

## **Best Practices of Technology Integration**

**Title:** *Family Gathering Collage*

**Subject:** Art

**Intended Grade Levels:** 6-8

### **Description:**

Students will be introduced to collage through a variety of experiences and activities. Students will have the opportunity to view many styles and interpretations of collage by visiting designated websites of successful artists. They will be specifically looking at the works of Romare Bearden and gain insight into his work through his background and diverse artistic experiences.

Students will create both a traditional collage and computer collage using “family gatherings” as a theme. The traditional collage will allow students to manipulate found objects and to experiment with ways artists use a variety of materials to create imagery. The computer collage will allow students to manipulate imagery using the software Kid Pix and a family photograph. A discussion comparing and contrasting the experiences will follow the unit.

### **Curriculum Benchmarks:**

ART.1.VA.MS.3

Select and use the visual characteristics and organizational principles of art to communicate.

ART.2.VA.MS.1

Select materials, techniques and processes to effectively communicate ideas.

ART.3.VA.MS.4

Describe and compare the characteristics of personal artwork to the artwork of others.

ART.3.VA.MS.5

Describe how personal experiences can influence the development of artwork.

MI.CE.5.MS.5

Respect individuality and give recognition to other students for their achievements.

MI.CE.7.MS.7

Accept and offer suggestions in a positive way and evaluate solutions.

MI.CE.7.MS.10

Understand one’s own culture, the culture of others and how cultures differ and are the same.

### MI.T.3.MS.2

Use technologies as tools for creative expression and communication of ideas.

#### **Materials/Hardware/Software**

To complete this assignment, students should have the access to the following:

Access to the Internet and the World Wide Web

Kid Pix™ Software

Scavenger hunt worksheet

Art Reproduction of Romare Bearden's work, *Evening Meal*

Critique Sheet

Variety of collage materials and art supplies

A video projector

A scanner

Computer lab setting

#### **Activities/Procedures**

##### *Pre-activities:*

Students will have signed and returned school issued Acceptable Use Policies.

Students will have a basic understanding of the principles and elements of design.

Students will have a basic understanding of collage.

##### *Teacher Activities:*

The teacher will search the collage reference websites for any objectionable or inappropriate artwork for this age group. Art websites often have work added on a regular basis.

Teacher will create two examples of a traditional collage, one illustrating quality, as outlined by the rubric, and another illustrating poor quality.

Teacher will create two examples of the computer collage. One example illustrating high quality, as outlined by the rubric, and another example illustrating poor quality. This will also give the teacher an opportunity to work out any potential technical problems.

Teacher will need to obtain a video projector, if available, to demonstrate Kid Pix in a classroom setting, before taking students to the lab.

Following the assignment, the teacher will organize computer collages into a slide show presentation for a community art show.

*Student Activities:*

1. The definition of collage will be reviewed with the class. Each student will be given a scavenger hunt worksheet and instructed to visit the designated websites in search of a variety of materials used in collages. Students will be expected to find 50 materials. The following websites are listed on the worksheet:

<http://www.patstreet.com>

Antique/memory collages

<http://www.collageartist.com>

Many collage examples

<http://johnstill.com>

Photographic collages

<http://collagegallery.com>

Variety of collages

2. An art reproduction of Romare Bearden's work will be displayed, or the website [http:// www.pensler.com/inventory/bearden/bearden.html](http://www.pensler.com/inventory/bearden/bearden.html), which displays Bearden's *Evening Meal*, can be shown using a video projector. Students will be asked to construct meaning from the artwork. Students must justify their answers with reference clues from the picture. No guesses will be validated or condemned. Through a variety of responses, students will agree the main focus is on a family gathering.

3. A brief history of Bearden will be shared including the influence of family and culture on his artwork. The following websites will provide information and examples of Bearden's work.

<http://users.aol.com/MenuBar/bearden/bearden.htm>

Photographs of Bearden, biographical information, examples

<http://bemorecreative.com/one/434.htm>

Quotations by Bearden

<http://www.rogallery.com/rbeardhm.htm>

Variety of work, many prints

<http://hudson.acad.umn.edu/eye/bearden.html>

Example of *Watching the Trains Go By*, photo montage

<http://topaz.Kenyon.edu/projects/neh/art/pages/galbearden.htm>

Collage examples

4. Students will be asked to create a traditional collage of a family gathering, inspired by Bearden's *Family Meal*. Students will be asked to refer to their scavenger hunt worksheet for material ideas, which they can look for at home. Materials will be available in the art room. Students will be reminded to utilize the elements and principle of design and to refer to the grading rubric for standards. Teacher will provide examples of high quality and low quality work, as outlines by the rubric.

