

Acquisition Lesson Planning Form

Plan for the Concept, Topic, or Skill --- Not for the Day

Dates: 1st Quarter

Essential Question:

How do color and texture/pattern work together to create your collage?
What is a collage? From the French word coller, which means to glue. We are layering different fabrics to create an image of what makes us happy.

Activating Strategies: (Learners Mentally Active)

There are many different art forms besides drawing. Collage is a quick way of making artwork. Who are some famous collage artists? Can collage be paper or fabric or both?

Acceleration/Previewing: (Key Vocabulary)

Collage, Coller, Fabric, Felt, Layer, Texture, Pattern, Solid, Suede, Iron

Teaching Strategies: (Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

Show students an example of finished products. Talk about the good and bad ones and why they received an A or F so students will know what is expected of them – we are doing a self-portrait fabric collage.

Pass out newsprint and tell the students to sketch what makes them happy. The students must sketch a location (outside or inside) and show what is around you, give clues to the setting (supporting details). Once the teacher approves the sketch, hand out the backing material (matt board or thin cardboard). Demonstrate how to “think” in collage by picking the background fabric first. DEMONSTRATE how to iron, glue, tape and stretch the background fabric over the backing. Pass out scissors, glue and show where the boxes of fabric scraps are located. Pass out project rubric. Remind the students that craftsmanship is important (ask that that is) and also remind them to play around with the positioning of the pieces of cloth before they glue them down.

After or before the students are finished with their collage (about 3 classes) they are to write about what makes them happy and how the viewer can “see” that in the collage. The students will write a paragraph and type it on the computer. The teacher will approve the paragraph and check for grammar and spelling.

NCSCOS
Objective:
COMPETENCY
GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3) **4.02** Demonstrate the use of life surroundings and personal experiences to express ideas and meanings visually.

Materials Used:

Student Examples
A variety of solid and patterned fabric scraps
Iron & Ironing board or towel
Glue
Scissors
Backing such as cardboard, mattboard or posterboard
newsprint

Distributed Guided Practice/Summarizing Prompts: (Prompts Designed to Initiate Periodic Practice or Summarizing)

Hold up a collage and ask the students how does pattern help their composition. Student’s answer. Circulate around the room and give verbal praise to students who are doing the assignment correctly. Give nice reminders to those who need to improve their craftsmanship. Remind students to keep their area clean.

Summarizing Strategies: Learners Summarize & Answer Essential Question

Once student’s finish with their artwork, students will label and display work in hallways.

21st Century Learning Skill – Critical Thinking & Problem Solving (for activity above). Teacher reminds students that they have to come up with their own composition. (Independent Work)

Differentiation Method – Students will use a partner to grade their work with a rubric
Integration of other Curriculum – Teacher will discuss literature and how when writing a story it is important to use vivid verbs and lots of detail. It is the same in art! Mention Character, Mood & Setting