

Subject: Art

Grade Level: 9th

Estimated time: 8 weeks

Enduring Theme or Idea: Learning different materials and methods in art, while discovering how to show emotion through display of the artwork.

Unit Title: EMOTIONS IN ART

National Core Art Standards:

ALL ARE HS Proficient

VA: Cr1.2.1a

Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

VA: Cr3.1.1a

Apply relevant criteria from additional and contemporary cultural contexts to examine, reflect on, and plan decisions for works of art and design in progress.

VA: Pr6.1.1a

Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

VA:Re.7.2.1a

Hypothesize ways in which art influences perception and understanding of human experiences

VA: Re.7.2.1a

Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA: RE8.1.1a

Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Cn10.1.1a

Document the process of developing ideas from early stages to fully elaborated ideas.

Essential questions:

- How do artists choose what colors to use?
- What medium did they use and why?
- What emotions do you feel while looking at the artwork?
- What emotions do you think the artist was trying to evoke from viewers?
- How do you tell a story through a work of art?
- How do you choose what to put into a collage?
- How do you create detail in a collage piece?

After this unit, students will show an understanding of:

- Combing acrylic paint colors to create new colors
- The color wheel
- Specific color combinations such as Analogous, Secondary, etc.
- Hatching and Cross Hatching
- How to use blend charcoal using a blending tool (Tortillon), or using hands
- How to combine materials in a work of art and keep viewers attention in a collage
- How to show emotion through artwork
- Background of artists shown in lessons

Key Vocabulary or Concepts:

Hatching

Cross Hatching

Tortillon

Still Life

Compressed Charcoal

Pop Art

The Color Wheel

Primary

Analogous

Hue

Secondary

Complementary

Tint

Intermediate

Split Complimentary

Shade

Major Learning Activities:

Students will learn how to show emotion through their artwork. It's important in this day and age for students to know how to express themselves through other mediums rather than language. Students will work with different materials for three different projects, and choose an emotion they want to base each project off of. This emotion will be what they want the viewer to feel as they are studying it. If a student chooses to do a different

emotion than one listed on the worksheets, they can discuss this with me. Students will not be forced to choose an emotion, as this should be an open project in that way for them. We will engage in small group discussions after lectures, seeing what students think about each artist and their artwork, and saying words of how the work makes them feel. Along with expressing emotions through their work, students will learn how to perfect the use of newer materials such as acrylic paints, oil pastels, multi media assignments, and charcoal.

Lesson Title: What emotions do these pieces make you feel- Happy, Excited, or Silly?

Grade Level: 9th grade

Estimated Completion: 4 class periods

Overview:

For this art lesson, I will be covering two artists that more or less defined art during their time period. Andy Warhol, who's staple was pop art, and Keith Haring, who's tragic life was surely not shown through his artwork. They both had harder lives, but their art was full of bright colors and positive feelings that emanated through them. Students will study the color wheel and choose which colors/combinations they want to use. They will also choose whether they want to create a piece like Haring's or Warhol's. We will focus on color combinations, acrylic paint, and oil pastels. Students will learn how to show positive emotions through the use of color.

Enduring Ideas/ Essential Questions

How can students show what they are feeling through their artwork? What materials can be used to get my message across while also displaying my artistic passions? How can they turn these passions or creative instincts into the artwork? What specifically do they want to show through their work. How do artists choose which colors to use, and which mediums?

National or State Learning Standards

HS Proficient VA:Cr1.2.1a — Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. HS Proficient VA:Pr6.1.1a — Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. HS Proficient VA: Re.7.1.1a — Hypothesize ways in which art influences perception and understanding of human experiences. HS Proficient VA:Re.7.2.1a — Analyze how one's understanding of the world is affected by experiencing visual imagery. Hs Accomplished VA:Cn10.1.11a — Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.

Lesson Objectives

In this lesson, students will be diving into how artists evoke emotion through their artwork. (1) Look at artwork shown, and learn about new artists and genres of art. (2) Study what defined their work as the staple of their time period (3) How to gain understanding of the color wheel and how to apply it to work. (4) Deciding what colors to use without making a piece too overwhelming.

Tools and Materials

Multi Media paper, Acrylic paint, Pencils and Erasers, Easel, Oil pastels, Sharpies. Oil pastels and Sharpies are optional, but I want to give them the freedom to use them if they so choose.

