



Grade: 11 and/or 12

Subjects: Visual Arts and English Language Arts (ELA)

Collage in the Time of COVID-19

Lesson Overview	<p>In 2020 the Norman Rockwell Museum had an exhibition called <i>Finding Home: Four Artists' Journeys</i>. It featured artworks and online interviews, rich in discussion about what it meant to “find home.” Because of COVID-19, school communities carried out stay-at-home orders in 2020. This lesson is a perfect way to explore what home means to students in a collective experience. Students watch the museum’s videos, look at the artworks about home, watch teacher-led demonstrations on collage with found materials, and problem solve to create their own collages. This lesson can be taught as an in-classroom experience, or as an online learning experience.</p>
How the Arts Improve this Lesson	<p>Art and English students need to be able to critique, read, observe, respond to art and words, and communicate their responses. Students need practice looking at art and responding to it in low-stakes ways, and in this lesson they do just that. Students can use art as communication to respond to what is happening around them as well. During the pandemic, students learned real-world outcomes of what was-- and is still-- happening to them. They relate information to their own experiences by thinking about what home means to them, and what it means to the artists in the exhibition. Students gather information from diverse formats and media, helping them to see the value in material being presented in a variety of ways.</p>

Assessment of Student Learning	Massachusetts Learning Standards	Evidence	Collection Strategy
	<p>Grades 9-12. Advanced Visual Arts. Creating. 1. Generate and conceptualize artistic ideas and work. Generate original ideas that integrate aesthetic principles with individual personal style while pushing the boundaries of style, genre, medium, and connections. A.V.Cr.01</p>	<p>Students will generate ideas by completing a Brainstorming Chart to organize the theme into meaningful and personal symbols.</p> <p>Students will create a 8.5 x 11” collage based on the Brainstorming Chart to express the topic of <i>home in the time of COVID-19</i>. They will use at least three different materials and include at least three layers.</p> <p>Students will connect to each other's artworks through a critique to analyze classmates’ collages.</p>	<p>Teacher will collect and assess (using rubric) complete collages alongside Brainstorming Charts.</p> <p>Teacher will listen to students’ critiques to assess how students connect to the theme.</p>
<p>Grades 11-12. ELA Speaking and Listening. Comprehension and Collaboration. 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLCA.11–12.2</p>	<p>Students discuss in small groups the multiple sources of information presented in diverse formats (visual images and videos) from Norman Rockwell Musuem’s website.</p> <p>Students explain their conclusions and compare and contrast responses with group members to evaluate information from each source.</p>	<p>Teacher observes and listens to group conversations to see and hear students integrating multiple sources of information into their conversations.</p> <p>Teacher collects each group’s written conversation summary to understand how students were impacted by the ability to learn about the artist through diverse formats.</p>	

Essential Questions	<p>How can the theme of home be communicated through and applied to a collage?</p> <p>Why does the word “home” mean different things to different individuals?</p> <p>How does one’s home change when one must stay inside their house?</p> <p>What is the effect of communicating the theme of home through varying media, like through images, video, or orally?</p>
Enduring Understandings	<p>Over time, the meanings of “home” can change from person to person, and even for the students themselves.</p> <p>One can emphasize different aspects of a subject or theme by selectively choosing words or images.</p> <p>Material and information can be communicated in diverse ways, like visually, quantitatively, or orally, and have different impacts because of this.</p>
Materials and Needs	<ul style="list-style-type: none"> -glue -collage materials such as magazines, cereal boxes, paper, newspaper, food wrappers, etc. -videos (linked in <i>Resources</i> section) -a device to view the videos -paintbrush or device to apply glue -journal or notebook
Advancing Vocabulary	<ul style="list-style-type: none"> -collage -elements of art -found objects -immigrants -layering -media -oral communication -principles of design -symbolism -theme -visual communication

