**Class:** Pre-AP Art

**Unit:** Collage- Elements/Principles

**Teacher:** Melvin

**Dates:** 10/6-10/21

**Objectives:** Students will use prior knowledge to create a guide to assist them later in the year of the elements and principles of art.

Students will learn the techniques of Collage

Students will create a final collage using at least 3 principles and be able to defend these uses in a critique.

**Standards:** 1B, 1C, 2A

**Anticipatory Set:** Artist Critique of a collage

Using AC discuss with students Elements/Principles and their importance. Inform students they are going to make a guide to assist them to remember and help them in future works.

**Analyze** (done in groups able to use dictionaries/phones)-- Define the 6 Elements: Color, Line, Space, Texture, Form, and Value and the 6 Principles: Movement, Balance, Repetition, Emphasis, Proportion, and      . If you don’t understand the definition its the wrong definition, break it down and know what it means.

Find each of the defined elements/principles within the artwork. If this step cleared up a meaning of an element/principle rewrite the definition in your own words.

**Interpret**-- Why did the artist choose to use white paper with lines of words for the face instead of plain white paper? What is the blue in the image? Is the blue a pond, the sky, or something else? YOU MUST DEFEND YOUR ANSWER!

**Evaluate**-- Rate this artwork on a 1-10 scale. If you gave less than a 7 what could they have done to improve it or make it better? If you gave a 7 or higher what was best done in this artwork or why do you like it so much?

**Input**

Have guidelines for the Element/Principle sheet on the board, as a class go through the ones we already know. Work as a class to complete the ones we don’t.

For collage, students should begin with an overall background working with larger paper first and then adding details further along.

**Modeling**

(E/P)Show process of collage and give examples of the many possibilities that can be used to complete each box. Encourage students to work creatively.

(E/P) If questioned “Mr. does this work?” take the image to another student in the room and ask “what do you see in this” and give the other student’s response as my response.

(Final) Students are to design a final collage using their choice of 3 principles. Show examples, yet encourage students to work with ideas they would want or would like

**Checking for Understanding/Guided Practice:**

Recap the process and what is expected, move throughout the classroom as students are working and ensure they are beginning with the correct steps.

10/6- Instruction/Set up/possible collage start

10/8- Collage elements and principles we know first

10/10- Finish elements and principle collage

10/14- (may need extra day) for those who don’t need an extra day instruct on Final Collage

10/16- Final Collage

10/20- Final Collage

10/22- Finish Collage

10/24- Finish Collage

10/27- Last day for Final

If finished early work on alternative assignment (sketchbook animal study)

**Questioning Strategies**

What do you think this is in art?

Where have you heard it before?

How could you show it differently?

What is the meaning again?

**Accommodations:** Extra time given as needed, reduced assignment as needed.

**Challenges:** Any student finished ahead of schedule challenge them to design a single square that is interchangable to describe ALL twelve elements and principles at the same time.

**Closure:**

Show another artist critique with the guides out, and ask students questions correlating both their guide with the work of another artist.