

**Tessa Sutton**

**Lesson Title:** Paste Paper Collage

**Level or Course:** Elementary, Kindergarten

**Time Needed:** 4, 55 minute classes

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**Overall Goals, Description & Purpose:**

- **Big Ideas:** Experimentation, Imagination, Envisioning
  - It is important for students to understand how to mix primary colors to make secondary colors, experiment with paste paper design as a new material and use the Elements of Art for their grade level: pattern and shape.
  - Students learn how to make patterns by experimenting with various tools provided and mix secondary colors together. In their collage, they work on cutting shapes 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 in exploration and imaginative play with materials. VA:Cr1.1.Ka.

Engage collaboratively in creative artmaking in response to an artistic problem. VA:Cr1.2.Ka.

Responding: **Anchor standard:** Apply criteria to evaluate artistic work. Explain reasons for selecting a preferred artwork. VA:Re9.1.Ka.

**Elements of Art:** Shape, Pattern, Colors (Primary and Secondary)

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**Objectives:**

1. TLW experiment with paste paper patterns through mixing primary colors with a partner and applying color with tools. VA:Cr1.1.K, VA:Cr1.2.Ka.
  2. TLW perform a gallery walk with peers, looking at each other's work and choosing one image to ask if they used shape, secondary colors and pattern. VA:Re9.1.Ka.
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**Visuals:** Eric Carle's, *The Artist who Painted a Blue Horse* video and Pete Cromer's animal collages

**Vocabulary:** pattern, shape, collage, primary and secondary colors

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

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**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

Acrylic or tempera paint of assorted colors

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

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

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. (10 min.)

**B. Instruction or Demonstration with Problem:** Teacher presents problem of playing patterns in paste paper and then making a collage after it dries of a real or imagined animal. She shows primary color mixing and how to apply the secondary color paste to paper using brushes and tools. Students turn and talk to a partner about ideas they have. (7 min.)

**C. Create:** Teacher asks helpers to place two primary 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 a secondary color with their partners into the paste provided in a small container. 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 on it. (28 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 and restates problem. (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 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 names 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 draw their animal on paper and then cut shapes in demonstration using shape templates. (5 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. (10 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 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 gallery walk, teacher listens and questions students as they walk around and give them a grade for participating in the gallery walk.

**Summative:** Students using shape, pattern and secondary colors will earn a 2 (approaching proficient). Those also including evidence of playing with patterns and making an animal collage will earn a 3 (proficient). Gallery walk 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 play with patterns or 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>