

Tessa Sutton

Title: Collaborative Art Games

Level or Course: Elementary (grade 4)

Time Needed: 4, 55 min. sessions

Overall Goals, Description & Purpose:

- **Big Ideas:** Collaboration, Imagination, Play, Observation
 - Students play four collaborative art games (color mixing, musical chairs painting, task box, and art observation game) in order to team build, brainstorm and set goals while working together in competition with other teams. They use given criteria in each game to judge the accuracy of their work and include Elements of Art such as space, unity and tertiary color.
 - Students learn tertiary color mixing, translating descriptions of artwork into visual form, making artwork as a team and imaginative drawing and painting outside their comfort zones using chance as a strategy.
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National Core Arts Standards:

Creating: Anchor Standard, Generate and conceptualize artistic ideas and work.

Collaboratively set goals and create artwork that is meaningful and has purpose to the makers, VA:Cr1.2.4a.

Brainstorm multiple approaches to a creative art or design problem and utilize the best approach in an original work of art, VA:Cr1.1.4a.

Responding: Anchor Standard, Apply criteria to evaluate artistic work.

Apply one set of criteria to evaluate more than one work of art, VA:Re9.1.4a.

Elements of Art: space, unity, tertiary colors

Objectives:

TLW play four collaborative art games (color mixing, musical chairs painting, task box and art observation game) in a team, using multiple approaches and incorporating space, unity and tertiary colors, VA:Cr1.2.4a, VA:Cr1.1.4a.

TLW judge the accuracy of the team color card against their own, use space and unity in their task box and painting game and compare how their observation game artwork is similar to the image given by the teacher, VA:Re9.1.4a.

Visuals: Oliver Herring, *TASK*, Art 21 video, 2014; Raoul de Keyser, *Siesta*, oil on canvas, 2000;

Nick Cave, *Soundsuit*, mixed media including synthetic hair, fabric, metal and mannequin, 2015;

Yayoi Kusama, *Love is Calling*, printed vinyl installation, 2013; T.C. Cannon, *His Hair Flows Like a River*, acrylic and oil on canvas, 1973-77

Vocabulary: space, unity, tertiary colors, task box, observation, collaboration, social practice

Materials: candy for all four days

Color Mixing Game: color cards prepared by teacher painted the same color using student painting materials, color mixing game card for each team cut before by teacher, paper plates or plastic trays for color mixing, brushes, water cups, paper towels, tempera or acrylic paint in trays.

Task Box: small box with lid for task sheets, paper for each student (half sheets or smaller), pencils, pens, markers, watercolors pencils, watercolor trays, water cups, brushes, paper towels.

Musical Chairs Painting Game: watercolor paints, brushes, water cups, paper towels, a watercolor paper at each student's seat, pencils.

Art Observation Game: five different color images printed on paper of any artwork of teacher's selection, with one printed for each table, watercolor paper and drawing paper for each table (1 per student), colored pencils, watercolor pencils, watercolor sets, brushes, water cups, paper towels and markers, one large sheet of paper for the group project.

TEACHING PROCEDURE PLAN

DAY 1

A. Launch: Students come to carpet to get class points. (5 min.)

B. Instruction or Demonstration with Problem: Teacher explains rules of color mixing game in slides. Teacher passes out color cards to each table (1 per table) as a team. Students can choose their own groups with at least three in a group and no more than five, depending on class size. Teacher explains tertiary color mixing in chart on slides and asks kids to turn and talk with a partner quizzing each other on how to mix these colors. Teacher asks for helpers to set out materials before kids go to seats. (7 min.)

C. Create: Teammates get into groups of their choosing and find seats. A timer is handy for this. Set a time limit. Students try to mix the color cards while teacher leaves color mixing chart up on the slides for support. Give students around 5-7 minutes to mix colors. Then as a group they choose which one on their team matches the color card provided by teacher. Team who has the best example wins a point. Teacher can judge first few rounds then students can judge by getting up and moving around the room. (33 min.)

D. Closure: Students return to carpet. Teacher tallies points for teams on board and explains who won. Everyone gets candy for participating, regardless if they won or not. Teacher asks them to talk to a neighbor about how they collaborated. What did they learn? Helpers are chosen to collect and return materials. Students line up according to home teacher's parameters. (5 min.)

DAY 2

A. Launch: Students come to carpet to get class points. Teacher explains rules of musical chairs painting game in slides. She also asks how students can cooperate during this game and what expectations are. (5 min.)

