

Billy Murray

**LESSON PLAN NAME: Familiar/Unfamiliar Collage**

March 20th, 2019

Mr. Steven Nau - CAPA High School

**PA Arts and Humanities Standards:**

9.3.12A Explain and apply the critical examination processes of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses
- Evaluate/form judgments

9.3.12C

Apply systems of classification for interpreting works in the arts and forming a critical response.

**Common Core:**

Anchor 1 (Create) - Generate and conceptualize artistic ideas and work

Anchor 8 (Responding) - Interpret intent and meaning in artistic work

Anchor 10 (Connecting) - Synthesize and relate knowledge and personal experiences to make art

**GRADE LEVEL AND DEVELOPMENTAL RATIONALE:**

This assignment would be for 10th graders at CAPA.

As a graphic designer and educator, as well as just a human being, I think that it is crucial to combine the familiar with unfamiliar. New challenges and adventures await at every turn, especially in a creative world or field of work. I believe that it is crucial for human beings to go about new and unfamiliar adventures, assignments and challenges using aspects from their own experience that are familiar to themselves.

Design is a research heavy field. At times, you will be thrown into creative projects that require a lot of problem solving in the form of doing research of a new topic. How would you do a project on Russian Constructivism without first heavily researching the project? The same is to be said about being an educator. Constantly, new challenges and situations that are very commonly unfamiliar will be thrown at us, requiring us to access our arsenal of familiar, learned ideas and lessons.

Essentially, this project is a synthesis of familiar and unfamiliar images. In the form of an imagined architecture collage, students will create an abstract “space” that is imagined and a synthesis of a photographs and drawings of a space in their life that they consider to be safe and familiar. This word “space” is very much open to interpretation, as the goal is to produce as much diverse results as possible. Also, it could be interpreted as interior or exterior.

This familiar space could include a room in their home, a room or rooms in a friend or family member’s home, as well as possibly a public space such as the library or art room. These will be combined with images of a public, unfamiliar space, preferably a location that the student is 100% unfamiliar with. This

could include a public space in a far away place, architecture or home design magazines, or anything that interests the students, as long as it is unfamiliar to them, i.e. a place they've never been to before.

### **BIG PICTURE RATIONALE:**

Integrating ideas outside of the classroom into classroom projects is crucial for student motivation. Being art educators, we have a very special opportunity to do so. The goals of the lesson will be to create a personal and anecdotal piece utilizing familiar and unfamiliar imagery, appreciating the art in everyday buildings/locations/architecture around us.

Another aspect of the big picture rationale is to recognize how learned, familiar lessons and ideas relating to humility, problem solving, and creative thinking can inform unfamiliar or new problems related to this creative thinking or problem solving. Lastly, this project will encourage students to access their arsenal of familiar knowledge to fearlessly face a new challenge, both in the project prompt and in other aspects of their life

### **MENTOR ARTIST/S OR VISUAL CULTURE: (Contemporary and Historical)**

Hannah Hoch (Historical) - German dada artist who created handmade collages that synthesized images and motifs. At times, she utilized a large amount of juxtaposition within the images and items that had no correlation to one another were used.

Man Ray (Historical) - American-born Man Ray has a wide body of work spanning various mediums but we would be exploring his handmade collage work.

Coco Ho (Contemporary) - Hong-Kong based artist who creates collages of various locations in her life. Excellent example of something we'd be creating for this project. She even described one of her pieces as "both a home and a foreign place."

Giacomo Costa (Contemporary) - Italian collage artist, synthesizes many images of architecture together in effective compositions and narratives.

In terms of my own work, I will describe the students how I conceptually approach my work (described above,) and how that was the inspiration for this project.

