



Cat in Pumpkin Patch

Topic

In this lesson second grade students will explore various techniques on how to create a collage. They will explore the concepts of form and space. Making a raised collage. They will use problem solving skills to determine the order creation of the many layers of their collage.

NYS Standards/Performance Indicators:

Standard 1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Standard 2. Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Standard 3. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Standard 4. Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time

- 1a) Produce comprehensive and well organized commencement portfolios of their work
- 1b) Reveal through their work a broad investigation of a variety of individual ideas and at least one theme explored imaginatively and in depth

4b) Look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics

Objective

The objective of this lesson is to teach about **Form, Space, and Shape**. Bringing specific attention to foreground, middle ground, and back ground. As well as introducing students to basic problem solving skill.

Elements of Design

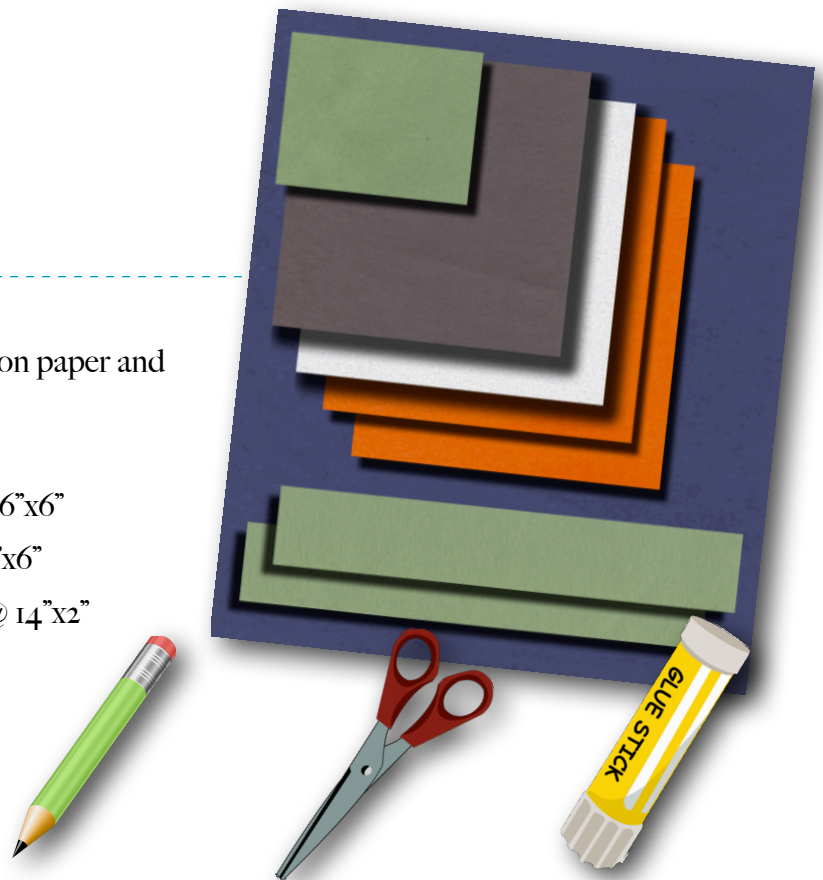
Elements that we will be working with are:

- Form
- Space
- Shape

Materials

We will be making a collage out of construction paper and will need these materials.

- 80 sheets of Blue paper @ 12"x9"
- 160 Sheets of squares of Orange paper @ 6"x6"
- 80 Sheets of squares of White paper @ 6"x6"
- 160 Sheets of rectangles of Green paper @ 14"x2"
- 80 Sheets of squares of Green @ 3"x3"
- Glue Stick
- Pencil
- Scissors



Procedures

1. Step Naming:
 - Have students put their name on the back of the dark blue paper.
(Name Grade-Teacher Initials)
2. Making Grass:
 - On the green strips cut slices into them.
 - Then glue one of them directly to the back ground.
 - Set the other strip a side. This will be used last.

3. Making Raised Pumpkins — THIS STEP IS IMPORTANT.

- A) Fold the edges of the orange sheets in twice.
- B) Draw pumpkin shape and then cut to form.
- C) Take green piece of paper and draw your pumpkin stems.
- D) Glue stems to pumpkin shapes. the glue them to paper by their tabs.

4. Making The Cat

- Making your cat is just like how you made your pumpkins.
 - A) Draw your cat in the middle of your black sheet of paper.
 - B) Then make tabs for your cat.

5. Making Clouds and Moon

- To make your moon you and cloud you will need to draw them on your white piece of paper. Then cut them out.

Vocabulary

Some common terms we will be using when creating our collage. I have broken the term in to three tiers.

- **Tier I** words are very common and used anywhere.
- **Tier II** words are used by mature language users, and can be use in multiple contexts.
- **Tier III** words are specific to the particular discipline of study.

**Tier II
Form**

Definition: The visible shape or configuration of something.

Context: The form, color, and texture of the tree.

Space

Definition: The dimensions of height, depth, and width within which all things exist and move.

Context: The work gives the sense of a journey in space and time.

Shape

Definition: A geometric figure such as a square, triangle, or rectangle.

- A piece of material, paper, etc., made or cut in a particular form.

Context: Stick paper shapes on for the puppet's eyes and nose.

Instructional Modifications

- I. If for some reason the students don't make tabs connected to their shapes. We can easily add tabs by adding them after the fact.

2. This lesson can also be easily changed into a fall harvest scene, or sea scene. The main idea is to experiment with shape, form, and space. To test the student's creative problem solving skills.

Reflection

I have a feeling that how I present this to the first class will not be the same as how I present it to the next. As I go, I will assess what needs to be changed and go from there. I feel the hardest part for the students will be the order as to how to build the collage.

Students Name: _____

Date: __/__/____

Assignment: _____

Grading Scale:	1	2	3	4	5
----------------	---	---	---	---	---

Craftsmanship:

Neatness
Presentation
Technique mastery

Pursuit:

Development over time
Evidence of revision

Design:

Creativity
Originality
Elements and principles
Experimenting

Expression:

Sad
Moving
WoW!

Writing Assignment:

Informative
Entertaining
Inspirational
Spelling errors

A+ 5 = Peak Performance

A 4 = Mastered Assignment

B 3 = Proficient

C 2 = Basic competency

D 1 = Novice or Apprentice