Introduction

Create a power point with artists that have had outward views that are shown through public displays of artwork. Show artists like Andy Warhol and Keith Haring. They can make these connections and see how their views were represented on issues they believed in, and how they showed that through their artwork.

Questions asked to prompt student thinking:

How did this artwork make you feel?

How did they choose what colors to use without over doing it?

How did they choose what medium to use?

What emotions do you feel while looking at it?

What emotions do you think the artist was trying to evoke from the viewers?

Procedure

- (1) Show powerpoint introducing artists. Ask students what they think these artists were feeling before they made the artwork. Were they happy? Sad? Excited? Was it a specific event in time that finally drove them to dive into creating? What is their main takeaway emotionally from these works of art?
- (2) Have students go into small groups after the lecture to decide their main takeaways from the artwork, along with a few adjectives to describe how they felt looking at it. After they are done, ask each group which adjectives they found to describe and write them on the board. Then you can tell them the emotions that they can choose from for their own piece.
- (3) I will do a demonstration of the Color wheel that we went over in the powerpoint, so they can see how the colors are mixed in real time. They can ask any questions or for specific color combinations to be seen.
- (4) Students will sketch out their own drawings in their sketchbook until they feel comfortable enough with their drawing to paint it. Once they have this drawing, they will get their multi media nicer paper, and draw in pencil what their piece will be.

- (5) Once they have this final sketch drawn out, they can head over to the paint station to add paint to their palette. I will be monitoring this station to make sure they know what they're doing and to answer any questions they might have.
- (6) Go to each station and make sure the students are using the materials properly. Give pointers if they need to make their paint color brighter, or convey the emotion they are trying to get across in the way they want. If they are stuck, help bounce ideas around with them to help spark some inspiration. Also ask students while monitoring stations, "Why did you pick the colors you did?" "What message are you trying to display through your art?" Guide them through how to show these emotions through color.

Distribution and Clean-Up

Students will wash their paint brushes, wipe down their tables, and place their pieces of art on the drying racks. Make sure that all the materials are placed in the correct sections, and that they didn't leave anything out where it isn't supposed to be.

Closure

Have a class discussion, asking the same question from the beginning of the lesson- How does this work make you feel? What message do you think it's trying to display? Does it do a good job of displaying it? Is there any improvements you would make to the messages displayed to help make it more clear? Have the students connect with each other in their own discussions on what subjects they chose and why.

Assessment

Questions to consider during assessment of the lesson- Did the students learn from the artists first shown in class? Did they discover a new way to work through their emotions and understanding? Take a look at their sketches in their sketchbooks Did they brainstorm well to see how to put onto paper how they were feeling? Did their subjects align with the lesson taught? How the students can share their work- These images can be placed in the hallway with the title above them of what they chose. They also can have a small excerpt next to their artwork if they choose to, explaining why they chose what they did, and the background of their artwork. Students will also fill out a self assessment sheet at the end of assignment following presentation.

Artists of Works of Art Studied

Keith Haring & Andy Warhol

WORKSHEETS TO BE PASSED OUT

WHAT EMOTIONS DO THESE PIECES MAKE YOU FEEL?

HAPPY EXCITED OR SILLY?

Objective 1: Today, you will be learning about two artists that will be shown in these power point slides helped defined art in their time period. Try to remember two facts about each!

Objective 2: What you will learn in this lesson is how to combine colors, and use mediums such as pastels and acrylic paint. You will also learn the skill of combining color combinations without making the piece overwhelming!

Questions to Consider:

How did they choose what colors to use?

What medium did they use?

What emotions do you feel while looking at it?

What emotions do you think the artist was trying to evoke from viewers?

NOTE: You will choose one emotion to base your piece off of, and your other emotions you choose in later lessons must be different.

ANDY WARHOL



Campbell's Soup Cans (1962)

Marilyn Monroe (1967)

Andy Warhol is most famous for his iconic style of Pop Art. In the 1950's, Warhol himself was incredibly interesting, with his main hangout spot named 'The Factory' doubling as his art studio. He knew a lot of socialites and ended up painting a few such as Marilyn Monroe, Elizabeth Taylor, and Mick Jagger.

