

Collage Facades of Portland



Author: Adrienne Kitko, collaborating with 4th grade teachers, Ms. Butcher and Mr. Custeau of Fred P. Hall Elementary School, Portland, ME.

Grade: 4th

Time Span: 4, 40 minute sessions

Essential Question: How does the outside represent what's meaningful?

Provoking Questions:

What can make a place special?

What does facade mean?

Why is the facade of a place important?

What is a relief?

How can emphasis communicate feeling?

What is a collage?

Objectives:

- The learner will compose an original collage facade using painted cardboard and various materials to use as relief that will communicate feelings of why this place is important to them.
- The learner will actively apply the steps of creative problem solving while making their forms.
- The learner will explain purpose for making art by communicating their personal meaning of their facade.

Vocabulary:

Collage

Facade

Relief- low(bas), medium, high

2 Dimensional

3 Dimensional

Texture

Materials:

2 36 x 48" pieces of cardboard

Various sizes of cardboard, cut up in rectangles and squares

Paper cutter

Pencils

Rulers

Elmer's glue/Glue sticks/Hot glue gun and glue sticks

Various colors of paint

Containers to hold paint

Paintbrushes

Paper scraps: tissue paper, construction paper, copier paper, etc.

Direct Instruction: Day 1

1. The teacher will introduce the project: Students have been learning about Maine's and the Longfellow house. Their primary teachers and art teachers got together to think about what they will incorporate and share at the Maine Historical Society exhibition. Using cardboard and other like materials, students will design the place in Portland that means the most to them. How will they communicate that to an audience? Using materials that will pop off the base of their project to achieve high relief, which will emphasize and tell the viewer what makes that place special to them. They will work on their individual pieces, but by adding their pieces to a collaboration base will exemplify the spirit of their school and community:

partnership. This art piece will be on exhibit at the Maine Historical Society and the Wadsworth-Longfellow House on Congress Street for the public to view and enjoy.

2. Teacher will show a PowerPoint presentation asking questions about what makes a place special, defining facade and collage; showing historic examples.

3. Students will be asked, “How can the outside represent what’s meaningful?” A brainstorm and explanation will occur.

4. The last slide will pose a creative problem/assignment:

1. Pick a place in Portland that means something to you.
2. It can be your house, your school, a store or business you love, a lighthouse, a restaurant, etc.
3. Sketch out the facade of your place, make note what will be textured, in a low relief, or 3 dimensional.



5. The teacher will ask if any students want a visual reference. The teacher will use a laptop to Google search the place and print the image for them.

4. Students will go back to their seats and begin sketching and procuring visuals of places if need be. Students will use a ruler to measure how large of a piece of cardboard they will need for next class.

Direct Instruction: Day 2

1. Students will be greeted at the door and asked to come inside. The teacher will recap the project and ask if there are any questions.



2.The teacher will do a demonstration using her favorite place in Portland, Standard Bakery, and how she found the right size cardboard piece to cut and paint.

3.Choosing the base layer for the place is an important step and the teacher will show how to mix colors to get the desired effect.

4.Students must write their name on each piece. Any pieces that are cut out of a larger cardboard are to be kept as scraps, they will be used for to make door, shutters, windows, bushes, etc. Depending on how many pieces the place has, they will cut and paint them all today.

5.Students will get their sketches from last class and get to work.

6.In intervals, students will take turns painting the background.



Clean Up: Students will ensure their name is on the back of all their painted pieces and place pieces on a drying rack or along the perimeter of the hall. The teacher and students will bring the large cardboard backgrounds in the hall or somewhere safe.

Direct Instruction: Day 3



1. The teacher will have the student's pieces laid out on middle table with their names up.

2. Students will take their pieces, visual references, a pair of scissors, and glue to their seats.

3. In the front of the class, there will be a bins with scrap paper for students to rummage through and find their collage/relief pieces.

4. Various sizes of markers and crayons will be out for students to create fine detail on their facades.

5. The teacher will cut cardboard with a paper cutter if student is having trouble with scissors or needs a large piece taken off.

Clean Up: Students will put their pieces on the drying rack or along the perimeter of the hall.



Direct Instruction: Day 4

1. Today is the day students will apply their Portland facades to the collaborative background!

2. Students will have the first 15 minutes to finish up or put any last touches on their facade collages.

3. Then, with the help of the teacher, they will apply hot glue to the backs of their pieces and choose where they want their piece to go on the background cardboard.

4. Students will fill out a Wrap Up Slip:

Name:

Wrap Up Slip

1. What place did you choose to make for your collage facade?

2. Why does this place hold meaning for you?

3. How will the viewer know this place is important to you?

4. How does the outside represent what makes this place meaningful for you?

5. After, the students will hand the teacher the Wrap Up Slip and will reconvene for a critique in front of the

finished products. The teacher will ask questions probing how students applied the steps of creative problem solving while making their forms. How does the outside represent what's inside?





Maine Learning Results:

A1 Artist's Purpose: Students explain purposes for making art in different times and places. and relationship to cultural traditions, personal expression, and communication of beliefs.

A2 Elements of Art and Principles of Design - Students describe features of composition.

a. Describe Elements of Art: color, form, line, shape, space, texture, and value.

b. Describe Principles of Design including balance, contrast, emphasis, movement, and pattern

B1 Media Skills: Students use a variety of media, tools, techniques, and processes to create original art works.

B3 Making Meaning - Students create artworks that communicate ideas, feelings, and meanings and demonstrate skill in the use of media, tools, techniques, and processes.

C1 Application of Creative Process: Students describe and apply steps of creative problem-solving.

a. Identify problem.

b. Define problem.

c. Generate a variety of solutions.

d. Implement solution(s).

e. Evaluate solution(s).

Modifications:Teacher will differentiate lesson by determining source of problems for students who can't acquire techniques and then remediate. Remediations can include using a larger pieces of cardboard, using a template or stencil, written instructions, gloves, working one-on-one with the teacher, visual instructions, and/or shortening or expanding the allotted time for working.

Assessment:

-Formative Assessment: teacher will observe students using variety of tools, techniques, and processes to create a facade.

-Critique: questions probing how students applied the steps of creative problem solving while making their forms. How does the outside represent what's inside?

-Wrap Up Slip: Students will explain purpose for making art by communicating their personal meaning of their facade.

Instructional Resources:

<http://www.movieposterskey.com/posters/facade-of-buildings-in-stare-mistro-old-town-square-warsaw-mazowieckie-poland.html> -picture of row houses

http://www.elcivics.com/el_civics_bald_eagle_p4.html -picture of quarters

<http://en.wikipedia.org/wiki/Relief> -picture of Roman relief

http://www.egyking.info/2012_08_16_archive.html -picture of Egyptian relief

Technology:

Macbook Pro computer.

LCD Projector to project the slideshow on the whiteboard.

Wireless internet for Google Slide sharing.

Adaptor/dongle for Mac to LCD