

Lesson Summary

Title of Lesson	Neighborhood Collage
Grade Level	1-3
Standard	Knows that art tells about times and places Understands and applies media, techniques, and processes related to the visual arts
Pre-test of understanding	Ask children: What is a neighborhood or community? Brainstorm ideas for what would be seen in most neighborhoods or communities (e.g., houses, trees, flowers, fences, or people).
Enduring Idea	We all have some sort of social bonding.
Essential Question	How can artwork show ideas of social bonding?
Measurable Objective(s)	After students have explored the idea of community, each student will create an effective watercolor and marker collage that includes 8-10 houses, trees, and bushes.
Resources and Materials	<i>Dropping in on Grandma Moses</i> video or book 18 x 24-in white construction paper (one per child) 18 x 24-in black construction paper (one per child) Pencils Black crayons Watercolor paints Brushes Water containers Scissors Glue Foam dots (about 6 per child) or use small pieces of scrap foam board
Motivation	Show <i>Dropping in on Grandma Moses</i> or read the book. Ask how Grandma Moses' artwork shows ideas of community. How is Grandma Moses' community the same or different than the communities in which the students live or go to school? Tell students that they will be creating a collage that shows a neighborhood. Explain that a collage uses cut-outs of pictures that are then put back together to make a new work of art.
Vocabulary	Community A social group that usually resides in the same area, although contemporary communities can be those individuals that have similar interests and live around the world Collage A work of art made from cut-out images and assembled together
Activity	<ol style="list-style-type: none"> 1. Distribute the white paper and black crayons. 2. Tell children that they will be making two rows of houses, trees, and other ideas about neighborhoods or communities. 3. OPTIONAL: Draw a horizontal line at about the midpoint of

	<p>the paper.</p> <ol style="list-style-type: none">4. Along the bottom edge of the paper, ask children to draw four or five houses. The roofs of the houses should touch the line they have drawn (or the middle of the paper) and the bottoms of the houses should be close to the edge of the paper. The houses cannot overlap. A little extra space should be left between the houses.5. In the extra spaces between the houses add trees and bushes. Note: Avoid adding people or pets as these will be difficult to paint and cut out.6. Turn the paper so that the pictures the children have drawn are now upside down.7. Repeat the process on this part of the paper.8. When the pictures are drawn, distribute the watercolors, brushes, and water containers.9. Demonstrate how to prepare pan watercolors by dropping clean water onto the paint and allowing the paint to soften for a minute or two.10. Demonstrate how to gently touch the paint and then transfer the paint to the paper.11. IMPORTANT: To prevent the watercolors from bleeding into each other, instruct children to paint all of the roofs first. Next, paint all the doors, then the windows, and so forth. If children paint all the like parts of the houses at the same time, the paintings are less likely to be messy.12. When the houses are painted, paint all the tree tops and bushes, then the tree trunks.13. Allow the paintings to dry.14. Distribute the black construction paper and scissors.15. Carefully cut out the houses, trees, and bushes.16. Sort the houses into one pile, the trees into another, and the bushes into another.17. Pick out the four or five biggest houses. Practice placing those houses near the top of the paper. Leave some space between the houses.18. Now place some trees and bushes between the houses.19. When the houses, trees, and bushes are in a pleasing arrangement, glue them to the black construction paper.20. Practice placing the rest of the houses, trees, and bushes “in front of” the first row of houses, trees, and bushes.21. When a pleasing arrangement is made, glue a small foam dot on the back of each house, tree, and bush in the front row.22. Place a drop of glue on the foam dots and then gently place the houses, trees, and bushes onto the paper.
--	---

Differentiated Instruction

	Challenged	Target	Above
Content (Readiness)	One concept	All concepts	In-depth study
Process (Interest)	Direct instruction for each step of the process	Model what is expected	Minimal instruction; independent work
Product (Evaluation)	Group product	Group product and contribute to oral discussion	Group product and lead discussion

Assessment Rubric

	Below	On Target	Above
Houses, trees, and bushes	Houses, trees, and bushes created in a haphazard way; not enough objects created	10-12 houses, trees, and bushes lack some craftiness	10-12 houses, trees, and bushes well crafted
Materials, tools, and media	The use of all or most materials, tools, media (crayon, watercolor, scissors, and glue) show generally below age-appropriate skill. The student produced an artwork; however, most skills are lacking (e.g., poor cutting or use of paint or glue) or the student rushed to complete the piece.	The use of all materials, tools, media (crayon, watercolor, scissors, and glue) show age-appropriate skill. The student produced a generally well-made artwork; however, some skills might be lacking (e.g., poor cutting or use of paint or glue).	The use of all materials, tools, media (crayon, watercolor, scissors, and glue) show exceptional skill. The student worked deliberately to produce a well-made artwork.
Processes and techniques	All or most processes (drawing, painting, cutting, gluing) show lack of skill; Technique lacks refinement (e.g., sloppy arrangement on page, colors bleed excessively)	All processes (drawing, painting, cutting, gluing) show age-appropriate skill; Technique is refined (e.g., use of color)	All processes (drawing, painting, cutting, gluing) show great skill; Technique is refined and has a unique quality (e.g., arrangement on page, use of color)

Student Check List

	Yes	No
I have drawn 10 -12 houses, trees, and bushes.		
I carefully painted each object.		
I used scissors to carefully cut out each object.		
I planned where each object is placed.		
I used tiny drops of glue.		
My finished collage shows a community or neighborhood.		

Student Reflection

(Discussion or written work)

1 My community is from (a) old times or (b) new times. I showed this by

2 My community can be found in _____. I showed this by