To this day, when you see a work of art by Andy Warhol, you know it's his almost immediately. He was a huge figure in the art movement in the 1950's, with his works consisting of installations, photography, and drawing & painting.

KEITH HARING



Acrobats II

Keith Haring was one of the most famous artists in the 1990's. His bold colors and clean outlines were undeniable when seen. He started out as a street artist, and was often seen with other artists such as Jean-Michel Basquiat, and Andy Warhol, who also were bold artists with styles that could be recognized from a mile away.

His style mainly consisted of pop art and graffiti. His art eventually turned into images that portrayed safe sex and activism, and the AIDS movement. AIDS in the 1990's was a heartbreaking epidemic, and Haring himself died young from the disease.



THE COLOR WHEEL!



Primary: The three primary colors of light. These can be combined to make all other colors. **RED, BLUE, YELLOW.**

Analogous: Colors that are next to each other on the color wheel. **YELLOW, ORANGE YELLOW, ORANGE, RED ORANGE.**

Secondary: Colors made by mixing two of the primary colors. **BLUE + YELLOW = GREEN, YELLOW + RED = ORANGE, BLUE + RED = PURPLE.**

Complimentary: Colors that compliment each other, they are opposites on the color wheel. **YELLOW + VIOLET, RED + GREEN**

Split Complimentary: Two analogous colors and one complimentary color. **YELLOW + RED VIOLET + BLUE VIOLET**

LET'S GET TO IT!

For this assignment, I will be doing a paint demonstration to show the color wheel in action, to show a few combinations to demonstrate color theory!



Materials needed:

- *Pencils
- *Erasers
- *Acrylic Paint (refer to color wheel while choosing)
- *Easel (Optional)
- *Oil Pastels (Optional)
- *Sharpies (Optional)

Grading Rubric

Overall	Student worked hard to create high quality work.	Student worked to create quality work.	Student did not create quality work.	Student did not finish work and/or poor quality work.
Understanding of Assignment and Concepts	Student demonstrated an understanding of assignment and excelled.	Student demonstrated understanding of the assignment and did well.	Student was confused on the assignment and didn't apply the concepts.	Student did not understand the assignment nor did they understand the concepts.
Use/ Understanding of Materials	Student excelled in the use of materials and understanding how to use them.	Student did well in the use of materials and understanding how to use them.	Student did not completely comprehend the materials or how to use them.	Student did not understand the materials and/or how to use them.
Participation	Student participated great and got along well with others.	Student participated well and got along well with others.	Student struggled to participate and get along with others.	Student did not participate and/or did not get along well with others.

REFERENCES

“Andy Warhol Campbell's Soup, 1968.” Masterworks Fine Art Gallery, www.masterworksfineart.com/artists/andy-warhol/campbells-soup.

“Homage to Keith Haring Acrobats II Art Print by Vintagetoto.” Society6, society6.com/product/homage-to-keith-haring-acrobats-ii_print.

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“Principles of Design .” Miami Arts Charter, www.miamiartscharter.net/ourpages/auto/2015/8/25/47543365/Principles%20of%20Design.pdf.

Warhol, Andy. “Self-Portrait with Fright Wig.” National Galleries of Scotland, National Galleries of Scotland, www.nationalgalleries.org/art-and-artists/85345/self-portrait-fright-wig.

“Woman Creative Artist Cartoon Png: Creative Artists, Digital Illustration Tutorial, Artist.” Pinterest, 21 Jan. 2020, www.pinterest.com/pin/309763280606060371/.

Lesson Title: What emotions do these pieces make you feel- Mysterious, Inspirational, or Happy?

Grade Level: 9th grade

Estimated Completion: 5 class periods

Overview:

For this art lesson, I will be teaching students how to properly use compressed charcoal. They will learn about artists that have mastered their skill and technique in the subject, and techniques used that help fine tune the craft. Two artists they will be learning about are Kathe Kollwitz, and Dan Pyle. Kollwitz is great at showing emotion through her black and white artwork, as is Dan Pyle with his incredibly realistic pieces. Students will learn how to use compressed black and white charcoal, how to blend using their fingers and a tortillon, and watch a demonstration of how to seal charcoal when they are done.

Enduring Ideas/ Essential Questions

How do you show emotion in a work of art while just using black and white?

What emotions do you feel while looking at it?

What emotions do you think the artist was trying to evoke from viewers?

