

Curriculum Unit

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Unit Title: Conflict

Medium: Mixed Media

Suggest Length: 14 days of 45 minute class periods

Grade Level: 9-12

Brief Summary of Curriculum Unit: Students' conflict can be social, familial, financial, or intrapersonal. All individuals can recall conflict in their lives. By exploring the idea of conflict, students can analyze personal struggles, the struggles of their peers, and struggles of the world around them.

Enduring Understandings:

Conflict can occur between man, nature, society, or self.

Experiencing and overcoming conflict can strengthen character and shape personal identity.

Conflict can lead to personal, political, social, or cultural change.

Rationale:

It is evident that many students experience conflict in their day to day lives. Students studying conflict will gain perspective about the different issues individuals face. Throughout this Unit on conflict, students will implement critical thinking perceptibly by using the principles and elements of art, non-traditional art mediums, and various collage techniques. The unit should provide students with an engaging art making, art critique, and art historical experience.

In the classroom, students will study a wide array of visual imagery from artist of different time periods and diverse cultures; which will include John Stezaker, Richard Hammlton, Rauoul Hausmann, Jesse Treece, Kurt Schwitters, Hannah Hoch, Jasper Johns, Sigmar, Polk, and Laure Prourost. The combination of artists will provide students with insight into different mixed media and collage techniques. Students will examine how these artists used mixed media and collage processes to make art.

Essential Questions:

How can conflict be conveyed in art work?

How do life experiences influence the way we relate to struggle or conflict?

What kind of imagery do we see daily depicting conflict?

How do artists and designers learn from trial and error while trying to portray conflict?

How do artists and designers determine whether a particular direction, like conflict, is effective in their work?

Objectives:

Concepts/Facts-

Learners will observe and recall information about artists and their work.
Learners will compare and contrast a variety of mixed media artists and art work.
Learners will develop a mixed media canvas by applying their knowledge of techniques.
Learners will use collage to express ideas and emotions.
Learners will know mixed media application and materials.

Skills-

Learners will be skilled at the collage process.
Learners will use and create color schemes.
Learners will be skilled at applying mixed media and collage techniques to create texture.
Learners will arrange elements and principles of design to create a focal point.
Learners will create notes and fact pages in sketchbook.
Learners will create thumbnail sketches to plan and better execute their design.

Vocabulary:

Mixed Media

Background
Foreground
Middle Ground
Overlapping
Collage
Texture
Composition
Border

Artists Names:

John Stezaker
Richard Hammlton
Rauoul Hausmann
Jesse Treece
Kurt Schwitters
Hannah Hoch
Jasper Johns
Sigmar, Polk
Laure Prourost

Materials & Equipment:

Pencils
Erasers
Sketchbook
9x12 canvas panel
Glue/Modge Podge
Tissue Paper
Decorative Paper
Magazines
Yarn
Fabric Scraps
Markers
Crayons
Watercolor
Acrylic
Ipad Cart
Computer
Projector
Collage Handouts
Poly Acrylic Sealant
Rubric

Lesson 1:**Where the unit is going, what is expected****Day 1-2****Non-Studio Exploration:**

Instructor will write the following questions on the board.

Students will be asked to answer these questions in their sketchbook:

- *What types of conflict can you name?*
- *How can conflict be displayed? Symbolic or literal...*
- *How is conflict a part of your daily life?*
- *How does conflict inspire?*
- *How does conflict bond?*
- *How is conflict relative to the observer?*

Students will be guided in a discussion about conflict using their responses.

Students will then be asked to look at, analyze, and discuss artworks from [Mrs.Hurd's Pinterest board](#) and other [internet resources](#).

Throughout the discussion instructor will prompt and probe students while looking at the artwork.

- *What do you see?*
- *What art materials do you think were used? How do you think they were used?*
- *What is the mood of the artwork? What elements and principles lead you to this conclusion?*
- *What observations can you make about the artwork?*
- *How would you describe this artwork to a person who could not see it?*
- *What do all these art works have in common?*

VA:Re.7.1.Ia. Hypothesize ways in which art influences perception and understanding of human experiences. *(Review and discussion of artists)*

VA:Re.7.2.Ia. Analyze how one's understanding of the world is affected by experiencing visual imagery. *(Personal Reflection in sketchbook)*

CCSS.ELA-LITERACY.W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *(Interdisciplinary Connections to the Common Core Subject areas)*

CCSS.ELA-LITERACY.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. *(Interdisciplinary Connections to the Common Core Subject areas)*

CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. *(Interdisciplinary Connections to the Common Core Subject areas)*

What will learners learn from this?