<p>Support & Accommodations Inspired by Universal Design for Learning</p>	<ul style="list-style-type: none"> -Provide students with a list of suggested materials if collage materials are not readily available. -Show students in-progress and completed artwork examples. -Give students links to videos so they can revisit the content repeatedly, if need be. -Offer “teacher office hours” for those students who need one-on-one instruction. -Give students ample time and opportunities to reflect (oral and/or in writing).
<p>Lesson Plan Progression Details</p>	<p>Introduction:</p> <ul style="list-style-type: none"> ● Teacher introduces the topic of home by accessing the Norman Rockwell Museum’s website and showing a video on the exhibition <i>Finding Home: Four Artists’ Journeys</i>, https://www.nrm.org/2020/04/finding-home-four-artists-journeys/. After viewing the introductory video, students participate in a discussion about what home means to them. Ask students questions such as, “What do you think of when you hear the word <i>home</i>? Is home a physical building? Specific people? A pet? Your car? The mountains? The beach? How has your home changed since the start of the COVID-19 pandemic?” This conversation can take place online, as a discussion post, or in person. Ask students to free-write in their journals about home and to jot down some ideas of what home means to them. (DOK 1- students list, describe, and brainstorm related ideas) ● Teacher instructs students about themes in art. A <i>theme</i> in art is usually an overarching idea about life, society, or human nature, and artists use themes to explore and communicate their ideas. <i>Home</i> was a theme in one of the Norman Rockwell Museum’s exhibitions. The exhibition grouped these four artists together because they all created art about a similar topic. However, the theme was interpreted differently by each artist. <p>Application of theme in the exhibition:</p> <ul style="list-style-type: none"> ● Students are instructed to go online to the <i>Finding Home: Four Artists’ Journeys</i> exhibition and look at the artists’ works on the website. Artworks by Frances Jetter, David Macaulay, James McMullan, and Yuyi Morales were featured in the exhibition. Students are instructed to choose one of the four artists to explore further online, and spend approximately 20 minutes of class time looking at the work and watching the videos. While exploring online, students are asked to think about and write down: 1). how

the artist uniquely used the theme of home, and 2). how their experience as a viewer is impacted by being able to access both the artist's visual artworks and recorded videos. **(DOK 2- students interpret, make observations, relate, and examine)** The teacher then groups students by which artist they chose to discuss the theme of home in groups. Each student in the group responds to these questions: How does this artist feel about home, and why do you think that? How was your experience impacted by the ability to learn about the artist through both visual artwork and videos? On which topics do you and your group members agree, and why? On which topics do you and your group members disagree, and how did the sources (the visual artworks and videos) lead to discrepancies in the group? Students will be asked to designate a notetaker for their group who will document and summarize the group members' responses to the questions. **(DOK 2- students interpret, summarize, and explain with examples. DOK 3- students use supporting evidence to support claims)** The teacher will circulate the room to observe, listen to the discussions, and later collect the group notetaker's writing.

Teacher-led demonstration:

- Teacher demonstrates how to create a collage by completing an example. A sample teacher-led demonstration video is provided in the *Resources* section, or the teacher can do his/her/their own demonstration in the classroom. Explain how to achieve layers in a collage by using more than one material to create depth. Explore how to convey the theme of home in the artwork. The teacher can use online examples of famous collages to deepen understanding: <https://www.anothermag.com/art-photography/3318/top-10-collage-artists-hannah-hoch-to-man-ray>

Brainstorming the idea:

- Teacher instructs on the meaning of *symbolism* in art with input from students. Sometimes artists choose to use an abbreviated symbol, color, shape, or image instead of a realistic description to stand in for an idea. Students are instructed to take their free writing that they did during the Introduction and create a Brainstorming Chart with at least five symbols. **(DOK 2- students construct charts to show relationships, organize ideas)** Teacher models with an example, like the Brainstorming Chart below.

What does home mean to you?	Corresponding symbol, image, and/or material
Hiking Mt. Greylock in Adams, MA	a mountain, a hiking shoe, a backpack, a piece of grass or a

	leaf from the trail, the color green
Being with my daughter	a photo or drawing of my daughter, a bit of writing in her handwriting
Being with my family members	a photo of my family in NJ, a circle to symbolize unity
Drinking coffee in the morning	paint with coffee, coffee grounds, coffee filters, the color brown
Reading in bed	books, old book pages

Collage making:

- Teacher tells students that the assignment is to use the ideas generated from their own lists and charts to convey the theme of home in the time of COVID-19 in a collage. Students may use found objects, paper, items from the recycling bin, and/or any logical material for their symbols of home. Students should be prompted to incorporate ideas about how they feel about home, or how their idea of home has changed since before the pandemic, since the beginning of the pandemic, and in the present time. Give students ample time to work. **(DOK 4- students translate the theme into artworks/visual imagery, self-monitor, take risks with arts materials, and produce products)**
- To guide the learning, the teacher will give students these step-by-step instructions with checklist:
 - Come up with your ideas of home and symbols in the chart.
 - Watch Miss Manville’s Video about collage and the Norman Rockwell Museum’s videos on *Finding Home: Four Artists’ Journeys*. Look through the artists’ works on the website. Read information about the artist’s perspective of “home.”
 - A. Use everyday items and/or arts materials to create a collage that is at least 8.5 x 11 inches (the size of a normal piece of paper).
 - B. It must have at least three layers; this is explained in the video.
 - C. There must be at least three different materials used.

