

UNIT ON COLLAGE

ART – NIA MASON

CATEGORY	4	3	2	1	Score
Content Knowledge	Explanation by student indicates a clear understanding of concepts and is supported by various detailed examples.	Explanation by student indicates an understanding of concepts and is supported by some detailed examples.	Explanation by student indicates a relatively accurate awareness of concepts and is able to restate with little or no example.	Explanation by student does not indicate or illustrate understanding of the concepts.	
Process Skills	Student demonstrates with skillful use the ability to use all the process skills appropriately and integrates them to create deeper understanding of content.	Student demonstrates with reasonable use the ability to use most the process skills appropriately.	Student demonstrates with the ability to use some the process skills appropriately.	Student does not demonstrate the ability to use process skills appropriately.	
Vocabulary	Exhibits skillful use of vocabulary that is precise and purposeful. Understands and uses more than 85% of vocabulary taught.	Exhibits reasonable use of vocabulary that is precise and purposeful. Understands and uses 70-84% of vocabulary taught.	Exhibits minimal use of vocabulary that is precise and purposeful. Understands and uses 55-69% of vocabulary taught.	Lacks use of vocabulary that is precise and purposeful. Understands and uses less than 54% of vocabulary taught.	
Interpersonal Skills – Learning Routines	Always listens to, shares with, and supports the efforts of others. Is able to follow routines all the time. Acts as a positive role model for other students in the class.	Usually listens to, shares with, and supports the efforts of others. Follows most routines all the time.	Often listens to, shares with, and supports the efforts of others. Follows some routines most of the time.	Rarely listens to, shares with, and supports the efforts of others. Has difficulty following routines.	

Total _____

Content

Essential Question – How is invention part of art?

Observe: “Beasts of the Sea”

- What do you see in this artwork?
- What did the artist want us to understand?
- What role does color play in this artwork?
- How do you think the artist made this work of art?

Introduction to the “paper cut-outs” of Henri Matisse.

- When and where do you think this artwork was created?
- Read a short history of Matisse.
 - Look at “Jazz” and “The Snail” to compare and contrast.
 - Introduce the work Fauvism and how it relates to the early work of Matisse.

Discuss:

- Positive and negative space.
- How does Matisse use positive and negative space in his work?
- Read about the relationship between Matisse and Picasso.
- Compare and contrast the integrating of drawing and collage done by Pablo Picasso.

Process Skills

Students will develop the following process skills in this unit of study:

1. *Comparing and Contrasting*
2. *Using various techniques in creating a collage;*
 - use color construction paper to create a foreground & background in a collage
 - use newspaper and/or magazine on black construction paper to create a collage
 - incorporate newspaper collage into a drawing (as in Picasso’s “Man”
 - use tempera paint on paper to create a detailed design, cut to make a collage
3. **Students will title their work and write about their intention and response to the process.**

In addition students will also develop the following process skills throughout the year: communicating, generalizing, inferring, making decisions, manipulating materials, observing, and predicting.

Vocabulary: collage, background, foreground, overlapping, layering, contrast, composition, organic (curved line), geometric (straight line), positive and negative space, Fauvism, and Henri Matisse.