

Tessa Sutton

Lesson Title: Paste Paper Collage

Level or Course: Elementary, 1st grade

Time Needed: 4, 55 minute classes

Overall Goals, Description & Purpose:

- **Big Ideas:** Experimentation, Imagination, Envisioning
 - It is important for students to understand how to mix complementary colors, experiment with paste paper design as a new material and use the Elements of Art for their grade level district standards: texture and repetition.
 - Students learn how to make texture and use repetition through patterns by experimenting with various tools provided. In their collage, they work on cutting shapes by using fine motor skills to create an animal, real or imagined.
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NAEA Standards:

Creating: **Anchor standard:** Generate and conceptualize artistic ideas and work.

Engage collaboratively in exploration and imaginative play with materials. VA:Cr1.1.1a.

Connecting: **Anchor standard:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. Understand that people from different places and times have made art for a variety of reasons, VA:Cn1.1.1a.

Responding: **Anchor standard:** Perceive and analyze artistic work. Compare images that represent the same subject. VA:Re7.2.1a.

Elements of Art: Texture, Repetition, Complementary Colors

Objectives:

1. TLW analyze how Eric Carle used Franz Marc's German Expressionist painting as inspiration for his book using think, share, expand, VA:Cn1.1.1a.
 2. TLW discuss with peers how Pete Cromer, Franz Marc and Eric Carle use animal imagery in different ways, VA:Re7.2.1a.
 3. TLW experiment with paste paper patterns through mixing complementary colors with a partner, apply color with tools and create a collage of a real or imagined animal. VA:Cr1.1.1a.
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Visuals: Eric Carle's *The Artist who Painted a Blue Horse*, video and Pete Cromer's animal collages

Vocabulary: texture, repetition, complementary colors, collage

Teacher Materials: Google Slides, paste, paper, tools, primary paints to mix, spoon, brush, scissors, glue, shape templates

Student Materials:

Elmer's methyl-cellulose paper mache paste: 2 oz box = 1 gallon liquid

Newspaper for tables

Heavyweight paper (Q: 2, 12 x 18 in. papers per student x 25/class= papers per class x 6 classes= 150 papers)

Plastic/rubber combs, plastic forks and spoons, textures from the dollar store (a set per table, reused each class)

Large brushes for applying and mixing paint/paste (or plastic spoons)

Paint trays or small containers/paper plates

Acrylic or tempera paint of assorted colors (requires a small amount)

Large bucket with lid to mix paste in a few days in advance

Small sealable containers for the paste (will keep for weeks unrefrigerated) (quantity?)

Scissors
Glue
Erasers
Pencils
Folder to place shapes inside (one for each student)

TEACHING PROCEDURE PLAN

DAY 1

A. Launch: Students enter and sit on carpet. Teacher picks helper to do class points. Viewing Eric Carle's video on *The Artist who Painted a Blue Horse* and then read the book of the same name. Students discuss how Carle uses Marc's painting as inspiration and how they and Pete Cromer differ in their use of animals (10 min.)

B. Instruction or Demonstration with Problem: Teacher presents problem of playing with patterns and texture in paste paper and then making a collage after it dries of a real or imagined animal. She shows complementary color mixing and how to apply the mixed color with paste to paper using brushes and tools. (5 min.)

C. Create: Teacher asks helpers to place two complementary colors on each table along with a spoon, pattern tools and brushes. She hands out paper with students' names on them already and asks them to mix the colors in small amounts, until they agree on a color, with their partners into the paste provided in a small container. (5 min.) Students work on mixing and playing with pattern using tools provided at each table and can move from table to table if they want a different color. When students have used the whole paper, they raise hands and teacher comes around with additional paper with name already on it. (30 min.)

D. Closure: Students return to carpet and teacher asks for helpers to clean each type of item. Student helpers place papers on drying rack. (10 min.)

DAY 2

A. Launch: Students enter and sit on carpet. Teacher picks helper to do class points. She asks if they remember what they have been working on. (5 min.)

B. Instruction or Demonstration with Problem: Teacher shows how to apply a second layer to their work using a different color in a demonstration (5 min.)

C. Create: Teacher asks helpers to place secondary colors already mixed on each table along with a spoon, pattern tools and brushes. She hands out paper from Day 1. Students work on playing with pattern using tools provided at each table and rotate from table to table if they want a different color. When students have used the whole paper, they raise hands and teacher comes around with additional paper with name on it. (35 min.)

D. Closure: Students return to carpet and teacher asks for helpers to clean each type of item. Student helpers place papers on drying rack. (10 min.)

DAY 3

A. Launch: Students enter and sit on carpet. Teacher picks helper to do class points. She asks if they remember what they have been working on. (5 min.)

B. Instruction or Demonstration with Problem: Teacher shows how to plan and draw their animal on paper and then cut shapes in demonstration using shape templates (7 min.)

C. Create: Teacher asks helpers to place scissors on tables. She hands out paper from Days 1 & 2. Students work on either designing their animal on paper first, drawing in pencil, or they freely cut shapes and come up with an animal that way. They cut their shapes out. (35 min.)

D. Closure: Students return to carpet and teacher asks for helpers to clean each type of item. Student helpers place papers on drying rack. (8 min.)

DAY 4

A. Launch: Students enter and sit on carpet. Teacher picks helper to do class points. She asks if they remember what they have been working on. (5 min.)

B. Instruction or Demonstration with Problem: Teacher shows how to glue their shapes in a collage on a paper. (5 min.)

C. Create: Teacher asks helpers to place glue on tables. She hands out paper/folders from Day 3. Students work on gluing shapes on paper. Gallery walk where students look at each other's art and select one artwork they think uses shape and pattern successfully and explain why to a peer. (35 min.)

D. Closure: Students return to carpet and teacher asks for helpers to clean each type of item. Student helpers place papers on drying rack. (10 min.)

E. Assessments:

Formative: Informal--Teacher will circulate and listen as students are working and observe to check for understanding as they create. Students or teachers can answer their questions. During discussions, teacher listens and questions students while giving a grade for participating.

Summative: Students using texture, repetition and complementary colors will earn a 2 (approaching proficient). Those also including evidence of playing and making an animal collage will earn a 3 (proficient). Class chat participation earns a 3 if they are talking to their peers.

F. Accommodations, Enrichments & Extensions

- **Students who may have difficulty with this lesson:** Learners might not understand how to make texture or repetition and what these are. Teacher and peers can clarify through giving examples and explaining and/or demonstration. Students might need help using scissors and glue.
- **Advanced Learners:** These students can create a background or setting for their animal using the extra paste paper.
- **Students who finish early:** Can make an additional animal or another paste paper pattern.

G. References

<https://www.youtube.com/watch?v=wGo-QkHTbUY>

<https://www.pinterest.com/pin/495325659010915431/>

<https://www.pinterest.com/pin/64528207146740242/?lp=true>