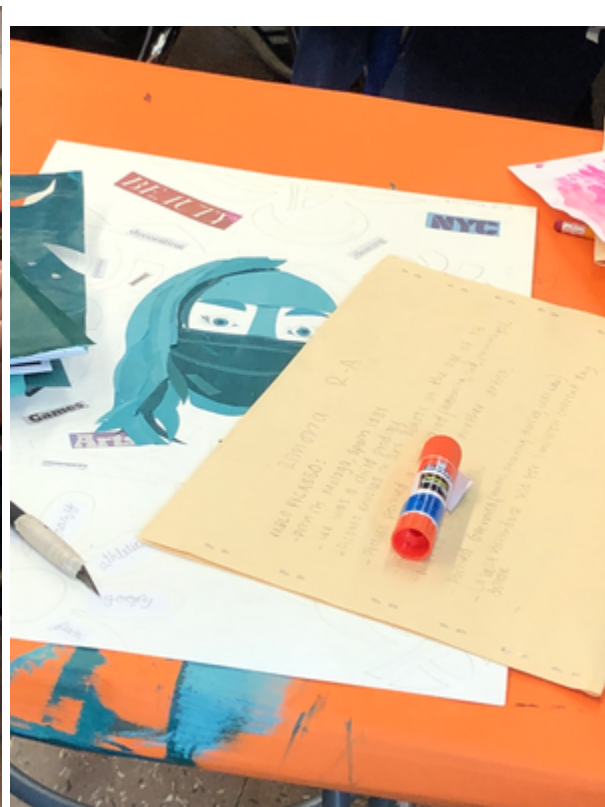
Student Support and Differentiation:

- Visual aids, videos, and demonstrations
- Handouts to enhance understandings on lessons
- Tiered Lessons
- One-on-One feedbacks and rubrics

NYS Visual Arts Standards:

Creating	Presenting	Responding	Connecting
VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.		VA:Re7.2.1a Analyze how one's understanding of the world is affected by experiencing	VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Students Samples



Teaching Procedure - Day 1: Breaking the Face into Shapes

Time Allotment 55 mins	On day one students will take a picture of themselves. Teacher will print out their photo self portrait. Then using a light box, students will trace their face into geometric shapes.
10 minutes	<p>A. Motivation/Spark/Launch Follow this with a demo of myself going through the process of breaking down the features into geometric shapes, have them talk about what they notice about what I am doing as I go through the process.</p> <p>What do you know about..... *Key Questions:</p> <ol style="list-style-type: none"> 1. How do we break down the human face? 2. What geometric shapes do you see in the human features? 3. How do shapes help us draw realistically?
40 minutes	<p>B. Presentation of Lesson Objectives Students will be given both a video and Powerpoint in order to learn and discuss some of these principles. Teachers will create a video demo for students to watch and go through the video with them to talk about the process.</p> <p>C. Transition and Work Period (practice and application) After the demo students will set up their painting station in order to start on their portraits. Each working day, students will conference with the teacher where they are in the collaging process journey.</p>
5 minutes	<p>D. Closure Clean-up Key Questions:</p> <ol style="list-style-type: none"> 1. What did we get done today? 2. What do we want to achieve next time?

Teaching Procedure - Day 2: Making Color Swatches

Time Allotment 55 mins	On day two students will be shown a slideshow on color theory and color charts. Students will then make big 9"x9" color swatches to use later for the collage self portrait. Students will lay out the swatches so they can see the range of color and shades they have.
10 minutes	A. Motivation/Spark/Launch Follow this with a demo of myself going through the process of breaking down the features into geometric shapes, have them talk about what they notice about what I am doing as I go through the process. What do you know about..... *Key Questions: 1. What is a color swatch? 2. How can we use the color swatches in collage? 3. How can the color wheel help us make different colors and shades?
40 minutes	B. Presentation of Lesson Objectives Students will be given both a video and Powerpoint in order to learn and discuss some of these principles. Teachers will create a video demo for students to watch and go through the video with them to talk about the process. C. Transition and Work Period (practice and application) After the demo students will set up their painting station in order to start on their portraits. Each working day, students will conference with the teacher where they are in the collaging process journey.
5 minutes	D. Closure Clean-up Key Questions: 1. What did we get done today? 2. What do we want to achieve next time?

Teaching Procedure - Day 3: Collaging Shapes & Shade

Time Allotment 55 mins	On day three students will be shown a slideshow on shades and monochromatic art. Students will then start cutting out big shapes to get the form of their portrait. Using the different shade swatches they create from the previous class student will layer different color paper to give dimension to their work.
10 minutes	A. Motivation/Spark/Launch Follow this with a demo of myself going through the process of breaking down the features into geometric shapes, have them talk about what they notice about what I am doing as I go through the process. What do you know about..... *Key Questions: 1. How can collaging geometric shapes help us make organic shapes? 2. How does shades help shape have form?
40 minutes	B. Presentation of Lesson Objectives Students will be given both a video and Powerpoint in order to learn and discuss some of these principles. Teachers will create a video demo for students to watch and go through the video with them to talk about the process. C. Transition and Work Period (practice and application) After the demo students will set up their painting station in order to start on their portraits. Each working day, students will conference with the teacher where they are in the collaging process journey.
5 minutes	D. Closure Clean-up Key Questions: 1. What did we get done today? 2. What do we want to achieve next time?

Teaching Procedure - Day 4: Collaging Words

Time Allotment 55 mins	On day four students will be shown a slideshow on how to use words in their art. Students will then collage words out of cut paper to include into their self portrait.
10 minutes	<p>A. Motivation/Spark/Launch Follow this with a demo of myself going through the process of breaking down the features into geometric shapes, have them talk about what they notice about what I am doing as I go through the process.</p> <p>What do you know about..... *Key Questions:</p> <ol style="list-style-type: none"> 1. How are words used in words of art ? 2. How would you use words to enhance your self portrait?
40 minutes	<p>B. Presentation of Lesson Objectives Students will be given both a video and Powerpoint in order to learn and discuss some of these principles. Teachers will create a video demo for students to watch and go through the video with them to talk about the process.</p> <p>C. Transition and Work Period (practice and application) After the demo students will set up their painting station in order to start on their portraits. Each working day, students will conference with the teacher where they are in the collaging process journey.</p>
5 minutes	<p>D. Closure Clean-up Key Questions: (Writing Reflection)</p> <ol style="list-style-type: none"> 1. How would you self-evaluate your work? 2. What did you think about the college process? 3. How do you understand shape and color now?