

STANDARDS		
THIRD	FOURTH	FIFTH
<p>3.VA:Cr2.1 Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>3.VA:Re7.1 Speculate about processes an artist uses to create a work of art.</p> <p>3.VA.Re.8 Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p>	<p>4.VA:Cr2.1 Explore and invent art-making techniques and approaches.</p> <p>4.VA:Re7.1 Compare responses to a work of art before and after working in similar media</p> <p>4.VA.Re.8 Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</p>	<p>5.VA:Cr.2.1 Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>5.VA:Re7.1 Compare one's own interpretation of a work of art with the interpretation of others.</p> <p>5.Va:Re8 Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</p>
SIXTH		
<p>6.VA:Cr2.1 Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design</p> <p>6.VA: Re7.1 Identify and interpret works of art or design that reveal how people live around the world and what they value.</p> <p>6.Va: Re8 Interpret art by distinguishing between relevant and irrelevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.</p>		

Students Need To Know	Students Are Able To Do
<p>THIRD</p> <ul style="list-style-type: none">● Art can be made using diverse media with traditional and nontraditional methods● Use of appropriate arts vocabulary to discuss art● Diverse media can be used to create subject matter, form or to express emotion. <p>FOURTH</p> <ul style="list-style-type: none">● Basic techniques for making assemblage art. (Attaching, gluing, joining, sewing) <p>FIFTH</p> <ul style="list-style-type: none">● More sophisticated assemblage construction techniques (Joining, achieving height, hinges, tongue and groove, etc. <p>SIXTH</p> <ul style="list-style-type: none">● Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design● Students know that subject matter is influenced by lived experience in different contexts.	<p>THIRD</p> <ul style="list-style-type: none">● Create personally satisfying assemblage using a variety of media.● Hypothesize about how artists construct 3-Dimensional art.● Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood. <p>FOURTH</p> <ul style="list-style-type: none">● Make an original work of art using and inventing techniques or approaches for joining● Discuss similarities and differences in works of art made from similar media.● Interpret art by referring to subject matter, characteristics of form, and use of media. <p>FIFTH</p> <ul style="list-style-type: none">● Use sophisticated assemblage construction techniques to create an original work of art.● Discuss and compare interpretations about works of art with others. <p>SIXTH</p> <ul style="list-style-type: none">● Develop a composition, then select and manipulate materials to create that composition.● Identify and interpret works of art or design that reveal how people live around the world and what they value.● Students make choices regarding relevant and irrelevant information in the process of abstracting and representing subject matter.● Use media to identify ideas and mood conveyed.

Differentiation			
Emerging	Beginning	Moderate	Advanced
<ul style="list-style-type: none"> ● Invite the students to experiment with pre-cut materials or lighter-weight cardboard such as cardstock ● Students thoughtfully collect and arrange existing materials. ● Limit subject matter to simpler abstracted objects such as portraits or animals ● Experiment with a variety of compositions/arrangements of shapes before gluing down. ● Work together to create pieces based on a prompt. 	<ul style="list-style-type: none"> ● Use templates or patterns for students to trace ● Students imagine alterations of existing materials based on physical scaffolds. ● Medium thickness cardboard (like a cereal box). ● Partner with small groups to collaboratively combine materials into a work 	<ul style="list-style-type: none"> ● Pre-draw more complex shapes before cutting ● Students freely distort and manipulate existing materials to meet their creative intentions. ● Experimentation with a range of thickness of materials. ● Work together in groups of 3-4 to generate ideas for a work. 	<ul style="list-style-type: none"> ● Depending on student abilities and classroom, use supervised glue & cutting techniques such as heavier cardboard and low-temp glue guns, darning needles). ● Teach/model safe use techniques of tools. ● Thicker materials like corrugated cardboard can be torn and layered in addition to being cut. ● Rough Draft/sketch ideas for assemblage before beginning building. ● “Gallery Walk”/share positive ideas and recognize innovations either verbally or written sticky notes ● Extension: combine characteristics from 2 or more cultures to create a work of art.

