

**UNIT TITLE: Collage**

**UNIT GOALS:**

1. Students will learn about collages and how to use it in their artwork.
2. Students will learn to find, gather and use other art works and mediums to create new works of art.
3. Students will learn to use the mix of textures, shapes, painting and overlapping to show depth in their work.

**LESSON TITLE:**

Positive & Negative Shapes

**GRADE LEVEL: 5<sup>TH</sup>**

**LENGTH OF LESSON: 45min**

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**LESSON OBJECTIVES: Students will learn:**

1. what a collage is and how to use it in their work.
2. to use positive and negative collage shapes in their artwork
3. to use composition when creating art

**INSTRUCTIONAL STRATEGIES & LEARNING TASKS**

Time	Description of activity
<b>5 Minutes:</b> Introduction	<p><b>Slide #1</b> Teacher will introduce the lesson on a smartboard with the lights in the classroom off.</p> <ul style="list-style-type: none"><li>• Ask students the meaning of the word collage.</li></ul> <p><b>Slide #2</b></p> <ul style="list-style-type: none"><li>• Answer: Collage is "to glue" or "to stick together" assembling different pieces to create a whole new one.</li></ul> <p><b>Slide #3</b> Volunteer will read "We will explore how artists consider positive space and negative space in their artwork."</p> <p>Teacher will ask students "Which is the positive and negative space in the image shown."</p> <ul style="list-style-type: none"><li>• Which is the positive and negative space?</li><li>• Can you identify the image just by the shape?</li></ul> <p><b>Slide #4</b></p>

	<p>Volunteer will read “Positive spaces are usually the main subjects of the artwork. Negative spaces are the areas around and behind the positive spaces. Negative space is usually the background.”</p> <p>Teacher will ask students “Can everyone see the 2 girls running and playing?” Then ask “Can anyone see anything else in this image?”</p> <ul style="list-style-type: none"><li>● See the bird flying in the middle of these two girls?</li><li>● Some artists use positive and negative spaces in their artwork.</li></ul> <p><b>Slide #5</b></p> <p>Volunteer will read “The shapes of positive spaces are determined by the shapes of the main subjects of the artwork. What is the subject of this drawing?”</p> <p>Teacher will ask students:</p> <ul style="list-style-type: none"><li>● What is this object on the left?</li><li>● What is the object on the right and do you see any hidden figures?</li></ul> <p><b>Slide #6</b></p> <p>Volunteer will read “Negative spaces also have shapes. The shapes of the negative spaces are determined by the shapes of the positive spaces.”</p> <p>Teacher will ask students:</p> <ul style="list-style-type: none"><li>● What is this object?</li><li>● Can anyone see any hidden shapes?</li></ul> <p><b>Slide #7</b></p> <p>Volunteer will read “Below is the artist M. C. Escher and how he used positive and negative shapes in his artwork.”</p> <p>Teacher will ask students:</p> <ul style="list-style-type: none"><li>● Can everyone see how the duck slowly turns into a fish?</li></ul> <p><b>Slide #8</b></p> <p>Volunteer will read “Today, we will begin and complete a checkerboard collage using positive and negative shapes”</p> <p>Teacher will instruct students:</p> <ul style="list-style-type: none"><li>● Please see me at the back table where I will do a demonstration of this project.</li></ul>
<b>5 Minutes:</b>	Teacher will do a sample portion of the project.

<p>Example project</p>	<p><b>Step 1:</b> Teacher will show all the art supplies and tools in order to create this project.</p> <p><b>Step 2:</b> Teacher will instruct students to layout the black squares of paper on their colored paper like a checker or chess board.</p> <p><b>Step 3:</b> Teacher will instruct students to:</p> <ul style="list-style-type: none"> <li>• Take a black square piece of paper and fold it in half.</li> <li>• Then draw a shape on it that you want to cut out.</li> <li>• Students can also freehand cut out a shape without drawing.</li> </ul> <p><b>Step 4:</b> Once the teacher cuts out the shape they want then they need to open both pieces of paper and lay them out on the piece of background colored paper.</p> <p><b>Step 5:</b> The teacher will lay out the 2 cut out pieces of paper side by side in a mirror image of positive and negative next to one another. The teacher will instruct the students to then use a glue stick to glue down their pieces. The students will repeat these steps until they have completed the project and all the squares are cut into their positive and negative shapes and glued down onto the colored paper..</p> <p><b>Step 6:</b> The teacher will now instruct students to go back to their seats and begin working on their project.</p>
<p><b>2 Minutes:</b> Hand out supplies</p>	<p>Teacher will have some students help with handing out the box of supplies for this project as the students are taking their seats.</p>
<p><b>26 Minutes:</b> The creative work begins</p>	<p>Teacher will walk around the room to see that everyone understands the project and make sure that all the students have all the supplies and instructions they need.</p> <p>Teacher will ask other students that are doing well to help other students that may need some help and guidance.</p> <p>Teacher will give positive feedback to all students and redirect some that may stray away from the goals for the project.</p> <p>Teacher will give some extra help and guidance and support to some of the students with special needs.</p>
<p>Free Draw</p>	<p>If students finish up their project before other students that will be allowed to “Free Draw” where they can get paper and pencils and markers and draw whatever they would like until the end of class.</p>

<p><b>5 Minutes:</b> Clean up time</p>	<p>Teacher will ring the clean up bell which means that students need to stop doing their work and put their pieces on the drying rack and begin cleaning up.</p> <p>Teacher will also direct the students who finished early and are doing free draw to start cleaning up as well.</p> <p>The teacher will help clean up but will be more of a director, letting students know where things go and how to clean up and keeping order of this process in general.</p>
<p><b>2 Minutes:</b> Summative Assessment</p>	<p>Teacher will direct the students back to the smartboard for students to answer a few more questions about the collage that they created and about positive and negative spaces in art. The teacher will ask “Is this a good example of a positive and negative shape?” and show some images that are good examples and some that are not.</p>

**INSTRUCTIONAL MATERIALS & RESOURCES:**

There will be a few examples of the project from past students on the smartboard as well as hung up near the smart board. The students will have works by M. C. Escher and other students to go by.

**Differentiated Instruction:**

To accommodate students with special needs the teacher may:

- Already have drawn out simple shapes to cut and glue down.
- Have some pre-cut shapes that the student may simply glue down on a sheet of paper.
- Closely monitor these students to see that they are understanding and are able to work on the project and look for ways to help them along.

**LESSON ASSESSMENT:**

**Formative Assessment:**

The teacher will know if the students have understood this assignment if they were able to layout the black paper squares like a checkerboard. Then if they were able to fold and cut out shapes to get their positive and negative pieces of paper. Finally the teacher will know that they understood this assignment when they were able to glue down their pieces in order on their colored sheet of paper.

**Summative Assessment:**

As an exit ticket on the smartboard the teacher will ask the students if certain images are or are not good examples of a positive and negative composition.

Teacher will fill out a rubric of the benchmarks that the students should have achieved.