5. As students are working they will be asked to bring in a photograph of a family gathering for a computer collage. Photos will be scanned into personal folders over the course of a week to avoid classroom management problems.
6. Following the creation of the traditional collages, students will prepare to create their computer collages. Using a video projector in a classroom setting, the teacher will demonstrate how students will open their photos into Kid Pix™ and the many options available to manipulate the photograph. Students will create a collage similar in feeling to their traditional collages, using a variety of textures and patterns. Students will also be reminded to use the elements and principles of design as they create their computer generated artwork. Teacher will provide a high quality example and a poor quality example of the lesson as outlined by the scoring rubric.
7. Students will go to the computer lab, open their folders and create computer collages over the course of two class periods. Students will save their work “as a picture” in a common folder for the slide show presentation, which the teacher will create at a later date. A color copy of the collage will be printed.
8. Both traditional and computer collages will be displayed together in the classroom. Students will be asked to critique the artwork using a worksheet. Hopefully students will observe similarities and differences in the mediums. A classroom discussion will follow. Students will share their findings and hopefully discuss the credibility of computer generated art.

#### **Assessment/Evaluation**

Students will be assessed using the provided scoring rubrics. Credit will also be given for completion of the scavenger hunt worksheet and the critique. Students will be expected to participate in the final classroom discussion.

#### **Follow-up Activities:**

Post the same assignment on the Internet and create a website of family gatherings.

Display artwork at the annual student show. Have the slideshow of computer collages playing using the video projector.

Share images with a language arts class. Have students write stories inspired by the artwork. Display artwork and stories together.

#### **Submitted By:**

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### Scavenger Hunt Worksheet

Search the following websites to find 50 examples of materials used to create collages:

<http://www.patstreet.com>

Antique/memory collages

<http://www.collageartist.com>

Many collage examples

<http://johnstill.com>

Photographic collages

<http://collagegallery.com>

Variety of collages

- |     |     |
|-----|-----|
| 1.  | 26. |
| 2.  | 27. |
| 3.  | 28. |
| 4.  | 29. |
| 5.  | 30. |
| 6.  | 31. |
| 7.  | 32. |
| 8.  | 33. |
| 9.  | 34. |
| 10. | 35. |
| 11. | 36. |
| 12. | 37. |
| 13. | 38. |
| 14. | 39. |
| 15. | 40. |
| 16. | 41. |
| 17. | 42. |
| 18. | 43. |
| 19. | 44. |
| 20. | 45. |
| 21. | 46. |
| 22. | 47. |
| 23. | 48. |
| 24. | 49. |
| 25. | 50. |

Scoring Rubric  
For  
Computer Collage

<b>Excellent (3 points)</b>	<b>Average (2 points)</b>	<b>Poor (1 point)</b>
Composition well organized, balanced	Composition somewhat organized	Composition unorganized, scattered
Use of Kid Pix Wacky Brushes to create 3 or more textured areas	Use of Wacky Brushes to create 2 textured areas	Use of Wacky Brushes to create 1 or less textured areas
Use of moving van or eraser option to remove 3 or more areas.	Use of moving van or eraser option to remove 2 areas	Use of moving van or eraser option to remove 1 or less areas
Use of stamps to create depth with small, medium and large images	Use of stamps	No stamps used
Identifiable color scheme	Color scheme somewhat identifiable	No use of color scheme
3 or more flat areas of colors using the paint can option	2 areas of flat color using the paint can option	1 or less areas of flat color using the paint can option
Final image portrays a family gathering	Final image contains people	Final image contains no people
Work properly saved for slide show		Work not properly saved (0 points)
Final image printed		Final image not printed (0 points)

Teacher Comments:

Scoring Rubric  
For  
Traditional Collage

<b>Excellent (3 points)</b>	<b>Average (2 points)</b>	<b>Poor (1 point)</b>
Composition well organized, balanced	Composition somewhat organized	Composition unorganized, scattered
3 or more textured areas	2 textures areas	1 or less textured areas
3 areas using a repeated pattern	2 areas using repeated pattern	1 or less areas using repeated pattern
3 or more materials used	2 materials used	1 material used
Identifiable color scheme.	Color scheme somewhat identifiable	No use of color scheme
3 or more solid areas of colors	2 areas of solid color	1 or less areas of solid color
Final image portrays a family gathering	Final image contains people	Final image contains no people
Project carefully assembled. All items neatly glued, cut, painted or colored	Project could be better constructed. Some items not carefully glued, cut, painted or colored	Project poorly constructed. Many items not carefully glued, cut, painted or glued

Teacher comments:

### Critique Sheet

	Traditional Collage Response	Computer Collage Response
Which collage best illustrates the requirements of the assignment? Explain. (Refer to rubric)		
Which collage clearly illustrates a family gathering? Explain.		
Which collage is your personal favorite? Why?		

**Questions:**

1. If you were to repeat this assignment, what would you do differently?
2. Which collage did you enjoy creating the most?
3. What was similar about the experiences? What was different?
4. Should computer generated art be considered “real art?”

Be prepared to share your answers with the class.