# **I. Lesson Number, Grade Levels, Title, and Duration:**

Lesson #2, Grade Level: 8th grade, “Don’t Touch My Stuff”, Duration: 45 minutes

**II. Lesson Rationale:**

The word “relationship” normally conjures thoughts of a relationship between two human beings. Despite this common thought, relationships can be with pets, objects, places, nature, technology - etc. As humans we are very social beings. We want a sense of belonging, so in turn we collect things. We develop feelings and emotions for inanimate objects and animals. There are several theories on why this strange phenomenon occurs. Through this lesson, students will study the concept and technique of collage and/or photo montage as well as exploring why we have relationships with non-human things. By looking at artist suchs as Hannah Höch and Lee Muslin, students can visualize how a photo montage can be interpreted.

# **III. Key Concepts:**

Relationships can be with non-human things

**IV. Essential Question:**

Why do we have relationships with non-human things?

**V. Lesson Objectives:**

**The student will be able to…**express that humans have relationships with non-human things through artmaking.

**The student will be able to…**identify different types of relationships with nonhuman things.

**VI. Specific Art Content:**

Collage/photo montage, harmony, rhythm, balance, shape, transformation

**VII. Resources & Materials for Teacher:**

Teacher Example

Magazines

Photographs

Glue/glue sticks

Ziploc bags for collage pieces

Sharp Supplies Safety Discussion

Exacto Knife

Scissors

Self healing cutting mat

Presentation on Photomontage/Collage

Hannah Hoch powerpoint

Tape/magnets

Wangechi Mutu Contemporary work

<https://learn.unt.edu/bbcswebdav/pid-4289305-dt-content-rid-55923437_1/courses/AEAH.3753.001-NT752.1171.1/AEAH.3753.001-NT752.1171.1_ImportedContent_20170118072647/art21season2.pdf> - Trenton Doyle Hancock on Page 16

<http://www.anothermag.com/art-photography/3318/top-10-collage-artists-hannah-hoch-to-man-ray> - 10 collage artists

<http://moca.virtual.museum/open/muslin/muslin01.htm> - Lee Muslin artwork

Reflection handout

<http://www.tate.org.uk/art/art-terms/p/photomontage> - history of photomontage

**VIII. Resources & Materials for Students:**

Paper

Pencil

Scissors

Exacto knifes

Sharp Supplies Safety Handout

Glue/glue sticks

Magazines

Photographs

(Old) Books

Self healing cutting mat

\*Personal 2D items like fabric, paper, etc for collage (optional)

Reflection handout

**IX. Instruction and Its Sequencing:**

**Day 1**

1. **Introduction/Motivation:**

* **Hook Activity -** (5-10 minutes) “Collaborative Creation” - The teacher will give the students one small sheet each that has different imagery on it, and tell them they have 5 minutes to collaborate and create a composition using all the images. They will put this creation on the board using tape or magnets.
* **Introduction:**
  + Go over safety handout with the class - sharp objects like scissors and xacto knives
  + Introduce Photo montage/collage project
    - <http://www.tate.org.uk/art/art-terms/p/photomontage>
  + Show Wangechi Mutu Contemporary work

1. **Guided Practice**

* Short class discussion on Why we have relationships with non-human things?
* Have brief class discussion on Why do we have relationships with non-human things?
* Begin brainstorming ideas about the kind of non-human relationships they currently have or have had.
* Have class look through magazines to start building an idea, cutting out objects they like, etc.
* Reflective Questions:
  + Why do we have relationships with non-human things?
  + What kinds of non-human things do you personally have relationships with? Why is that?

**3. Independent Practice**

* **Homework:**
  + Give them a take-home sketchbook assignment with questionnaire, brainstorm ideas about their collage, do they want to use magazine, photos, or both?
  + Collect and bring in photos, magazines, artifacts, etc to include in the montage/collage \*\*\**They have to bring in at least one photograph of an object that belongs to them, it has to be a main component in their final piece*\*\*\*

1. **Closure**

* Recap of the day.
* Talk about assignments due the next class (Make sure that they know that the Questionnaire is due next class.)
* Reminder: *\*\*\*They have to bring in at least one photograph of an object that belongs to them, it has to be a main component in their final piece\*\*\**
* Talk about what we’re going to do the next class (Look at some more collage artists, flesh out ideas, and bring in objects/photos)
* At the end of the period begin classroom cleanup.

1. **Formative Evaluation**

* Art Walks, Problem/solution sharing, independent meetings with students
* Independent meetings during or outside of class to identify the student's problem areas, and focus instruction in those areas to ensure the student's understanding of the material and/or assignment.

1. **Classroom Management Procedures**

* Have them follow safety protocol according to the handout. Keep a lookout for students who are not on task by doing art-walks, having individual meetings with students. Keep an eye on students. Have a one or two periodic check-ins in class to see how everyone is doing.
* At the end of the period have classroom cleanup.