Formative Assessment	Teacher observation of students engaged in using materials and tools in inventive ways to create an artwork. Students working collaboratively to make meaning from images.
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Vocabulary for the Lesson https://www.widewalls.ch/magazine/contemporary-assemblage-art Advanced terminology: Bricolage: Something constructed or created from a diverse range of available things Pastiche: An artistic work in a style that imitates that of another work, artist, or period.	Abstract: Artwork that has been altered from the realistic representation of the object. Abstraction can happen through distortion of shapes and space, alter colors, and exaggeration of elements. Assemblage: A work of art made by grouping found or unrelated objects. Both the process and the product of art-making, referring to an act of putting various fragments together , in order to compose a piece. First introduced to the art world by the “outsider” artist Jean Dubuffet in the 1950s. Collage: An art form where small objects, bits of newspaper, cloth, pressed flowers, etc. are pasted together on a surface. Materials: Media used to make or compose art. Ranging from the traditional to “non- art” materials, and can include virtual formats. Media: Material or other resources used for creating art. Mode(s) of artistic expression or communication; Mixed Media: More than one medium used to create an artwork, <i>ex. Colored pencil and watercolor paint</i> Relief: In sculpture , any work where figures project from a supporting background.
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Materials Needed Glue: <i>Depending on what’s available to the classroom. Wheat paste is an alternative for paper</i>	Drawing paper Pencils Coloring media (crayons, markers, colored pencils, as available) Scissors Recycled materials (Possible items: Cardboard, cereal and tissue boxes, Postcards, Magazines, Newspapers, Colored paper, fabric, buttons, pipe cleaners, craft supplies or any materials that can be found) Glue: White glue and use other types (see Teacher Tips)
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Teaching Strategies

Teacher Tips

The Mingei Museum of Art, located in San Diego, CA, is a wonderful resource with traditional and non-traditional craft and art in their permanent collection. [Art | Mingei International Museum](#)

If you're using recycled materials or found objects, test the glue, tape, or adhesives needed to create the artwork so that it stays together long enough for the artwork to make it home. Glue sticks are good for a temporary bond, liquid glue is good for a longer term bond, but it takes time to dry, and students may get frustrated.

Giving students a list of brainstormed options to create from is a good starting point.

Look, Observe and Discuss

Teacher discusses professional assemblage artists including (but not limited to):

- Joseph Cornell
- Robert Rauschenberg
- Thornton Dial
- Bettye Saar

Teacher discusses with students how professional artists practice openness to trying new materials and art making methods. Discussion should focus on how materials can come from many different places, including everyday objects found at home or in the environment, along with more traditional artmaking materials (paint, glue, etc. that might be used in non-traditional ways) .

Generate ideas

1. As a whole class, brainstorm different ways to combine and join materials. Demonstrate a few techniques. (Layering, Glue, string, tape, etc.)
2. Break into small groups and experiment with methods for attaching objects to a surface (for example, tying pieces of paper together with yarns through holes made with a holepunch).
3. Students in small groups have time to experiment with attaching objects, then small groups share techniques they developed.
4. Introduce new materials for the students to manipulate and use in their art. As a whole class, brainstorm different ways to alter or manipulate materials. Demonstrate some techniques you know.
 - a. This could include: cutting materials into strips or shapes, folding accordion style, folding it in quarters or thirds and cutting away shapes from the edges to make a “snowflake”, using a hole punch, coloring the paper, etc.
5. Break into small groups again and experiment with methods for manipulating or changing materials (for example, tying pieces of paper together with yarns through holes made with a holepunch). Small groups share techniques they developed.

Project Ideas

The subject of assemblages want to be simple enough to be easily represented by the students. Some successful options are self-portrait, portrait of an alien, their pet, an elephant, a vehicle or flower.

Students can be challenged with portraits or animals to make their subject expressive.

Storage Considerations

When choosing the size and dimension of the project, make sure there is enough room in the classroom to store the artwork until the end of the Visual Art unit. All artwork will be needed for lesson 4.

Possible solutions: Consider having students bring an empty shoe box to store their materials. Or make artwork small enough to store all artwork in a paper grocery bag in a corner of the room.

