



Monochromatic Collages

Theme: Diversity **Grade Level:** 5th and above
Concept: Unity **Time needed:** (3) 45 min sessions

Overview: Students will explore the range of value within one color while creating monochromatic collages. Students will connect this exploration metaphorically with situations in our society.

Objective: Students will explore the relationship of diversity and unity in art and American history. Students will create monochromatic collages.

Essential Questions: What is the relationship of the part to the whole? How does diversity and variation impact our society?

Preparation for Lesson:

Students should study and discuss issues the history of inequality in the United States. Students would also benefit from viewing the DVD segment of the *Art 21* series featuring the artist Arturo Herrera creating collages, as well as the video *Mighty Times*.

Lesson Activities:

1. Students will view examples of monochromatic collages created by students in other classes, as well as monochromatic works by well-known artists. Students will be introduced to the principles of unity, balance and contrast in visual art.
2. Artist or teacher will lead students in conversation about what they see in these collages. We will compare and contrast works to elicit observation of details and composition, i.e.: torn versus cut edges, small shapes versus large, etc.
3. Class will participate in artist/teacher demonstration by preparing and selecting elements of model collage that will be created together. Artist or teacher will demonstrate how large shapes should be adhered prior to small shapes to provide color to negative space, as well as proper gluing techniques. Students will be introduced to element of value in visual art.
4. Students will select a color for their collages. They will be instructed to gather as much material as possible from magazines and other sources for their collage, as well as to share with classmates any good examples of other colors they find. Students will be encouraged to explore relationships of value, size and shape by arranging and re-arranging pieces on their board *before*

gluing. They will be instructed to cover the entire area of poster board with color, and to use a full range of values and sizes in their collages.

5. An exhibit of collages will be arranged in hallway, library or other special space outside of the classroom. Students will discuss collages using art terms learned.

Extension of the lesson: Students will write in journals about any relationships they see between what they learned in the collage lesson and the racial issues studied, as well as their own experiences with inequality. Students can lead their families in this activity at a school parent meeting. Students will generate ideas to promote unity. Collages can be printed on tee shirts.

Materials needed: Plenty of magazines and colored paper, 6x9 poster board, glue sticks, scissors, paper plates (for each students' cut pieces), examples of monochromatic art, DVD: Art 21 series featuring Arturo Herrera

Vocabulary: Equity, stereotype, scapegoat, discrimination, value, scale, monochromatic, collage, compare, contrast, unity, diversity, variation, theme, atmosphere, overlap, juxtapose, vary.

Benchmarks

Social Studies:

Student will:

- locate, gather, analyze and apply information from primary and secondary sources using examples of different perspectives and points of view.
- identify and interpret the basic ideals expressed in the Declaration of Independence (e.g., "all men are created equal").

Visual Art:

Student will:

- observe and utilize a variety of ideas in creating original works of art.
- describe and apply elements of art: line, color, shape, value, texture, etc.
- apply principles of design: contrast, balance, repetition, contrast, etc.
- apply knowledge of basic art vocabulary through experience in making art.
- demonstrate respect for own work and work of others.
- demonstrate thoughtfulness and care in completion of artworks.

Whole child

Thinking/Cognition: Students will interpret, analyze and generate new ideas. They will discover parallels between subject areas. They will solve problems, make choices and be better able to understand other points of view.

Feelings/Emotions: Students will feel like an equal participant in the classroom and be respectful of the abilities of others. They will experience satisfaction in completing the work. They should feel excited by the challenges of the lesson and will feel compassion as well as a greater understanding of those different from themselves.

Doing/Physical: Cutting, tearing, gluing

Creating/Intuition: Students will brainstorm ideas for social unity. They will intuit how others feel. They will use intuition to decide on arrangements within collage and create variation within unity.

Assessment:

Students will create a rubric based on their own goals for the project. Teacher will assess student participation in class discussion, journal writing and completion of collage.