B. Instruction or Demonstration with Problem: Teacher asks for questions about the game. She explains again that students will start with a paper at their seat and paint until the music starts. Once the music starts, they get out of their seats and can dance around the room to teacher playlist (can take requests if desired) until the music starts then they have to find a new seat. No seats are taken away so that it is fair. She explains that at the end of time for the final round, students are to go back to their seats and resolve their painting into a cohesive whole using unity in whatever way they choose. Teacher asks for helpers to pass out materials and they return to their seats. (7 min.)

C. Create: Students play the game for a few rounds as decided by teacher (5-7 minutes each round). At the end, they write on a small paper and reflect on how they used unity to make their painting a coherent whole. (33 min.)

D. Closure: Quick gallery walk and students return to the carpet. Teacher asks them to turn and talk about what they learned and discovered. Teacher asks for helpers to fetch and put away materials. Students line up according to home teacher's desires. (5 min.)

DAY 3

A. Launch: Students come to carpet to get class points. Teacher shows video on Oliver Herring's *Task Box* and explains that he is a social practice artist and how that means that he invites audiences to participate. She tells them to consider space when making their drawings and paintings and explains the rules of the task box in the slides. Students get chosen to pass out materials for tables. (7 min.)

B. Instruction or Demonstration with Problem: Teacher shows students how to write on small slips of paper such as "imagine yourself in a garden as an ant. What do you see?" as well as other prompts given in slides earlier. These are drawing and painting prompts that are made up for other students. Students place these in the task box and when everyone has put one in, they pull one out and return to seats to create. If they complete three tasks, then they get a candy. (5 min.)

C. Create: Students choose task from box and create through material of their choice. When finished with one, they write another and place back in box, then choose again. (35 min.)

D. Closure: Quick gallery walk and students return to carpet to get candy. Everyone gets candy. Teacher asks them to talk to a neighbor about how they collaborated. What did they learn? Helpers are chosen to collect and return materials. Students line up according to home teacher's parameters. (8 min.)

DAY 4

A. Launch: Students come to carpet to get class points. (5 min.)

B. Instruction or Demonstration with Problem: Teacher explains how to play the art observation which is the following: one student takes the art image on paper from teacher and holds close to self and positions around the room so no one in their team or another team can see it. Usually, this is around the outer sides of the room. This student describes the image to their peers and they must draw or paint it, interpreting it how they understand it, without looking. Three rounds are played with the first two rounds on individual paper then the last on one large group paper. Students decide the best one on team that matches the original and they can vote or teacher decides which one is the best overall. This team gets a point on board. Helpers are chosen to pass out materials. (5 min.)

C. Create: Teammates get into groups of their choosing and find seats. Students play the game with about 7-10 minutes per round. (37 min.)

D. Closure: Students return to carpet. Teacher tallies points for teams on board and explains who won. Everyone gets candy for participating, regardless if they won or not. Teacher asks them to talk to a neighbor about how they collaborated. What did they learn? Helpers are chosen to collect and return materials. Students line up according to home teacher's parameters. (8 min.)

Questions to ask students to engage them in a discussion of their art:

Did you create something outside what you normally do working alone? What did you learn by collaborating? Did everyone cooperate? How? What would you do differently next time?

E. Rubric/Assessments/Evaluation/Feedback:

Formative: Informal—Teacher will circulate and listen as students are working and talking to check for understanding and answer any questions. During gallery walks, teacher listens as students are walking around commenting.

Summative: Teacher observes and records on a clip board who is participating and cooperating and notes a plus or minus for working together or not. Students receive a 2 (approaching proficient) for including the Elements of Art (space, unity and tertiary color.) They receive a 3 for completing the four tasks (unless absent) and discussing in closure chats about how they worked together as a team and what could be improved. Completion of painting game reflection sheet on unity is collected and given a 3 if evidence of understanding of unity is seen.

F. Accommodations, Enrichments & Extensions

- **Students who may have difficulty with this lesson:** Students may not understand how to mix colors matching the color cards. Teacher can demonstrate tertiary colors later at each table if needed. Special needs students may require more time or adapted handles with a sponge to hold brushes. ELL students might need a peer who speaks their language to assist them.
- **Advanced Learners:** Can choose two tasks from the task box and combine them in a creative way. They can write a short story about all the drawings or paintings they have in the task or musical chairs game.
- **Students who finish early:** Can complete an additional set of drawings for the task game, mix the color again in the color game or ask the art observational speaker for their team more detailed questions about their image.

G. References:

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