Which shading works best for charcoal?

National or State Learning Standards

VA: Pr6.1.1a

Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

VA:Re.7.2.1a

Hypothesize ways in which art influences perception and understanding of human experiences

VA: Re.7.2.1a

Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA: RE8.1.1a

Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Cn10.1.1a

Document the process of developing ideas from early stages to fully elaborated ideas.

Lesson Objectives

In this lesson, students will be learning how to show emotion without color. This can be tricky, but with great shading and subjects, emotion will certainly be evoked.

Tools and Materials

Charcoal paper, pencil and erasers, compressed charcoal (black and white, tortillon (blending stump), matte fixative. We will be working on drawing still life's that are fall themed.

Introduction

Show a powerpoint with charcoal artists.

Questions asked to prompt student thinking:

How do they evoke emotion with just black and white?

What emotions do you feel while looking at it?

What emotions do you think the artist was trying to evoke from the viewers?

Hand out *Let's Practice Techniques!* Worksheet, do demonstration with students standing around you, and then let them go back to their seats to fill out their own worksheet. They will use this as reference for their work.

Procedure

- (1) Students will choose what table they want to do, each table will have a different still life. Try to keep these tables even!
- (2) The end of the first class and the second class will be spent sketching out the still life in sketchbooks.
- (3) In class period three, students will start to draw their subjects with charcoal on their charcoal designated paper.
- (4) Students will use their techniques worksheet to help them through this process, and I will go around the room to help students with anything they get stumped on.
- (5) When students are done with their work for the class period, have them carefully place them on the drying racks after washing their hands free from the charcoal dust.
- (6) When students are done with their work, I will take them outside to spray their pieces with Matte fixative spray. Depending on their behavior and whether or not they take it seriously, they can help participate in spraying their own pieces.

Distribution and Clean-Up

Students will make sure to wipe down their tables and chairs of any charcoal residue with soap and water, and make sure to place their drawings on the drying racks so they are safe from being touched.

Closure

Have a class discussion, asking the same question from the beginning of the lesson: How do you think artists show emotion through works of art without color? (Could it be the shadows and shading, the subjects itself? Or possibly the techniques they used, such as hatching or cross hatching?)

Assessment

Questions to consider during assessment of the lesson- Did the students learn from the artists first shown in class? Did they learn how to show emotion through their work using just black and white? When students are done with their pieces, they will be placed on the board for them to be displayed. Each student can present their artwork along with what emotion they chose, and how they worked to display that emotion through their piece. We will have a class discussion at the end of the full lesson to talk about what they learned and how they displayed these new skills in their works of art. Students will also fill out a self assessment sheet at the end of assignment following presentation.

Artists of Works of Art Studied

Dan Pyle and Kathe Kollwitz

WORKSHEETS TO BE PASSED OUT



Assignment: STILL LIFE

Today, you will be drawing a still life of your choosing. I have still life's set up at each table, you can choose which table you want to sit at!

- (1) We will spend the first/second class sketching out the still life in your sketchbook.
- (2) In class period three, you will start to draw with our charcoal on the designated paper.
- (3) Use your techniques Worksheet to help with your own drawing.
- (4) This will take approximately 5 class periods to finish.
- (5) When you are done with your work, Ms. Mary will spray your art with a matte fixative spray outside, so the charcoal stays put and doesn't smudge.
- (6) Most important step, learn, and **HAVE FUN!**

GOAL FOR THIS ASSIGNMENT:
Create a drawing with shading & dimension using charcoal!

Let's Practice some Techniques!

The Materials we will be using are.....

- Paper
- Eraser
- Compressed Charcoal
- White and Black Charcoal
- Tortillon (Blending Stump)
- Matte Fixative

I will do a demonstration of charcoal shading, and you will recreate my demonstration inside the boxes below.