- ✓ **Answers to the essential questions.**
- ✓ **Students will learn about collage artists and theorize about how they were created using mixed media materials.**
- ✓ **Gain a better understanding of how conflict relates to them personally/socially, and how conflict relates to peers.**

How will this lesson be assessed?

- ✓ **Teacher will make sure each student has written down questions and answers in their sketchbook. There are no wrong answers to the questions. Responses are personal opinions and discussion aids. It will be a completion activity.**

Closure Activities/Critiques/Questions:

**Teacher will tell students tomorrow's assignments.
Students should come to class with writing utensil and sketchbook.**

Lesson 2: **H(ook) – Is this activity compelling enough to hold high schoolers attention?**

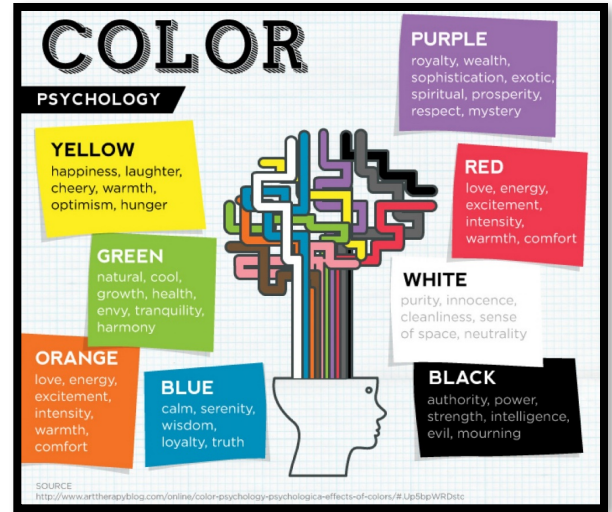
Day 3

Motivating Activities:

Students will view **The Effect of Color | Off Book | PBS Digital Studios** <https://youtu.be/nX0DHd5QNS8>

Students will **visually and verbally** take notes in sketchbook about color psychology and these vocabulary words that tie into the lesson:

- **Background**
- **Foreground**
- **Middle Ground**
- **Overlapping**
- **Collage**
- **Texture**
- **Composition**
- **Border**



VA:Cr1.2.IIIa. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept. *(Sketchbook Notes)*

CCSS.ELA-LITERACY.SL.9-10.4a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on meaning or style, and to comprehend more fully when reading or listening. *(Interdisciplinary Connections to the Common Core Subject areas)*

What will learners learn from this?

- ✓ **Students will be able to use color to convey meaning and express mood.**
- ✓ **Students will explore color schemes and decide which combination they like.**
- ✓ **Students will familiarize themselves with correct art terminology.**

How will this lesson be assessed?

- ✓ **Instructor will check that students have notes and correct vocab in sketchbook.**
- ✓ **Instructor will also check that student decided on a color scheme for their final artwork.**

Closure Activities/Critiques/Questions:

At the end of the lesson, exit slips will be used. Students will write down one thing that “stuck with them” from the class/video and turn in.

Lesson 3: Equip learners, Experience, Explore

Day 4-5

Motivating Activities:

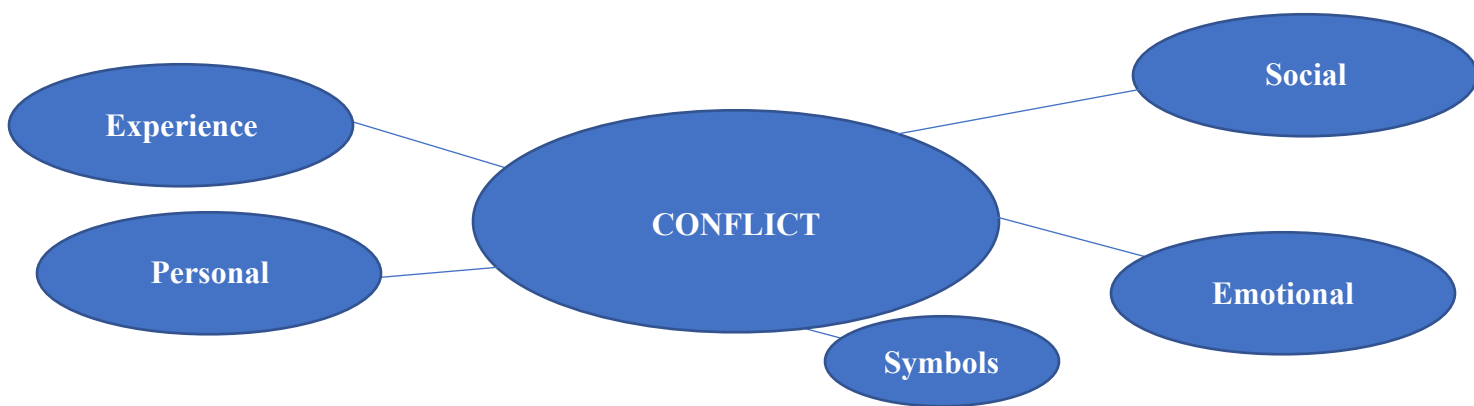
Instructor will demonstrate collage technique.

Student will view a collage demonstration.

Instructor will pass out handout for students to put into their sketchbooks for reference with collage techniques and criteria for the bubble chart assignment.

Studio Exercise:

Based on this information, students will explore collage techniques and create a collaged sketchbook page. This page will need to include a variety of collage techniques as well as a bubble chart about conflict.



What will learners learn from this?

- ✓ Students will reflect about personal, social, and external conflict.
- ✓ Students will explore, experience, and familiarize with collage techniques.

How will this lesson be assessed?

- ✓ Teacher will review each students collage and check for understanding. Instructor will leave comments on the back of page in sketchbook.

Closure Activities/Critiques/Questions:

Teacher will verbally review the collage process with students by asking students questions.

COLLAGE TECHNIQUES



1. EXQUISITE CORPSE

The exquisite corpse is a Surrealist game, also known as 'consequences'.

Instructions:

1. Each take a long and thin and fold the paper into equal sections (as many as the number of people in your group!)
2. Place a photograph in the first section of the long and thin and then fold it back to hide the image.

(Note: It is useful to overlap the photograph slightly so the next person has a guideline to add their contribution).
3. Pass the paper to the person on on your left and add another photograph to the 'corpse' (using the overlapped guidelines).
4. Continue until all the sections have been completed.
5. Unfold the paper to reveal your exquisite corpse!

Outcome: Generates unpredictable and imaginative results. Particularly, when working with parts of the body!



2. TORN COLLAGE

This form of collage was invented by Hans Arp (1886-1966), a German-French artist working in media such as torn and pasted paper. Photographs are torn and cut either at random or in defined shapes.

Instructions:

1. Working in a group, tear and cut photographs into random shapes.
2. Choose one person out of the group to drop all of the pieces and one person to record the process.

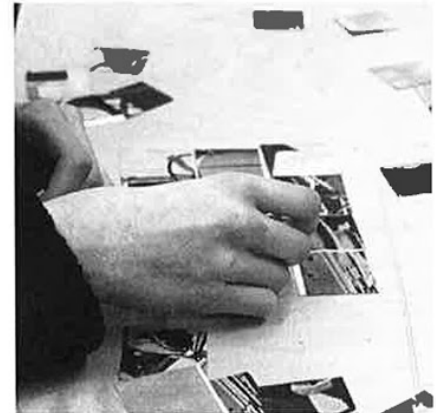
Start recording the collage process on iMotion HD to create a moving collage!

3. When ready drop all of the pieces from a height onto the A1 piece of paper. Working together glue all of the pieces in place!

4. Got more time? Then, work back into your collage with pencil, ink, paint, etc.

5. Stop recording when complete!

Outcome: Using the rule of chance to create an image, exploring the potential of deconstructing and reassembling an image.