**Day 2**

1. **Introduction/Motivation:**

**Hook Activity -** (5-10 minutes) “Guided recap of last class” -

* + “ Who can tell me what we did last class?”
  + Follow up questions based on student responses.
* **Introduction:**
  + ShowHannah Höch Artwork in a Powerpoint
  + <http://www.anothermag.com/art-photography/3318/top-10-collage-artists-hannah-hoch-to-man-ray> - 10 Collage artists
  + Checking rough sketches with the Questionnaire - Individual meetings
  + Checking to see if students brought in photos/artifacts

1. **Guided Practice**

* Go over safety handout briefly
* Show students more examples and ways different artists tackle collages (10 collage artists website)
* Mid-class check-in
* Have students keep going through magazines.
  + They must have a solid idea proposal for this class period.
    - This can be based on their sketches from the previous class/homework. It’s a more concrete plan though.
* Reminder: \*\*\*They have to bring in at least one photograph of an object that belongs to them, it has to be a main component in their final piece\*\*\*
* Reflective Questions:
  + Why do we have relationships with non-human things?
  + What kinds of non-human things do you have relationships with? Why is that?

**3. Independent Practice**

* Take-home sketchbook assignment with questionnaire is due.
* Individual meeting with Teacher to discuss solid proposal for collage.

1. **Closure**

* Recap of the day.
* Talk about what we were going to be doing the next lesson day (look at Lee Muslin work, everyone must have a solid idea, scanner tutorial, work day)

1. **Formative Evaluation**

* Art Walks, Problem/solution sharing, independent meetings with students
* Independent meetings during or outside of class to identify the student's problem areas, and focus instruction in those areas to ensure the student's understanding of the material and/or assignment.

1. **Classroom Management Procedures**

* Have them follow safety protocol according to the handout. Keep a lookout for students who are not on task by doing art-walks, having individual meetings with students. Keep an eye on students. Have a one or two periodic check-ins in class to see how everyone is doing.
* At the end of the period have classroom cleanup

**Day 3**

1. **Introduction/Motivation:**

* Hook Activity:
  + Show Lee Muslin work <http://moca.virtual.museum/open/muslin/muslin01.htm> for inspiration, reminder of what we’re working on.
* Introduction:
  + <https://www.youtube.com/watch?v=Rt3y_h6SGMw&t=4s> - Scanner Tutorial for reminder
    - The scanner is for if a student wants multiples of an image or if the student wants to do digital manipulation to their photomontage.
  + Have class problem/solution sharing - what problems have they ran into, how did they fix it?
  + Work Day
  + Inform class that they must have every piece of their photomontage cut out by the end of the class. If they do not complete this action, then they will need to take it home for homework.

1. **Guided Practice**

* Go over safety handout very briefly, mainly as a reminder
* Remind class to think about the essential question while doing their collages - *Why do we have relationships with non-human things?*
* Mid-class check-in
* Reflective Questions:
  + Why do we have relationships with non-human things?
  + What kinds of non-human things do you have relationships with? Why is that?

**3. Independent Practice**

* The students will begin to start thinking and planning the composition of their collages. Which composition is best to reflect their ideas and concepts about non-human relationships.
* Short check-in with teacher to discuss how far they are in their projects.
  + *Make sure they have a photo of a personal non-human thing that they will include in their collages.*
* **Homework:** If they have not cut out all their pieces for the collage, they need to take it home in a ziploc bag and do it at home.

1. **Closure**

* Recap of the day.
* Check to see if student are wrapping up their cut out images.
* Talk about assignments due the next class (Students must have all of the images cut out, students will glue the images down to make a composition and scan them if time allows)

1. **Formative Evaluation**

* Art Walks, Problem/solution sharing, independent meetings with students
* Independent meetings during or outside of class to identify the student's problem areas, and focus instruction in those areas to ensure the student's understanding of the material and/or assignment.

1. **Classroom Management Procedures**

* Have them follow safety protocol according to the handout. Keep a lookout for students who are not on task by doing art-walks, having individual meetings with students. Keep an eye on students. Have a one or two periodic check-ins in class to see how everyone is doing.
* At the end of the period have classroom cleanup

**Day 4**

1. **Introduction/Motivation:**

* **Hook Activity -** (5-10 minutes)
  + Show Trenton Doyle Hancock work (page 16) - <https://learn.unt.edu/bbcswebdav/pid-4289305-dt-content-rid-55923437_1/courses/AEAH.3753.001-NT752.1171.1/AEAH.3753.001-NT752.1171.1_ImportedContent_20170118072647/art21season2.pdf>
* **Introduction:**
  + Briefly go over scanner tutorial
  + Have collage done by the end of the class so we can have a small informal critique
  + Brief critique etiquette - *Be Respectful*

1. **Guided Practice**

* Have students write a short statement on their piece (Basically creating a mini Artist Statement)
  + Students will be provided a form they can write on.
* Students must have all of the images cut out by now.
  + They will have the class period to glue the images down to make a composition that’s meaningful to them.
* Mid-class check-in
  + Keep class posted on the time so that they know when to start on their statements, and scanning their projects.
* Reflective Questions:
  + - Why do we have relationships with non-human things?
    - What kinds of non-human things do you have relationships with? Why is that?

