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Lesson Title:	Assemblage
Grade Level:	High School

Vocab, Art History, Interdisciplinary Connections

<p>Artist/Culture/Movement Connections</p> <p>Assemblage Artist-Zac Freeman – covers a technique Frida Kahlo- Covers self-portraits and context Janice Lowry- covers another assemblage technique Joseph Cornell- Pioneer of Assemblage</p>	<p>Interdisciplinary Connections</p> <p>Repurpose Sustainable Art Making</p>
<p>Art Vocabulary:</p> <p>Assemblage Self-Portrait Juxtaposition Visual Path Composition Surrounding Collage Stencil Aesthetic Color wheel Critique Color Scheme</p>	<p>Elements/Principles of Art (just the most important ones for this assignment)</p> <p>Space Balance Emphasis Color Harmony</p>
<p>Media and Materials needed:</p> <p>Chipboard Cardboard Hot glue & hot glue gun Random found objects Recyclable objects (bottles, paper etc) Tracing Paper Color Wheel Wire Cutters Scissors Masking Tape Craft Paper Cork Acrylic paint</p>	

Content Standards (choose 2/3, then delete the ones you didn't use.

Copy/paste the specific number and text. Link here: <https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp> under “visual arts 1/2 page down)

CREATING

Anchor Standard 2: Organize and develop artistic ideas and work.

Acc.MA:Cr2 : Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Prof.MA:Cn10: a. Access, evaluate, and integrate personal and external resources, such as interests, research, and cultural experiences, to inform the creation of original media artworks.

b. Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through local and global networks.

Learning Objectives (related to standards, specific to your project)

- 1. Students will use worksheets to organize and explain their process to assembling**
- 2. Students will apply a personal aesthetic to their mini shrine self-portrait**
- 3. Students will integrate personal resources into their assemblage box.**

Anticipatory Set: <ul style="list-style-type: none">• Watch a video of someone presenting and doing a compositional breakdown of their Assemblage Self-Portrait• Gathering their items to work on self-portrait• Gathering items to work on their Assemblage box
Big Idea: We should repurpose everyday items that are only created to fulfill the temporary wants and needs of average individuals
Essential Question: How are artists able to develop ideas to achieve their outcomes? How can we translate our knowledge and experience through making art? How are we able to relate to art? In what ways? How do we learn about and creating meaning through producing media artworks?
Objective/Purpose: Students will be able to creatively come up with art using random objects, this may also turn them into hoarders. Students will gain the experience of brainstorming and developing their ideas to convey personal knowledge and experiences through their self-portraits and environmental assemblage piece. Students will also be able to come up with meaning as they are constructing their self portrait and assemblage box together.
Model:

I will provide footage explaining my mini shrine self-portrait, this will be good to watch before making their self-portrait it will aid in creating as well as presenting.

I will add images and text to explain my process for the assemblage box

Check for Understanding:

Summative and formative assessments during presentations

Step by Step Instruction of Lesson

Instructional Strategies (what the teacher does)	Activities (what the students do)
<p>Day 1 1 Hour</p> <p>Strategy: Have worksheets and materials ready at each student's desk Activity: Hand out Time: 1 minute Scaffolding Strategy: Doing this will prepare the class for the lesson.</p> <p>Strategy: Run down of the vocabulary Activity: Rundown Time: 3 minutes Scaffolding Strategy: Doing a brief rundown of the vocabulary will prepare the students for what words we will be going over. Since vocabulary contains language that they must use and get comfortable using. It is best to go over each word briefly before going into depth.</p> <p>Strategy: Briefly go over about Joseph Cornell Activity: Art History 3 minutes Scaffolding Strategy: Joseph Cornell is the pioneer of assemblage art and it is important to know who he is. I will provide some facts and two images.</p> <p>Strategy: Going deeper into each vocabulary word Activity: vocabulary Time 10 minutes After going over the vocabulary words again, I will have a slide for each set of words we go over. The after slides will mainly just be a quick review to see if they retained the information and are making the connections that they need to make.</p> <p>Strategy: Present the activity instructions to them Activity: Activity Introduction Time: 8 minutes Scaffolding Strategy: The activity slide maps out my expectations for the students. I expect them to make a self-portrait assemblage out of a mini shrine. I expect them to use the worksheets to keep track of their process. And if not done I expect them to take it home and finish it for homework.</p> <p>Strategy: Assembling the mini shrine Activity: Demonstration Time: 3 minutes Scaffolding Strategy: I will demonstrate to the class how to assemble their mini shrine with tape as they will wrap the box in paper before they start adding their self-portrait elements.</p> <p>Strategy: Show YouTube video of me explaining the process and meaning behind my assemblage self portrait Activity: Anticipatory set Time: 10 minutes</p>	<p>Day 1</p> <p>Strategy: Answer the follow-up questions during vocabulary Activity: vocabulary Slide 5: Time 3 minutes Slide 8: Time 5 minutes Slide 9: Time 5 minutes Slide 10: Time 3 minutes Scaffolding strategy: Answering the follow-up questions will provide the teacher with insight on how students are retaining the information. Also, the follow-up questions are their to make students more comfortable. Think of it as quick practice of using the words that they are learning.</p> <p>Strategy: Students will gather their objects Activity: Anticipatory set. Time: 5 minutes Scaffolding Strategy: Giving students time to look and pick what objects they will use will provide them with anticipation of building their mini shrine. It gives them the opportunity to explore how to translate their aesthetic through random objects.</p> <p>Strategy: Assembling the mini shrine Activity: Watching the teacher assemble Time: 3 minutes Scaffolding Strategy: Watch the teacher assemble the box and ask to see the action again if needed.</p> <p>Strategy: Watch the YouTube video while assembling mini shrine box. Activity: assembling Time: 10 minutes Scaffolding Strategy: Students will only be tapping their box together before wrapping it so shouldn't take too much focus to assemble. Having them watch the YouTube video while they are working will help provide them with background noise and something to watch while they are working.</p> <p>Strategy: Bring image of themselves to next class</p>