3. CUBOMANIA

Cubomania is a Surrealist method of collage-making in which a photograph is cut into squares or other shapes and reassembled without regard for the original image.

Instructions:

1. In pairs take one of your photographs and cut it into equal squares or random shapes.
2. Reassemble it without regard for the original image, automatically or at random.
3. Remember your new composition and move all of the pieces to the side.

Start recording the collage process on iMotion HD to create a moving collage!

4. Glue all of the pieces in place to make a new photograph - stop recording!

Outcome: Generation of unpredictable results, discovery of hidden aspects of a photograph and research into how different images work alongside one and other.

EXTENSION TASK



inimage:

Photocopy one of your collage techniques and cut sections away from an already existing image in order to create an inimage!

Lesson 4:**Evaluate and Reflect****Equip learners, Experience, Explore****Day 6****Motivating Activities:**

Students will create 3 different thumbnail sketches exploring layout and major elements of their collage composition.

Instructor will walk around the room and help as needed.

VA:Cr1.1.IIa. Individually or collaboratively formulate new creative problems based on student's existing art work. *(Analysis of artwork and personal sketches)*

VA:Re.7.2.IIa. Evaluate effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. *(Personal Reflection and Thumbnail sketches in sketchbook)*

What will learners learn from this?

- ✓ **Students will express 3 different ideas. Students will learn that thumbnail sketches are for experimenting with format and composition and developing an idea.**

How will this lesson be assessed?

- ✓ **Students will be assessed by the teacher informally through one-on-one discussion.**

Lesson 5:**Equip learners, Experience, Explore****Day 7****Inquiry Based Learning:**

Students and instructor will develop grading criteria for the final collage project.

Student and instructor will also determine the best materials to use for the project, how the project will be mounted, and how the project will be finally displayed.

VA:Pr5.1.IIIa. Investigate, compare, and contrast methods for preserving and protecting art. *(What sealant will best suit the students' artwork, and will it need reinforced or framed)*

Standards SL.9-10.1b-work with peers to set rules for collegial discussions and decision-making deadlines, and individual roles as needed. *(Interdisciplinary Connections to the Common Core Subject areas)*

What will learners do?

- Students will reflect upon their sketchbooks/notes, and previously viewed collage artists.
- Students and instructor will brainstorm necessary criteria to be looked at in the final collage assignment.
- Size, border, and measurements will be determined.
- Teacher will write criteria on board as it is discussed in class.
- After learning about different collage artists, students will devise a written description how they plan to construct and display their finished piece.

What will learners learn from this?

- ✓ Students will have a firm grasp of how they will be assessed on the final collage project.
- ✓ Student will also have better knowledge about how future projects will be assessed.
- ✓ Students will have a plan on how to mount and display collaged artwork.

How will this lesson be assessed?

- ✓ Teacher will assess by observing students, oral feedback, and answering any student questions.

Closure Activity:

Teacher will tell students that tomorrow they will be creating a final mixed media collage and answer any questions students may have.

Lesson 6: Tailor to student needs

Day 8- 11

Studio Work

Students will create final collaged artwork.

VA:Cr1.2IIa. Choose from a range of materials and methods of traditional and contemporary artists practices to plan works of art and design. *(Collage Project)*

CCSS.MATH.CONTENT.HSG.MG.A.1. Use geometric shapes, their measures, and their properties to describe objects. *(Interdisciplinary Connections to the Common Core Subject areas)*

CCSS.MATH.CONTENT.HSG.MG.A.3. Apply geometric methods to solve design problems.

(Interdisciplinary Connections to the Common Core Subject areas)

What will learners do?

- Instructor will review collage handout with students.
- Instructor will remind students to look at their chosen thumbnail sketch for inspiration.
- Instructor will make supplies available for the students.
- Student will begin construction of their collage.

What will learners learn from this?

- ✓ Students will use problem solving skills to construct their mixed media collage.

How will this lesson be assessed?

- ✓ Students will be graded using the criteria mentioned in lesson five discussion that has been compiled into a rubric.

Assessment Rubric

Student Name:

Class Period:

Assignment: **Mixed Media Collage**

Date Completed:

Circle the number in pencil that best shows how well you feel that you completed that criterion for the assignment.