**3. Independent Practice**

* Students that had to take home the rest of their pieces to cut out, these must be all done. Start work on their compositions and then gluing.
* Students must scan in their photomontage to make a digital version. Email the pdf of the image to the teacher’s email to turn in.

1. **Closure**

* Recap of the day.
* Mini informal crit
* The students will set their artworks in the class drying rack.
  + Make sure the papers have a name and class number on the back!
* Remind students that they need to send in their PDF to the teacher by the end of the following lesson day. (Since the photomontage may not by dry.)
* Turn in projects to Teacher after class

1. **Formative Evaluation**

* Art Walks, Problem/solution sharing, independent meetings with students
* Independent meetings during or outside of class to identify the student's problem areas, and focus instruction in those areas to ensure the student's understanding of the material and/or assignment.

1. **Classroom Management Procedures**

* Have them follow safety protocol according to the handout. Keep a lookout for students who are not on task by doing art-walks, having individual meetings with students. Keep an eye on students. Have a one or two periodic check-ins in class to see how everyone is doing.
* At the end of the period have classroom cleanup

**Repeat 1-6, as needed, for each class session needed for this one lesson.**

**X. Summative Assessment and Evaluation:**

Rubric for Photomontage Project

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Unsatisfactory | Satisfactory | Exemplary | Points |
| Participation | No participation in discussions and critique  0-3 | Moderate participation in discussions and critique  4-6 | Actively participates in discussions and critique  7-10 | /10 |
| Rough Draft Sketchs/Take-  home Assignment | Assignment not completed and/or lacks in expressing the Essential Question  0-10 | Is partially complete and/or demonstrates a moderate level of expressing the Essential Question 11-20 | Completed (all sketches present, all questions answered in detail on questionnaire, required items brought to class) and demonstrates an excellent level of expressing the Essential Question  21-30 | /30 |
| Technology  (Scanning and PDF of artwork) | Did not scan montage  0 | Scanned montaged but did not email PDF to the teacher.  7 | Scanned montage as a .jpg file and emailed the PDF file to the teacher.  15 | /15 |
| Final Photomontage Project | Is not completed (there is no personal artifact/photograph present, weak composition), and/or does not illustrate the Essential Question  0-15 | Partially complete (incorporates personal artifact/photograph, moderate composition) and/or demonstrates a moderate to low illustration of Essential Question  16-30 | Completed (all components/parts present, collage assembled, strong composition, scanned as a .jpg) and clearly illustrates the Essential Question  31-45 | /45 |
| Total |  |  |  | /100 |

**XI. Interdisciplinary Connections:**

* Anthropology - studying how human societies and cultures act and feel toward non-human things, sometimes giving them human characteristics.
* Psychology - the analysis of the essential question - *Why do we have relationships with non-human things?* - analysis of the reasons for giving non-human things human characteristics
* Design - composition of magazine/photo pieces to answer the essential question while considering balance, shape, harmony, rhythm, and transformation.
* History - more of a personal history with whatever non-human thing the student uses in their projects that they have a personal connection with.

# **XII. References & Resources:**

<https://learn.unt.edu/bbcswebdav/pid-4289305-dt-content-rid-55923437_1/courses/AEAH.3753.001-NT752.1171.1/AEAH.3753.001-NT752.1171.1_ImportedContent_20170118072647/art21season2.pdf> - Trenton Doyle Hancock on Page 16

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<http://moca.virtual.museum/open/muslin/muslin01.htm> - Lee Muslin artwork

<https://www.artsy.net/artist/hannah-hoch/works> - Hannah Hoch website

<https://www.youtube.com/watch?v=Rt3y_h6SGMw&t=4s> - Scanner Tutorial

Group 1 Example - <http://brianna.rebosio.me/wp-content/uploads/2017/04/Harmony-the-Gambler-Thumbs-His-Cards.jpg>

<http://www.tate.org.uk/art/art-terms/p/photomontage> - History of Photomontage website w/links

**XIII. Art TEKS**

* 8.1.A
* 8.2.A, B, C
* 8.3.B
* 8.4.A, B

**XIV. National Art Standards**

* VA:Cr1.1.8a
* VA:Cr2.1.8a
* VA:Cr2.3.8a
* VA:Re.7.1.8a
* VA:Re8.1.8a