<p>Scaffolding Strategy: This is related to their worksheets. Having the worksheet and a model of what it is supposed to look and sound like will prepare them for when they present their artwork.</p> <p>Strategy: Assign mini shrine and worksheet for homework and ask students to bring an image that will fit in a 9x7 in box</p>	
<p>Day 2 Assemblage box</p> <p>Strategy: Have a worksheet and assemblage box ready on each student's desk before PowerPoint Time: 3 minutes Scaffolding Strategy: I just like being prepared and have everything handed out to them so the lesson flows well with no interruptions.</p> <p>Strategy: Recap of previous vocabulary and introduce three new words Activity: Rundown Time: 5 minutes Recap of vocabulary will let me know if they retained the information from the previous day.</p> <p>Strategy: Introduce Zac Freeman Activity: Artist Time: 5 minutes Briefly talk about Zac and show two art works. Ask two students what their visual path is. One student for each artwork is another opportunity to use the vocabulary in discussion.</p> <p>Strategy: Introduce Color Scheme Activity: demonstration Time: 5 minutes Scaffolding Strategy: Introduce as vocabulary word and technique that we will be using for assemblage assignment. Explain each scheme and tell students they will need to pick one for their assemblage assignment.</p> <p>Strategy: Introduce the stencil technique Activity: Demonstration Time: 6-10 minutes Scaffolding Strategy: I will introduce the technique and then go over step by step instructions of what I want them to do for the assignment.</p> <p>Strategy: Go over the last word Activity: Vocabulary Time: 5 minutes Introduce another way to talk about art. Go over the word and then use it in discussion.</p> <p>Strategy: Introduce the assignment at this point Activity: Activity introduction. Time: 3 The slide will have my expectations for the students. I expect the students to make a self-portrait using the assemblage box. I expect them to use the stencil technique and choose a color scheme. Explain a way to organize their objects to create an image. They are also expected to use an object they find that they use every day I will provide an example of what I mean by that.</p> <p>Strategy: Go over glue gun etiquette</p>	<p>Day 2</p> <p>Strategy: Recap of previous vocabulary Activity: recap Time: 3 minutes Scaffolding strategy: Students will use this time to answer the question that the teacher ask to present that they have retained the information from previous class. They will exhibit their knowledge by how comfortable they are answering the questions.</p> <p>Strategy: Work on color scheme Activity: Worksheet Time: 5 minutes Scaffolding Strategy: Doing the worksheet as we go over color scheme will ultimately prepare them for when they finally get to use their color scheme. They will already know what colors they will use. This will also help keep track of their process.</p> <p>Strategy: Answer the question about how your surrounding will look Activity: Worksheet Time: 5 minutes Students will explain what they want their surroundings to look like after looking at two examples. Another process to keep track of.</p> <p>Strategy: Take image of themselves out start making stencil Activity: working on stencil Time: 20 minutes Scaffolding Strategy: Having students work on the stencil creates a timeline of how they should work on their assignment. They will trace, and then cut stencils out. During this time students will also look for objects that they want to use in their assignment.</p> <p>Strategy: Homework Scaffolding Strategy: It is important for students to know that there is a process to making art in general. Having them work on a timeline paces there work and prepares them for what they need to do next. If they have not finished their worksheet, they will have the chance to finish it for homework. And if they want they can take their stencil and objects home and start gluing. If they do take their assignments home all they will need to do is make sure their stencils are covered with objects we will go over next steps in class.</p>