Value Scale



Dark Light

Blend using your finger



Dark Light

Blend using blending stump (Tortillon)



Dark Light

Hatching



Cross Hatching



Side of the Charcoal



B&W EXAMPLES



Grading Rubric

Overall	Student worked hard to create high quality work.	Student worked to create quality work.	Student did not create quality work.	Student did not finish work and/or poor quality work.
Understanding of Assignment and Concepts	Student demonstrated an understanding of assignment and excelled.	Student demonstrated understanding of the assignment and did well.	Student was confused on the assignment and didn't apply the concepts.	Student did not understand the assignment nor did they understand the concepts.
Use/ Understanding of Materials	Student excelled with using and understanding the materials.	Student did well with using and understanding the materials.	Student did not completely comprehend the materials or how to use them.	Student did not understand the materials.
Participation	Student participated great and got along well with others.	Student participated well and got along well with others.	Student struggled to participate and get along with others.	Student did not participate and/or did not get along with others.

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Artist Portfolio Magazine. (2019, July 24). Featured Artist - Dan Pyle. Retrieved October 13, 2020, from <https://artistportfoliomagazine.blog/2019/07/24/featured-artist-dan-pyle/>

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Dan Pyle. (2020, July 31). Retrieved October 13, 2020, from https://en.wikipedia.org/wiki/Dan_Pyle

Exploring, M. (n.d.). Blending Stump Png, Transparent Png - kindpng. Retrieved October 13, 2020, from https://www.kindpng.com/imgv/TiRwoow_blending-stump-png-transparent-png/

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Lesson Title: What emotions do these pieces make you feel- Happy, Love, or Passion?

Grade Level: 9th grade

Estimated Completion: 4 class periods

Overview:

For this art lesson, students will be learning about works that not only have deep meanings behind them, but pieces that have lots of detail and catch your eye for long periods of time. One of them looks like a well done collage, so students will be making their own multimedia collages about a subject of their choosing. What they will learn in this lesson is how to combine different mediums in one work of art to tell a story, and how to create a piece that will captivate a viewers from afar.

Enduring Ideas/ Essential Questions

How do you tell a story through a work of art? How do you choose what to put into a collage> How do you create detail in a work of art? How do you choose what subject to base your work on? How can students show what they are feeling through their artwork?

National or State Learning Standards

HS Proficient VA:Cr1.2.1a — Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. HS Proficient VA:Pr6.1.1a — Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. HS Proficient VA: Re.7.1.1a — Hypothesize ways in which art influences perception and understanding of human experiences. HS Proficient VA:Re.7.2.1a — Analyze how one’s understanding of the world is affected by experiencing visual imagery.

Lesson Objectives

In this lesson, students will be diving into how artists evoke emotion through their artwork, particularly a mural from the national center for civil and human rights, and a famous work by Gustav Klimt. (1) Look at artwork shown, and learn about why this work stands out from others you see normally (2) Study what stands out, and why it captivates you (3) How to combine different mediums into one whole piece that tells a story

Tools and Materials

Multi Media paper, Gold Acrylic paint, Pencils and Erasers, Oil pastels, Sharpies, Magazines, Rulers, Glue, Scissors. Students can use whatever materials in this list that they choose to convey their message and their artistic style.

Introduction

Talk to the class about works they may have seen in the past that captivated them. Name one that you personally have seen in a museum that you stood and looked at for a long period of time. Show objectives for this lesson, and the last three emotions they will have to choose from. Show the two pieces of art that they will use as reference, and the stories behind them.

Questions asked to prompt student thinking:

What do you think the artist wanted people to feel while looking at this?

How did they choose what mediums to use without over doing it?

How do you tell a story through a work of art?

How do you choose what to put into a collage?

Procedure

Show powerpoint introducing artists. Ask students what they think these artists were feeling before they made the artwork. Explain the stories behind them. The mural from The National Center for Civil and Human Rights has a lot of meaning behind it. Martin Luther King Jr. is from Atlanta, so this city has a rich history and a lot of artwork that pays homage to the civil rights movement. This particular piece displays a multitude of different movements, with a hand in the middle unifying them. The second piece studied is by Gustav Klimt, *The Kiss*. The piece has a lot of detail, both in the contrasting clothes worn by the man and woman, and in the background and foreground. The gold used makes this piece stand out from most, and almost illuminates it. You can feel the passion through the painting, with the way the woman's head is turned along with her body language, and the way the mans hands are placed on her. Although these pieces are very different, they both engulf you in emotions, and have great detail that leaves a viewers staring for ages.

We will have a class discussion on what everyone's takeaways are from the artwork. What stood out to them most about each piece? What emotion did they feel while first looking at it, and after learning the background of the piece? What was their favorite part about each one that inspired them?