Excellent

Good

Average

Needs Improvement

Rate Yourself

Teacher's Rating

Criteria 1 –

10

9 – 8

7

6 or less

Criteria 2 –

10

9 – 8

7

6 or less

Criteria 3 –

10

9 – 8

7

6 or less

Criteria 4 –

10

9 – 8

7

6 or less

Criteria 5 – Craftsmanship – Neat, clean & complete? Skillful use of the art tools & media? Maintained clean workspace.
Signed/dated bottom right corner:

10

9 – 8

7

6 or less

Total: 50
X 2 = 100 possible

Grade:

Your Total

Teacher Total

Lesson 7:**Rethink and Revise****Day 12****Group Critique****What will learners do?**

- Students will hang up artwork along the chalkboard.
- Students will toss the critique ball that is covered in “art questions”.
- Students will give provide peers with positive constructive criticism.
- Students will also have an opportunity to discuss personal success or problems with their artwork.

VA:re.7.2.1a. Analyze how one’s understanding of the world is affected by experiencing visual imagery.

(Personal Reflection)

What will learners learn from this?

- ✓ **This self-assessment and reflection activity will help students understand what they like and dislike about their artwork.**
- ✓ **They will also realize what they need more help with in order to develop their artwork further.**
- ✓ **How to talk about art.**
- ✓ **How to give constructive criticism.**

How will this lesson be assessed?

- ✓ **Students will need to actively participate in discussion. Each student must answer at least 3 questions on topic, with supporting observations.**
- ✓ **Instructor will keep track of student comments using a class list and tally marks.**

Lesson 8:

Day 13 Artist Reflection

What will learners do?

- **Students will complete Artist Reflection Worksheet.**
- **Students will reflect and think about their artwork and process.**
- **Student will use complete sentences and correct terminology when writing about art.**

VA:re.7.2.1a. Analyze how one's understanding of the world is affected by experiencing visual imagery.

(Personal Reflection)

What will learners learn from this?

- ✓ **Students will reflect and think about their artwork and process.**
- ✓ **Student will use complete sentences and correct terminology when writing about art.**
- ✓ **Students will need to support their ideas with facts and techniques or processes from the project.**

How will this lesson be assessed?



- ✓ Student used complete sentences, and supported ideas. Students used correct terminology.
- ✓ Students have valid, quality responses.

Closure Activity:

Teacher will collect artists reflection and state tomorrows assignment.

ART REFLECTION

NAME _____
CLASS: _____

REMEMBERING What did I do?	Describe what you did: _____ _____ _____
UNDERSTANDING What was important about what I did?	Describe what was important about what you did: _____ _____ _____
APPLYING Could I use this again?	Did you meet your goals? YES <input type="radio"/> NO <input type="radio"/> – why not? When have you used this skill before, in any subject matter, wherever in life? _____ _____ _____
ANALYZING Do I see any patterns in what I did?	How and where could you use this skill again? _____ _____ _____
EVALUATING How well did I do?	Did you follow a routine with this project? Do you find that you usually make the same mistakes? Are their pattern in what you did and how you worked? _____ _____ _____
CREATING What should I do next?	2 stars (things that you're proud of) _____ _____  1 wish (something you would have changed) _____ _____  If you had all the time, money, and resources in the world what would you do next? www.thebestkneescousin.com

Lesson 9:

Day 14

Sharing and Documenting

- Instructor will demonstrate how to use the ipad to take pictures.
- Instructor will show how to properly upload images to the art blog.
- Students will need to follow demonstration and remember/write down specific dimensions, and file type.

Standards SL.9.-10.2. Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. *(Interdisciplinary Connections to the Common Core Subject areas)*

What will learners do?

- ✓ Students will photograph their art work using the school IPAD cart.
- ✓ Student will then upload image to the classroom blog.

What will learners learn from this?

- ✓ Students will learn how to utilize technology in efforts to share their artwork to wider audience.

How will this lesson be assessed?

- ✓ Students used correct dimensions and file type when uploading images.
- ✓ Image appears on art blog.
- ✓ Teacher will assess quality of image and dimensions of image.