

Name: Julia Sanders

Enduring Idea: People have relationships with animals.

Lesson Title: Pet/Animal Collage

Grade: 9-12

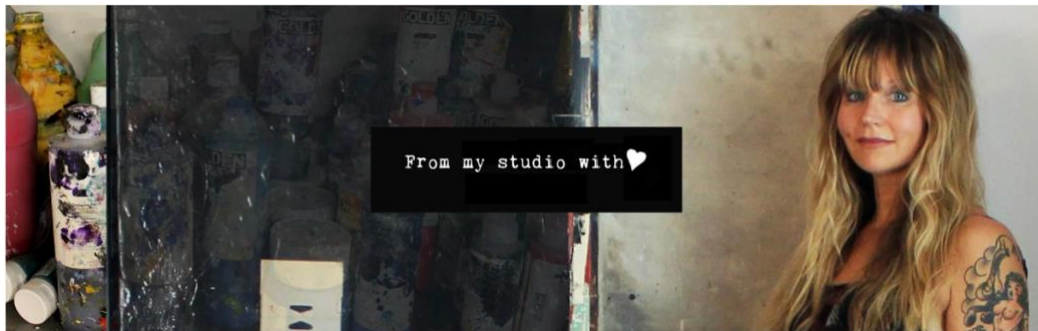
Time Allotment: 2 class periods, 90 minutes each

Lesson Plan Overview:

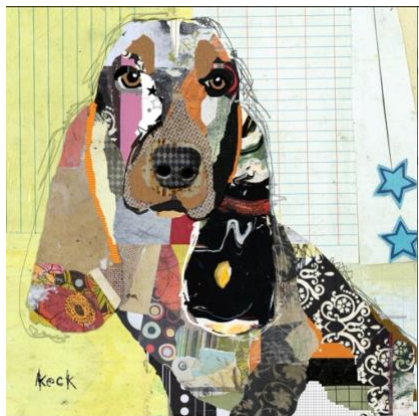
- 1.) Summary: Students will discover how making art about our pets creates a personally meaningful theme. Students will create a mixed media collage portrait of their pet, or a provided picture of a dog or cat, and will highlight their knowledge of values using collage on paper.
- 2.) Rationale: Artists can find inspiration in creating work about something personally meaningful, something they may love, and something they have a social bond with that creates joy and comfort.
- 3.) Artwork/Artists/Artifacts

Artist: Michel Keck

- American artist
- Mixed media and collage artist
- Dog Art Collection



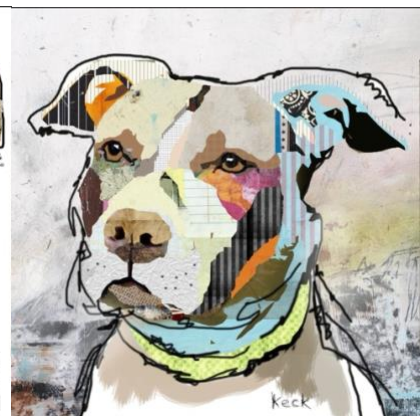
Artworks from Dog Art Collection:



Bassett Hound



Border Collie



Pit Bull II



Anatolian Shepherd I

German Shepherd I

4.) Key Concepts

- 1.) Artists are inspired by animals, particularly their own pets.
- 2.) Art is meaningful when you make a portrait about something you care about.
- 3.) Students can tell a story about the personality of their pet and the relationship they have with it.

5.) Essential Questions

- 1.) What emotions do you feel when creating a picture of your pet or animal?
- 2.) How does art connect you to the relationship you have with your pet or animal?
- 3.) How can art tell a story?

6.) Standards

- VA: Cr1.2.1a: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
- VA: Cn10.1.111a: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
- VA: Cn11.1.1a: Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- 9.1.12.A: Know and use the elements and principles of each art form to create works in the arts and humanities.

Objectives:

- 1.) Knowledge - Students will know how to create a values-based collage portrait using newspaper.
- 2.) Skills - Students will plan for their project by mapping values 1-5 in their drawing and selecting paper that reflect these values. They will tear, rip and cut the papers to create the desired texture and shape and will glue the papers to their colored paper to make a collage pet or animal portrait.
- 3.) Dispositions - Students will reflect on how pets and animals create an attitude of sentimentality when artists represent them.

Assessment:

- 1.) Pre-assessment – Students will be assessed on their prior knowledge of making values by taking out their sketchbook and referencing their drawn value scale from 1-5 to show they understand value.
- 2.) Formative assessment – Students will be observed tracing the outline of their animal photo and circling areas of various values using a light box. Students will be observed picking newspaper tones to reflect the values and gluing them on so that the collage represents all 5 values and looks like an animal. Students have the option to choose to add a bold color and/or added detail with pen or pencil.
- 3.) Summative assessment – Students will complete their collage pet portrait and will be graded using a 20-point rubric. Students will complete an exit ticket.