### **OBJECTIVES:**

- Create a collage of an imagined, unrealistic space that does not directly recreate an existing space
- Utilize both collage and drawing skills within the piece, with a conscious understanding of composition and form.
- Describe the meaning behind the familiar place that they have chosen (part of the self assessment)
- Describe visual elements in another student's piece during critique. (described below)

**LOGISTICS:**Full Supply list

- Collage materials - old magazines
- Adhesives - glue sticks, glue and various tape
- Scissors and x-acto knives
- Any needed drawing supplies

To prepare before

- Presentation/power point for spark/intro to assignment
- Partially completed exemplar
- Partially completed exemplar for the extension (described below, will only use this as needed)

**SPARK/INTRODUCTION (Time:15 minutes)**

Before beginning the project, we will have a discussion about what familiar and unfamiliar mean. We will talk about challenges in life that may be frightening but that we were able to solve because of familiar knowledge we were fortunate to possess. I will encourage students to share stories as they feel comfortable, but I can share first in order to break the ice, if I see that this is needed.

Following this, I will give a short presentation on artists who utilize handmade as well as digital collage and various themes such as space. This will give students an opportunity to view important work both in the past that is relevant today, as well as more modern/contemporary work by diverse artists. Images for these artists are listed below.

**ACTIVITY (Time: 3 days):**

Students will utilize a space that they consider to be safe and comfortable, as a starting point for this project. It doesn't necessarily need to be a fully "private" location, it just needs to be personal and meaningful to them i.e. bedroom, kitchen, art room library, friends/family house. As a part of the self evaluation of this project, the students will describe this location and give information as to why they see it as a safe and comfortable space.

The students will also piece together elements found in architecture and home magazine books in the form of a collage, with drawing available as an option. Elements from both their familiar location from the photo they took, as well as photos from unfamiliar public locations that they did not take, will be synthesized together in this collage.

**CLEAN-UP PROCEDURES (Time 5 min):**

All materials are to be returned to their designated location, with any collage materials like books and magazine being returned to us, unless a student expresses a desire to use the magazines outside of class. Since collage can be messy, I will ensure that the students check the floor and the area around them.

### **CONCLUSION/WRAP-UP (Time 1 hour)**

We will critique the pieces in the usual fashion, giving around 5 minutes per piece. Since these are going to be completed in the student's journal, they will be laid out on a table instead of hung up.

I will ask the following questions:

- Can you tell which elements are familiar and which elements are unfamiliar to the artist?
- Which elements of the piece are working successfully and which parts need improvement (don't say nothing needs improvement!)
- If this piece were to have a title, what would it be?

All pieces will be hung up and the students will receive a number that corresponds to an artwork. Each student will discuss the piece in detail and answer the above questions about it, with opportunities for anyone in the classroom, including the artist, to chime in.

### **ADAPTATIONS/MODIFICATIONS:**

It is unfortunate but also likely in some cases that students may not feel as safe as they should in their own home or their own bedroom, based on their living situation, as well as possibly feeling like these places are unfamiliar because of various associations they may have with these spaces. This is why I opened up the Familiar/personal part of the project to locations like the art classroom or the library.

It is very important to keep the students engaged during critique, which can be lengthy, especially when the goal is to have discussion about every student's piece. To ensure this, I will differ in the way that the questions are asked during crit. An example of this would be telling someone to choose a piece, have them describe the visual focus, or maybe even what the title would be, and give the rest of the class the opportunity to guess which piece the student is talking about.

### **EXTENSION:**

If a student finishes early, I will challenge them to do a line drawing of their collage on a separate sheet of paper, a continuous contour line drawing. The student would then have the freedom to incorporate this drawing into their collage if they wish.

### **ASSESSMENT STRATEGIES/RUBRICS**

The assessment of this project will happen in two parts, which features three questions about another student's work (described in conclusion/wrap up/critique above), as well as three questions about their own work, described below:

- Describe your imagined architecture collage - what function does this building have?
- What is your familiar space and why does it feel familiar to you?
- What would you change about this piece?

- The student synthesized familiar images of a private space, with unfamiliar and familiar spaces, being able to describe what is familiar about their chosen space, which can be seen in their imagined architecture collage.
- The student participated in the self assessment of their own work, providing at least one-paragraph responses to each question.
- The student participated in the critique of another student's piece, providing them feedback in the form of responding in one paragraph each for each of the 3 questions.

### RESOURCES & IMAGES:

Hannah Hoch:



Man Ray:



Coco Ho:





Giacomo Costa:

