

Grade level: sixth

Time frame: 1 hour

Collage

**TOPIC :** Visual arts lesson featuring a self-representative collage that is constructed with magazine clippings that the student has selected.

**Creative Expression:** Each student will construct a unique collage that he or she believes represents his or her "SHAPE" (Spiritual Gifts, Heart, Abilities, Personality, Experiences).

**Aesthetic Valuing:** Each student will discuss, in his or her small group (4 students per group, and 5 min. each) the reasons for adding each piece to his or her collage. Also, students will write two follow-up paragraphs during the closure of the lesson.

**RATIONALE:** The visual arts offer aesthetic, perceptual, creative, and intellectual dimensions. Constructing a collage enables a student to create and analyse one's own work in order to give that student, and his/her friends, a better understanding of one's "SHAPE." Knowledge of self will help to direct a student's choices for life, and provide a better realisation of one's needs.

**STRATEGY:** A combination of direct instruction and group process (groups of four students) will be used.

**VOCABULARY:** Collage, Unique, "SHAPE"

**Collage** --1; a technique of composing a work of art by pasting on a single surface materials not normally associated with each other (magazine clippings in this case).

**Unique** --one of a kind.

**"SHAPE"** --an acronym that stands for a person's Spiritual Gifts, Heart, Abilities, Personality, and Experiences.

## PROCEDURES

**INTRODUCTION:** You will pose the following questions: Has anyone made a collage before? What have you made it out of? What is a collage? What might be some reasons for making a collage? Following a discussion about these questions, you will share the expectations for constructing a collage, and share a model of a collage that you have done in the past. (Note: possibly list steps for getting started on the board.)

### ACTIVITY SEQUENCE:

1. There should be 3 tables set up on which the three sets of materials are arranged. The teacher should instruct each person in a group to go and collect one of the needed materials (4 magazines, 2 scissors, 1 glue stick) and 4 pieces of 12"x15" construction paper per group). Students will return to their group and spend 25 min. creating collages.
2. Teacher should emphasise that one's collage should represent one's "SHAPE."
3. Teacher should remind and allow students 25 min. to create the collage, and 20 min. for sharing between group members (5 min. each). It may be wise to have a timer handy during the sharing time; when the bell goes off, the students know to switch to the next person.
4. If students finish early they may begin cleaning up after themselves. Usually, students will finish cleaning before their allotted sharing time is up (20 min.).

**CLOSURE:** Once students have finished the above activity, select several students to share one new quality learned about a group member. After this discussion, give a homework assignment; each student should write one paragraph about one way to serve each group member in the future, and another paragraph identifying any changes necessary in one's life due to this possibly new knowledge of self.

5. **EVALUATION:** This will take place in three ways during the closure time. First, the teacher will visually check that each student had made a representative collage. Second, the selected volunteers from the closure time should indicate to the teacher that discussion happened. Lastly, a check of the homework will indicate if students truly designed their collages in regard to one's "SHAPE."

**MATERIALS:** 1. 12"x15" construction paper. 2. About 15 pair of scissors. 3. About 8 glue sticks needed. 4. At least 32 various magazines.

**CLEAN-UP:** Those students who collected the materials at the beginning should also return them as soon as their group's sharing time is complete. All scraps should be thrown in the trash during this time. The other three tasks include stacking the magazines, collecting scissors, and collecting the glue.