Instructional Procedures:**Day 1:**

- 1.) Motivation/Engagement/The Hook - 15 minutes: The lesson will begin with an introductory presentation that will engage the students in thinking about their relationships with animals, and if they have a pet, the kind of bond or feelings they have about that pet.
- 2.) Development - 70 minutes:
 - a. Introduction: Through the introductory presentation students will be introduced to the artist, Michel Keck and her mixed media Dog Art Collection, and to collage making.
 - b. Demonstration: Students will watch a demonstration of how to collage from newspaper using a value scale of 1-5.
 - c. Students at work:
 - i. Students will use a light box to trace, on colored paper of their choice, using their black and white picture of their pet or chosen animal.
 - ii. Students will map the sections of their drawing with value numbers.
 - iii. Students will collage over the drawing by tearing, ripping, and cutting newspaper.
 - iv. Students have a choice of using a pop of color to their grayscale picture.
 - v. Students have a choice of adding an outline and any details using a fine-tipped pen or pencil.
- 3.) Culmination/Close – 5 minutes: Students will complete an exit ticket.

Day 2:

- 1.) Motivation/Engagement/The Hook - 5 minutes: Students will be encouraged to finish up their pet or animal collage in this class period. A question will be asked if there were any questions about making a collage or any roadblocks to art-making that they would like to discuss.
- 2.) Development – 70 minutes: Students will continue making their collage and will choose to add a pop of color and an outline and any details using a fine-tipped pen or pencil.
- 3.) Culmination/Close – 5 minutes: Students will complete an exit ticket if they did not complete one in the first day.

Preparation:

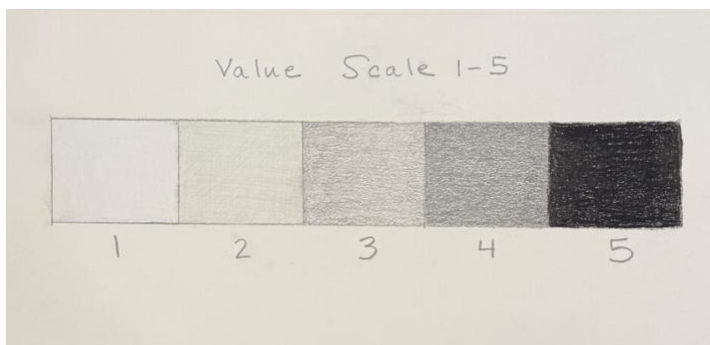
Supplementary Materials:

- Teacher Canva intro presentation
- Teacher exemplars:
 - o 1-5 value scale
 - o Black and white photo of pet
 - o Sketch of pet with value map
 - o Finished collage with added color and pen details to show options
 - o New tracing sketch with value map on colored paper to demo collage.
- Photocopies of dogs and cats in black and white for those that don't have one
- Rubric for grading final project
- Exit ticket

Student Supplies:

- Photocopy of pet or animal portrait in black and white
- Colored paper in various colors to choose from
- Newspaper
- Elmer's glue
- Pencils
- Black fine-point pens
- Scissors
- Sketchbook with value scale

Exemplars:





- My exemplar took too much time to collage the background so this is an example of the new direction for my lesson – newspaper on a colored paper.



Brian Huhman

<https://in.pinterest.com/pin/780037597993238847/>

Name: _____

Date: _____

Exit Ticket

Did you like making a picture of your pet or an animal? Why or why not?

How does art connect you with the relationship you have with your pet or with animals?

What did you learn today about art-making?

Name: _____

Date: _____

Exit Ticket

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Animal / Pet Collage Rubric

Teacher: Mr. Smith / Mrs. Sanders

School: Collegium Charter School

Course: Drawing 1

Student Name: _____

Date: _____

Criteria	5 points	4 points	3 points	2 points	1 point
Use of Value Scale	Shows all 5 values clearly (white, light, mid, dark, black)	Shows 4 values	Shows 3 values	Shows 2 values	Shows 1 value only
Design & Organization	Elements arranged intentionally; strong balance, clear focal point; composition enhances overall impact	Mostly balanced and organized; focal point present; minor issues in layout	Some attempt at organization; composition is uneven or lacks clear focus	Poor organization: elements feel random; no clear focal point	Layout is chaotic; no discernible design or organization
Craftsmanship & Effort	Work is very neat; cuts, tears and gluing are precise; care and attention to detail is evident throughout	Mostly neat; minor imperfections in cutting/gluing; effort is visible	Some areas neat, but uneven or sloppy in parts; moderate effort	Sloppy work; cuts or glue application poor; limited effort	Rushed or careless; very messy; effort not evident
Skillful Use of Collage Method	Materials are used skillfully; excellent layering, blending, and/or textural effects; demonstrates mastery of technique	Materials used competently; good layering or blending; some demonstration of technique	Materials used adequately; some layering or textural effect, but inconsistent	Limited use of materials; minimal layering or technique; ineffective results	Poor use of materials; no layering, blending, or mastery; technique not evident

TOTAL: ____ / 20

Extra Pet Pictures to Print out in black and white for those who do not have a pet:



