

LESSON PLAN NAME: Narrative Collage

Grade Level: 9-12

List 2 or 3 related outcomes from the PA Arts and Humanities Standards:

<https://www.pmea.net/wp-content/uploads/2012/10/PA-Standards.pdf>

And/or national core curriculum: <https://www.nationalartsstandards.org>

Creating Anchor Standard 1- Generate and conceptualize artistic ideas and work.

Responding Anchor Standard 8- Interpret intent and meaning in artistic work.

Connecting Anchor Standard 11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

BIG PICTURE RATIONALE: The goal is for students to look at the bigger picture, literally. Students will choose a story to turn into a narrative collage. This can be any story at all. It can be a fairytale, a personal story, song lyrics, a poem, goals they want to achieve, really anything. Students have books, newspapers, and other found objects to use for their narrative collages. Students will choose pictures and words from their resources to create the big picture, which is their story. Students really enjoy creative freedom and expression, with this project they have both. This includes topic choice, resource choice, found objects, mixed media, and more.

MENTOR ARTIST/S OR VISUAL CULTURE: There is no artist in particular that this project is inspired by, more so a “movement.” The DIY punk and metal scenes go back decades and are still running strong. Old school DIY zines are very collage heavy. They all tell a different story too. Some are much more in your face, others you have to read between the lines. 2 zines in particular are Evil Minded which was started in 1987, the other is Rockin’ Bones which started in 1977. A lot of black metal artists (subgenre of metal) make flyers for their bands using collaging. These collages are so detailed, each time you look at it, you see something you missed last time you looked at it.

ESSENTIAL QUESTIONS:

- How do we choose what we want our narrative collage to be about?
- How do we drive our narrative home successfully using our resources?
- How can we make a narrative collage that tells our story?
- What media can we use to make our narrative collages more successful?

GOALS:

- Students will be able to make a successful narrative collage.
- Students will be able to use the resources provided to them, as well as any found materials to meet the requirements of the project.
- Students will be able to use mixed media as needed to make the piece stand out compositionally.

OBJECTIVES: Students will think of a story they want to convey through collaging and mixed media. They can choose anything, this can include song lyrics, a poem, historical events, fairy tales, personal stories, future goals, etc. The possibilities are truly endless. Students can choose whether to make the subject matter blatant or subtle. Students must fill the entire page. They can choose to add text or not.

LOGISTICS: Books, newspapers, magazines, paper, paint, paint brushes, pallets, water cups, paper towels, scissors, glue, tape, found objects from students, pencils, markers, computer, printer

SPARK/INTRODUCTION (Time: __ 15 min __) – Start off by introducing the new project and the expectations for it. Answer any burning questions students have immediately. Show examples of collages. Pass out scrap pieces of paper, as well as pencils. Instruct students to write down their idea for their collage and give it to me when done.

ACTIVITY (Time __ Several classes __): Students will have studio work days everyday for about a week to work on their narrative collages. They will come to class and immediately start working. Students will be able to ask their peers and myself questions as needed.

CLEAN-UP PROCEDURES (Time __ 5-10 min __): Students will be in charge of cleaning up their own areas. They will clean up their paper scraps, their paint brushes, their pallets, their water cups, and anything else they used. Students will return them back to their homes in the classroom.

CONCLUSION/WRAP-UP (Time __ 5-10 min __) – A few minutes prior to cleanup, I will make my final rounds around the room to do individual check-ins. I will answer any questions or give any tips as needed. This will continue until the end of the class.

ADAPTATIONS/MODIFICATIONS: Students with an IEP/504 can work on a smaller size of paper. They can also be given choices of stories to choose from if they need help. Students with issues with their fine motor skills can work with larger cut outs, as well as get help with cutting things out.

EXTENSION: Students who come to me with their project claiming to be done will be asked questions regarding subject matter and the narrative as a whole. Students will be asked to refine certain areas as needed, as well as add more in areas if it is necessary. Students who are done early may free draw or make another collage.

ASSESSMENT STRATEGIES/RUBRICS: Students will be graded on their own ability and effort. Students will also be graded on if they took their time and fulfilled the requirements.

RESOURCES & IMAGES:

<https://punkpedagogy.com/punk-archives-made-by-punks/>

<https://archive.org/details/digitalfanzinepreservationsociety>

<https://nextbigthing.blogspot.com/p/rockin-bones-cramps.html>

<https://tobyleon.com/blogs/art-design/history-collage-art-traditional-contemporary?srsId=AfmBOotobz9hwzozTabwzDI1ubOsRqiBCWA5okC8jFPJlobjfxTcYWe#the-history-of-collage-from-its-origins-to-the-present-day>