<p>Activity: demonstration Time: 3 minutes Scaffolding Strategy: It is important for students to know how to properly use and work with a hot glue gone, to avoid glue getting everywhere and to avoid anyone getting burned.</p> <p>Strategy: Come back to stencil instructions Activity: demonstration Time: 20 minutes Scaffolding Strategy: It will be good to have the instructions up while students are working on their stencil. If they get stuck, they can refer to the instructions or ask me for help on anything that isn't clear.</p> <p>Strategy: Assign homework Scaffolding Strategy: Students will be expected to finish their worksheet, if they haven't already. They will also have to find an object for homework that will go towards making their assemblage.</p>	
<p>Day 3 (assemblage box working day)</p> <p>Strategy: Introduce techniques on how to assemble their work. Activity: demonstration Time: 10 minutes Scaffolding Strategies: Provide ways for students to start assembling their assignment. They don't have to use them and can figure out another way to fit their vision.</p> <p>Strategy: Leave kids to work on their own play music Activity: working Time: 50 Minutes Scaffolding strategy: Students are entering the stages of assembling their stencils they are going to start working on their surrounding after. I will play music to help the working energy flow.</p> <p>Strategy: homework what they do not finish in class they will finish for homework. Bring Mini Shrine and process worksheets next class. Review all process worksheets before class.</p>	<p>Day 3</p> <p>Strategy: Assemble stencil portrait Activity: working. Time: 10 minutes Scaffolding strategy: 10 minutes is enough time to figure out how they will want to assemble their stencils.</p> <p>Strategy: Work on surrounding Activity: working Time: 50 minutes Students will use the remainder of the class to assemble and decorate the rest of their box</p> <p>Strategy: finish assemblage box for homework Review process worksheets</p>
<p>Day 4 gallery walk presentation</p> <p>Strategy: Instructions for the class Activity: instructions. Time: 5 minutes Scaffolding Strategy: Instructions will provide a timeline and expectations for the day.</p> <p>Strategy: Analyzing through gallery walk Activity: gallery walk Time: 30 minutes Students will have 30 minutes to answer questions pertaining to other students' artwork. Questions will be using vocabulary language that the students have learned. This is a way for students to analyze each other's work.</p> <p>Strategy: Have slide with questions ready for when students start presenting. Activity: presenting Time: 25 minutes Scaffolding Strategy:</p>	<p>Day 4</p> <p>Strategy: Prepare surrounding space for gallery walk and presentation Activity: anticipatory set Time: 5 minutes Scaffolding strategy: Students will use this time to figure out how they want to present their self-portraits to the class.</p> <p>Strategy: Analyze peer's artwork during gallery walk Activity: Gallery Walk Time: 30 minutes Scaffolding Strategy: Analyze other student's art work. If someone is at a work you want to look at find another artwork and come back when the space is available for you to analyze.</p> <p>Strategy: use process notes to answer questions during presentation Activity: Presentation Time: 25 minutes Scaffolding Strategy:</p>

<p>There will be 6 questions for the students to answer while presenting. Teacher will ask the questions. Teacher will also analyze if students are comfortable enough to answer all 6 questions if not then just ask two questions one question for each self-portrait and a question about their experience with the art form.</p>	<p>Process worksheets will be resourceful to review before presenting artwork. Questions that the teacher will ask mainly refers to process.</p>
<p>Day 5 finish presentations</p> <p>Strategy: Have slide with questions ready for when students start presenting. Activity: presenting Time: 25 minutes Scaffolding Strategy: There will be 6 questions for the students to answer while presenting. Teacher will ask the questions. Teacher will also analyze if students are comfortable enough to answer all 6 questions if not then just ask two questions one question for each self-portrait and a question about their experience with the art form.</p>	<p>Day 5</p> <p>Strategy: use process notes to answer questions during presentation Activity: Presentation Time: 25 minutes Scaffolding Strategy: Process worksheets will be resourceful to review before presenting artwork. Questions that the teacher will ask mainly refers to process.</p>

Critique/Discussion: Students will do a gallery walk and have to fill out a worksheet. Each question will focus on a random student's work. Student's will then do a brief presentation talking about their process and a formative assessment will be made to close their presentation.