

PROJECT: Campus Collage

SUGGESTED GRADE LEVEL: 1-3

### LESSON OBJECTIVES

- Understand that people from different places and times have made art for a variety of reasons
- Explore how art can help us understand daily life and culture
- Use observation and personal connections to create a work of art that portrays personal views of culture

### ESSENTIAL QUESTIONS

- How does knowing the context, history, and traditions of art help us create works of art?
- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the views of a society?
- How does art preserve aspects of life?

### KNOWLEDGE

Identify primary and secondary colors

Define “composition” in the context of visual art and design

### SKILLS

Unite lines/shapes/colors/ in artwork in a balanced collage

Create an artwork depicting a middle, foreground, and background

### MATERIALS

- Projection or Print-Out of Selected Images
- Collage Materials (Paper products)
- Scissors
- Glue

### CA ENGLISH COMMON CORE STANDARDS

#### GRADE 1

1.3 Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

#### GRADE 2

2.3 Write narratives to recount a well-elaborated event, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

#### GRADE 3

3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.



*Brownstones, 1958*



CA VISUAL & PERFORMING ARTS STANDARDS		LESSON VOCABULARY
GRADE 1	2.8 Create artwork based on observations of actual objects and everyday scenes.	<ul style="list-style-type: none"> <li>• Vibrant</li> <li>• Primary Colors</li> <li>• Shapes</li> <li>• Composition</li> <li>• Rhythm</li> <li>• Pattern</li> <li>• Depth</li> </ul>
GRADE 2	2.0 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.	
GRADE 3	1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.  2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.	

## STEP 1

### SHOW/REVIEW

- Project Lawrence's piece *Brownstones*, 1958.
- Students will observe and describe what they see in the neighborhood scene.
- Discuss the Harlem Renaissance & Jazz age of the 1930s and its influence on the work of art.
- Inform students that the hard times Americans experienced during the 1930s caused Harlem to blossom into a community with a strong and unique identity.
  - The area was surrounded by African American visual art and brought a sense of optimism despite economic struggles.
- Explain how Lawrence became inspired by the dynamic life of the Harlem community and started to make his mark on the cultural arena in Harlem.
- Point out the repetition and patterns of couples paired in the city scene & how they create rhythm in the work of art.
- Have students share aspects of their neighborhoods and compare & contrast them to *Brownstones*.
  - Are people dressed the same?
  - Do the buildings look similar to those you would see today?

## STEP 2

### INSTRUCTIONAL SEQUENCE (CREATE)

- Take students outside and guide them around the campus on a silent walk.
  - Before leaving for the walk tell them that the purpose of the walk is to notice small details of the school and to think about what they view as the most important parts of the campus.
- Return to class and have students write about their experiences on campus as you pass out materials to each table.
  - Students write about two events that happened at school, such as a dance or assembly, including details on the scenery of the school area and people around them.
- Instruct students to cut out shapes of different colors to create a picture of what the school looks like through their eyes. Encourage students to use their paper wisely by cutting triangles from the corners of the paper, using all extra scraps of paper, and have a recycling bin handy for extra scraps and cuttings. Students arrange their shapes to create figures and buildings and then glue them onto a larger sheet of paper.

## STEP 3

### REFLECT

Have students work with their table partners to compare ideas expressed through their own works of art with ideas expressed in the work of others. Students will use appropriate vocabulary of art to explain its successful compositional and communicative qualities.

- Did your collage show a view of your campus that is unique to you?
- Is it realistic to what an individual would actually see if they visited your school?



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



STEP 6

## ADAPTATIONS

Add the use of markers as the last step of the instructional sequence to allow students to add more detail to their collages.

Take a photo of your school campus and project onto a screen for the duration of the class period. Students create individual works of art based off of the image of their school campus that you put on display for them. Students can compare their artwork with one another and determine how their artwork compares to the color, patterns, shapes, and details in the image projected.

## FURTHER STUDY

### ABOUT THE ARTIST

Jacob Lawrence was born in 1917 in New Jersey, but he spent much of his life living and working as an artist in New York City. In 1970 he moved to Seattle where he taught art at the University of Washington until his death in 2000. Lawrence's work depicts the history and struggles of African Americans. His paintings tell stories about important historical time periods and events. Some of his famous paintings include portraits of Harriet Tubman and Frederick Douglass. Using mostly primary colors, red, yellow and blue, Lawrence is able to create interesting scenes with simple shapes and lines.

### IPAD INTERGRATION

- Students use an iPad to take photos of their school campus to have a reference image to look at when creating their collages.
- Students use the app 'MoMA Art Lab' to practice using shapes and color to build a collage before transitioning to glue and paper to form works of art.

## RESOURCES

Whitney Museum of American Art: Life and work of Jacob Lawrence

<http://whitney.org/www/jacoblawrence/meet/>

The Making of Migration Series as told by Jacob Lawrence 19min

<https://www.youtube.com/watch?v=62dlyfIRg5E>

*[Campus image used in step 1: <http://cdn.lightgalleries.net/4ef9eb777e24a/images/pembroke-ward-06-1.jpg>]*