

Lesson Title	Choice Collage	Medium	Visual Art
Curricular Unit	Choice Making: Selecting preferred choice	Lesson #	5
Lesson Goals			
Socio-emotional	Choice Making: Selecting Preferred Choice		
Artistic	Elements of Visual Arts: • color • form/shape • line • space • texture • value		
Academic	Analyzing and draw two- and three- dimensional shapes with prompting from teacher		
Lesson Details (45 minutes total)			
Opening Routine Time:	<i>To help create routine and sooth anxiety, every class should begin with the same activity. Consider creating an opening routine that allows students to move, incorporates rhythm, and invites students to offer something (a dance move, a clapped rhythm, a silly sound) that is repeated back by either just one other person or by the whole group.</i>		
Warm Up Time: 5 mins	Ask students to draw a smiley face and then have them rip the paper into pieces. After the pieces have been ripped allow students a chance to put them in the garbage. Allow students the choice to keep the pieces and add them later to their collage.		
Lesson Intro Time: 8 mins	<p>Start a discussion and define collage. What can collages be made out of? Pass out different examples.</p> <p>Ask: How do you choose where to put each piece in a collage?</p> <p>Define complementary colors:pairs of colors that contrast (stand out) with each other more than any other color. These colors are opposite of each other on the color wheel and when placed side-by-side make each other look brighter.</p> <p>Highlight that students should consider what complimentary color pairs they prefer when choosing their construction paper for their collage project.</p>		
Brain break Time:	<i>Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.</i>		
Main Lesson Time: 20 mins	<ol style="list-style-type: none"> 1. Explain that students will be making collages surrounding one shape. Express that this project will mimic a mosaic. Ask students to define what mosaics are and about the various choice they want for their own collage mosaic. 2. Provide students with different outlines of shapes. Allow students to trace their initial shape. 3. Once there is an outline, ask students whether or not they want to fill the shape in with paper or leave it blank. Based on their answers, students can choose to fill in the shape. If the student does not want to fill in the space, ask them why? Offer them a choice of keeping it blank or potentially creating an inside design using a sharpie. 4. Let students choose no more than 5 pieces of construction paper. Ask them why they chose those certain colors. 5. Highlight that they will tearing the paper into squares and strips that will be collaged inside and outside the outlines. After explaining, let students rip the paper into pieces. 6. Express to students that after making the pieces, they should place them in the spots that they will eventually glue them to. 7. Once they have the layout, provide the student with a glue stick to begin gluing down each piece. 		
Cool down/Closing Time:	<i>Similar to the opening routine, your closing should be the same activity each day as an expected way to signal the end of the class and transition to what comes next.</i>		
Materials			
construction paper, scissors, glue sticks, shape templates			
Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)



Social/Emotional Skill

Choice Making: Selecting Preferred Choice	Students were able to name one or more choices available to them	Students were able to identify which choices they preferred	Students were able to identify one specific choice
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Artistic Skill

Elements of Visual Arts: • color • form/shape • line • space • texture • value	Students were able to successfully mimic the element as demonstrated by the instructor	Students were able to demonstrate requested elements without supplied example	Students were able to identify elements within either their own works or works of others
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Academic Skill

Analyzing and draw two- and three- dimensional shapes with prompting from teacher	Students were able to draw or analyze two and three dimensional shapes with prompting from teacher	Students were able to draw OR analyze two and three dimensional shapes using strategies demonstrated by the teacher	Students were able to independently draw OR analyze two and three dimensional shapes with prompting from teacher
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