

LESSON PLAN TEMPLATE

Title: Using Colors to Communicate Emotions		Date: 3/12/2024
Grade Level: 9-12	Time Required: 50 min-1 hr	
Standards: <i>State standards, District benchmarks, etc.</i> VA:Cr2.1.1a: Engage in making a work of art or design without having a preconceived plan. VA:Cr2.2.11a: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. VA:Cn10.1.8a: Make art collaboratively to reflect on and reinforce positive aspects of group identity.		
Lesson Objective: <i>Standards-based learning objectives, "I can statements", etc.</i> <ol style="list-style-type: none">1. I can create a collage using found images, paper, and objects.2. I can use colors to communicate emotions and ideas.3. I can work collaboratively to create art.		
Connections: <i>National Visual Art Standards, Cross-curricular connections, Instructional technology connections, etc.</i> Students will be presented with a brief history and use of colors and general color theory principles. The primary artist inspiration is Wassily Kandinsky and the art of collage. We will discuss what it means to appropriate and infringe on someone's copyright. Students will photograph their works in progress and finished works to have a time of reflection comparing the two versions of one piece.		
Vocabulary: Monochromatic Collage Tint	Shade Appropriation/copyright Color temperature Experimentation Complementary	Materials/Supplies: Magazines, glue sticks, tape, found papers, found objects, mixed media paper or board, Elmer's glue, scissors
Bell Ringer/Do Now: When students walk in, they will randomly be handed a color swatch/item. They will get into groups based on those swatches/items. There will be a total of 6 groups. Motivation: A slideshow of works by Kandinsky, Rothko, Malevich, and other artists who focused on the power and effects of color will be shown. Students will be asked to attach an "emotion" word with each piece. Main Activity: Sequence Students will work collaboratively to create a collage using materials provided. They will photograph completed first collage and send to teacher. Two members of each group will rotate to another table (ex. rotate clockwise once table). This newly formed group will make a smaller monochromatic collage. After completion, this group will go to another table color, place this second collage on top of the existing collage, and take another photo (but not glue it). This will be an exercise in confirming students' color theory knowledge and flexibility in team work. We will have a time to reflect and respond.		
Differentiation Strategies: <ul style="list-style-type: none">• Students who have a really hard time working in a group can work alone on two collage projects.• It's ok if entire page/board doesn't get filled.• Students can have option to submit reflection in writing if they don't want to share verbally.	Resources: http://edwardmoller.blogspot.com/2015/12/monochromatic-collage.html Kandinsky, Wassily. The art of spiritual harmony. (1914). Translated with an introduction by M.T.H. Sadler. Concerning the spiritual in art. (1977). Translator's introduction. Dover Publications.	
Assessment/Reflection: Collages will be projected and students will be asked a variety of questions to reflect upon. Some questions may include: What was it like working collaboratively? What did you think we were going to do when you got your colored piece initially? How did you feel about not having to create a specific representational image? Do you think colors can be used to communicate emotions? Students can come up with their own questions for peers to answer as well - asking specific questions to groups.		