Lesson/Unit Title: Collaborative Collages

Grade Level: Pre-K, K, 1, 2

Lesson/Unit Overview: Create collaborative artwork, discussing process and product, and refine works based on preferences.

Duration: Two or three 40-50 minute sessions

Big Idea: Artists can work together to share ideas and make changes in their work. (Big Idea written in student language)

Objectives/Outcomes: Learners will:
• collaboratively create mixed-media works of art with a variety of partners.
• discuss their art and process as they experimentally work together.
• collaboratively develop rules for discussion of artworks.
• select, explain, and classify artwork based on preferences in group discussions.
• refine selected artworks together based on group discussion

Content and Achievement Standards:

NCAS Visual Arts Standards
Creating: Organize and develop artistic ideas and work.
Responding: Interpret intent and meaning in artistic work.

Visual Arts (Framework)
Creative Expression: Creating artworks
Aesthetic Valuing: Responding, analyzing

Linked Standards Addressed (for Interdisciplinary Connections):

English Language Arts Standards
ELA/Speaking & Listening: Participate in collaborative conversations with diverse partners in small and larger groups

Vocabulary:
lines
shapes
collage
collaborate
overlap
layers
placement
mixed-media (optional)
re-work, revise, or add-on
Materials:
12"x18" construction paper
a variety of papers (colored construction, origami, decorative, textured, wrapping, patterned, corrugated, etc.)
glue or gluestick
scissors
pencils
index cards

Resources:
Henri Matisse
Pablo Picasso
Romare Bearden
Kurt Schwitters
Eric Carle

Procedure:

Day 1: Introduction
Select and display a variety of collage images. Ask SOME of the following questions to engage:
- What do you see?
- What do you think about it?
- What do you wonder?
- Is there something you'd like to add to what somebody else said?
- How do you think the artist made the artwork?
- What do you think the artist used?
- Where do you see overlapping shapes?
- Are there shapes and lines you've never seen before?
- What question would you ask the maker?

Day 1: Demonstration
Demonstrate cutting different shapes out of papers, either drawing first or freeform (depending on skill level).
Have students practice cutting a shape of their choice.

Introduce the idea of collaboration, explaining that it can be two or more people sharing ideas and materials to create one work. Ask students to think about other times when people work together. Introduce ways in which we collaborate in artmaking, including how we share ideas and communicate. Demonstrate asking opening questions, such as “What if…?”, “How about…?”, “Do you like…?”, “Is there another way…?”, etc. Facilitate this type of conversation to include everyone's shapes in one collaborative class project. Demonstrate how to glue around the edges before sticking the shapes on the paper.

*Note: some young students may have difficulty with the idea of working with a partner, sharing ideas, or having anyone else add to or change their work (which is part 2 of this activity). One way through this is to talk about this lesson as a “surprise collage”, where no one knows what it will look like in the end. If it is presented as a game or a surprise, some of their fears may be eliminated or transformed into better engagement in the process.
Day 1: Process
Explain the procedure for this first day’s work:
- Both students will write their names on the back of the paper
- Students must ask each other questions like “What should we make?” or “What ideas do you have?” Teacher may need to model for very young students and do together.
- Two students will work together on one paper for 10 minutes (or until clean-up time)

Day 2: Process
Explain the procedure for the rest of this activity:
- Students will work with the same partner as last time.
- This time, each team will find a NEW collage to add to.
- Both students will add their names to the back of the paper, under the first set of names.
- Students must first ask each other questions like “What does this artwork look like?” or “What can we add to it?” Teacher may need to model for very young students and do together.
- Students will work together on one paper for 10-15 minutes.
- At the end of 10-15 minutes, the partners will move to another artwork station and add on to one more new collage, following the same procedures and asking appropriate questions before beginning their own additions. They will have 10-15 minutes here as well.

Day 2 (or Day 3): Discussion and Revision
In a whole group, display all the artworks created. Ask students SOME of the following questions, and have them Think-Pair-Share before sharing with the whole class (so everyone is involved):
- Which collages do you like? Why?
- Is there something you’d like to ask about an artwork?
- Where do see the parts you created? Have they changed?
- Which ones look finished? How do you know?
- Which ones look like they still need some work? How could you add on to them?

Decide as a group (for example, show of hands) which artworks students would like to add to. Ask them to give an example of what they think should be done. If time allows, have students collaborate to refine and complete the works they feel are not yet finished. Emphasize asking questions and taking turns, especially if many students want to work on one image.

Assessment:

<table>
<thead>
<tr>
<th>Participation in Discussion</th>
<th>3: Accomplished</th>
<th>2: Developing</th>
<th>1: Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student contributes to conversations with partner and whole group, asking and responding to questions. They elaborate and effectively build on one another’s ideas.</td>
<td>Student contributes to conversations with partner and whole group, asking and responding to questions. They add to the topic while sometimes repeating or restating what somebody else has said.</td>
<td>Student minimally contributes to conversations with partner or whole group. They may not be on topic or repeat what somebody else has said.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Artmaking and Collaboration Skills</th>
<th>3: Accomplished</th>
<th>2: Developing</th>
<th>1: Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student successfully works with their partner and whole group to create their collages together, incorporating ideas as they work.</td>
<td>Student works with their partner and whole group to create their collages, sometimes incorporating ideas as they work together.</td>
<td>Student works independently and does not incorporate ideas with their partner.</td>
<td></td>
</tr>
</tbody>
</table>
Student examples – process, product, and sharing:

Day 1: Team 1

Day 2: Teams 2 & 3

Day 3: Revisions/Refining

Day 2: Teams 2 & 3

Day 3: Revisions
Whole Group Discussions (Day 2 or 3)
<table>
<thead>
<tr>
<th>National Core Arts Standards: Visual Art</th>
<th>Pre-Kindergarten</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA:Cr3.1.PKa</td>
<td>Share and talk</td>
<td>VA:Cr3.1.Ka</td>
<td>VA:Cr3.1.1a</td>
<td>VA:Cr3.1.2a</td>
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<td>about personal artwork.</td>
<td>Explain the process of making art while creating.</td>
<td>Use art vocabulary to describe choices while creating art.</td>
<td>Use art vocabulary to describe choices while creating art.</td>
<td>Discuss and reflect with peers about choices made in creating artwork</td>
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<tr>
<td>VA:Re9.1.PKa</td>
<td>Select a</td>
<td>VA:Re9.1.Ka</td>
<td>VA:Re9.1.1a</td>
<td>VA:Re9.1.2a</td>
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<td>preferred artwork.</td>
<td>Explain reasons for selecting a preferred artwork.</td>
<td>Classify artwork based on different reasons for preferences.</td>
<td>Use learned art vocabulary to express preferences about artwork.</td>
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<td></td>
<td></td>
<td>VA:Cr3.1.2a</td>
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**California Visual Art Content Standards**

| 2.2 Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, clay) to create works of art. | 2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction. | 2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art. | 2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils. |
| 4.3 Discuss what they like about their own works of art. | 2.3 Make a collage with cut or torn paper shapes/forms. | 4.3 Describe how and why they made a selected work of art, focusing on the media and technique. | 2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera. |
| 4.4 Select works of art by others and tell what they like about them. | 4.3 Discuss how and why they made a specific work of art. | 4.4 Select something they like about their work of art and something they would change. | 4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded. |
| 4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary. | 4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary. | 4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art. | 4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art. |
| Grade Level | ELA S&L1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue a conversation through multiple exchanges. | ELA S&L1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. 3. Ask questions to clear up any confusion about the topics and texts under discussion. | ELA S&L1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion. |