Criteria for Assemblage:

1. Endure vertical display
2. Include 3-4 materials
3. Use 3-4 attachment methods, (glue, sew, tape, wire, twist ties, staple, paperclip, yarn/string.)
4. Include 3-4 manipulation methods. (cutting materials into strips, folding them accordion style, folding it in quarters or thirds and cutting away shapes from the edges to make a “snowflake”, using a hole punch, coloring the paper and then cutting different shapes, etc.)
5. Extension: Students select their own subject matter and can describe why they chose the subject of their piece and how that decision impacted their creative processes.

Possible materials could be:

- Cardboard/ snack or cereal boxes
- Postcards
- Magazines
- Newspapers
- Colored paper

Any recycled materials that can be found – recycling bins are helpful for this.

Plan/Rough Draft/Brainstorm

1. Have students brainstorm and document in writing, materials and how they might use those materials to create their subject. Let students know their rough draft is a “first idea” and can change if needed during the creative process.
2. Students will select 3-4 methods for attaching objects. (glue, sew, tape, wire, twist ties, staple, paperclip, yarn/string)
3. Students will select 3-4 methods for manipulating objects.

Students can bring recycled materials from home to add to their project. They can also share or trade supplies with others.

If parent volunteers are available consider making the work more sculptural/3-Dimensional. Even consider using hot glue.

Create

Using the given materials, students will create a mixed-media artwork with paper, pencils, markers, cardboard, recycled materials, etc. (See Storage Considerations regarding size of artwork, size should be predetermined and be considered with available storage space)

6th Grade Extension: Students should be asked to describe why they chose the subject of their piece and how that decision impacted their creative processes.

Discussion and Reflection

Lead students in a discussion about the media they manipulated and the results of working with those media
Ask:

- *What materials did you choose?*
 - *How did the materials affect the decisions you made in building your assemblage?*
- *Describe the artwork you created.*
- *How did you experiment with materials?*
- *How did you decide what materials and techniques you wanted to use?*
- *What was a challenge you faced and how did you resolve that challenge?*

Discussion Extension:

1. Have students review their rough draft and plan. Did they do what they planned or did they change their mind? Did the materials stay the same?
2. In pairs, students compare their artwork with someone who has a **similar subject** as their subject but used different materials. What observations can they make about each other's work?
3. In pairs, students compare their artwork with someone who has the **same materials**. What observations can they make about each other's artworks?

Preserve artwork

Whole group discussion about how to properly store artwork. Talk about the importance of name placement (the name should be small enough to not become the subject of the artwork, but legible enough to read clearly), the artwork should not be folded or wrinkled

Store the artwork somewhere safe in the classroom where you will have access to it each time. The collection of the artwork for the portfolio will be important in lesson 4, as the students will be curating a show of their artwork. The student's portfolio will be sent home at the completion of the Visual Art unit.

NOTES and REFLECTIONS

Some examples of easily accessible artworks which use non-traditional materials to create modern artwork are:

Betye Saar, Hoo Doo #19, 1992

<https://www.swanngalleries.com/news/african-american-art/2021/04/artists-working-in-mixed-media-assemblage/>

Arturas Tamašauskas

[Artūras Tamašauskas](#)

Walter Lobyn Hamilton

<http://www.vinylrecordartist.com/>

Marie Wood

https://www.mariewood.com/photo_1365781.html#photos_id=2792911

Pablo Picasso's collages [When Picasso Changed His Tune](#)

Bisa Butler, Nandi and Natalie, 2007

<https://www.swanngalleries.com/news/african-american-art/2021/04/artists-working-in-mixed-media-assemblage/>

Dindga McCannon, Mary Lou Williams, Jazz Pianist, 2017

[Artists Working in Mixed-Media & Assemblage - Swann Galleries News](#)

Howardina Pindell, Oval Memory Series, 1981

[Artists Working in Mixed-Media & Assemblage - Swann Galleries News](#)

Vanessa German, You Bring out the Savage in Me #1, 2013

<https://www.swanngalleries.com/news/african-american-art/2021/04/artists-working-in-mixed-media-assemblage/>