I will then show my example of a collage, which is about Feminism. This collage is centered around a magazine cut out of a woman, surrounded but all things female. Students can ask any questions they feel while this is being presented.

Students will sketch out their own drawings on their Brainstorm handouts. There are four boxes, students will do four drawings of what they want their collage to be centered around.

Once they have this final sketch drawn out, they can draw this on their final piece of paper, and sketch out the lines around it to begin their collage. They can use rulers to create straight lines, do squiggly lines, etc.

Students may use markers to create their piece, oil pastels, cut up magazines, really whatever they see fit to convey what emotion they are trying to get across. I will also provide gold paint if any students want to create a collage that shows inspiration from Klimt. I want them to deeply explore the meaning behind their piece, and apply all of the knowledge they have learned throughout this unit.

Distribution and Clean-Up

Students will clean up their sections, throw away any magazine clippings not used, wipe down tables and place collages on the drying racks.

Closure

At the end of this lesson, ask students what their main takeaway was from this last assignment. Have they learned a new way to work through their emotions and what they're passionate about? Talk about why you as a teacher chose the subject of feminism for your collage. What it means to you, and how you hope others view it.

Assessment

Students will present their projects in front of the class. I want our class to be an open discussion for what they feel passionate about, so they learn to feel comfortable doing this outside my classroom as well. They will state what their goal for their project was, how they worked to achieve it, what their favorite aspect of their work is, and what they hope viewers learn from it. Students will also fill out a self assessment sheet at the end of assignment following presentation.

HANDOUTS

BRAINSTORM

For this assignment, I want you to draw four possible subjects that you will base your collage from. Get creative! Remember the example from the Mural.

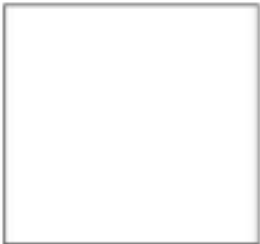
IDEA ONE



IDEA TWO



IDEA THREE



IDEA FOUR



LET'S GET TO IT!

For this assignment, you will be creating a piece with lots of detail, and layers. Like these two pieces we learned about, you can choose something you want the viewer to feel. Whether it be happy, passionate, or love!

You can choose to either draw your piece, like the Mural, or do a multi media collage with different detailing from magazines. If you have any questions feel free to ask!

DIRECTIONS

- (1) What emotions do you want your viewer to feel while looking at your piece? In the next four class periods, you will have the time to create your piece.
- (2) Brainstorm on your worksheet and draw a few things you think can evoke emotion. Choose one to center your collage around! This can be a person, a physical object, a heart, sun, etc. Remember what you want the viewer to feel!
- (3) Use the ruler to section off separated areas for collage spaces. You will draw one main object that your collage will be centered around. Example: The hand in the Mural is a symbol for someone wanting to be seen. Everything surrounding it relates to the raised hand!
- (4) Either draw and color in your collage, or use magazines to fill in the respective areas. You may also use the gold paint to add to areas of your piece, like Gustav Klimt!
- (5) Place on drying rack at end of class, after cleaning up your area. You may pick this up when returning to the classroom to resume work on the assignment.
- (6) Last but not least..... HAVE FUN!

EXAMPLE: Feminism, celebrating women, and societal standards



Grading Rubric

Overall	Student worked hard to create high quality work.	Student worked to create quality work.	Student did not create quality work.	Student did not finish work and/or poor quality work.
Understanding of Assignment and Concepts	Student demonstrated an understanding of assignment and excelled.	Student demonstrated understanding of the assignment and did well.	Student was confused on the assignment and didn't apply the concepts.	Student did not understand the assignment nor did they understand the concepts.
Use/ Understanding of Materials	Student excelled in the use of materials and understanding how to use them.	Student did well in the use of materials and understanding how to use them.	Student did not completely comprehend the materials or how to use them.	Student did not understand the materials and/or how to use them.
Participation	Student participated great and got along well with others.	Student participated well and got along well with others.	Student struggled to participate and get along with others.	Student did not participate and/or did not get along well with others.

Self - Assessment Worksheet

What was your favorite part of the assignment, and why?

What does your work of art mean to you, and why did you create it the way you did?

How do you want viewers to feel while looking at your work of art?

What was your main takeaway from this assignment?

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