	<p><input type="checkbox"/> D. It must convey your personal idea of home in the time of COVID-19 to the viewer.</p> <p>Critique of artworks:</p> <ul style="list-style-type: none"> Students will critique the artworks of others in the class. Students will display the artworks at tables, or in online breakout rooms through video conferencing software. Students will be paired. Each student will then ask their partner: “How do you think I feel about home? What kinds of things do you see in my art that make you understand my perspective of home? How might you understand my perspective of home differently if there was a video of me (like the ones on Norman Rockwell Museum’s website) discussing home?” The students will respond to each other’s work and take turns talking as a think/pair/share activity. Encourage students to also share their initial writing after the questioning, or discuss how it relates to the artists in the exhibition or any other narrative about COVID-19, and converse about how the pandemic has affected them. (DOK 3- students reason with justification to support opinions; critique)
Resources	<p>Baker, H. (2014, January 14). <i>Top 10 collage artists: Hannah Höch to Man Ray</i>. AnOther. https://www.anothermag.com/art-photography/3318/top-10-collage-artists-hannah-hoch-to-man-ray</p> <p><i>Finding Home: Four Artists’ Journeys</i>. (n.d.) Norman Rockwell Museum. Retrieved April 27, 2020 from, https://www.nrm.org/2020/04/finding-home-four-artists-journeys/</p> <p><i>Images</i>. (n.d.). Norman Rockwell Museum. Retrieved April 27, 2020 from, https://www.nrm.org/2020/04/finding-home-four-artists-journeys/#images</p> <p>Manville, E. (2020, April 27). <i>Collage assignment</i> [video]. YouTube. https://youtu.be/J8E1ER_Rfvo</p> <p>Manville, E. (2020, April 28). <i>Process of collage: remote learning series</i> [video]. YouTube. https://youtu.be/1Ahfkwn3HK8</p> <p><i>Media</i>. (n.d.) Norman Rockwell Museum. Retrieved April 27, 2020 from, https://www.nrm.org/2020/04/finding-home-four-artists-journeys/#media</p>
Appendix	Grading Rubric for the Collage:

Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Developing
The collage is at least 8.5 x 11 inches, and it is composed of three layers of everyday items and/or arts materials.	The collage is the correct size or larger, and has three easily-identifiable layers.	The collage is the correct size, and three layers are identifiable with some hesitation.	The collage is not the correct size, and it is unclear if three layers are featured.	The collage is not the correct size and three layers are not featured.
The collage is composed of at least three different materials.	The collage is made up of at least three different easily-identifiable materials.	The collage is made up of at least three different materials; they are identifiable with some hesitation.	It is unclear if the collage is made up of at least three different materials; they are hard to identify.	The collage is not made up of three different materials; they are unidentifiable or nonexistent.
The student's own personal ideas of home are conveyed to the viewer through the collage, and can be analyzed when compared with the Brainstorming Chart.	The student clearly conveys his/her/their ideas about home by creatively utilizing the symbols from the Brainstorming Chart in a way that adds clarity to the collage.	The student conveys his/her/their ideas about home by utilizing the symbols from the Brainstorming Chart in a somewhat clear way in the collage.	The student's ideas of home are somewhat unclear, and the collage's content partially connects to the Brainstorming Chart.	The student's ideas of home are unclear, and the collage's content does not connect to the Brainstorming Chart.

Guiding students who do not have easy access to arts supplies:

“OK, OK, I know this is rough for all of us but let’s say you don’t have art supplies. Well it’s time to get creative! That’s what artists do best!”



Here is a list of ways you can make art with little or no supplies:

Draw with whatever you have. A drawing made with chocolate syrup might be cool. Use non-conventional items which will add intrigue. Trying things out and documenting it, even if you fail, is exactly what an artist does. Just MAKE SURE YOU TAKE A PICTURE AND DOCUMENT EVEN THE FAILURES-- they still count.

Use old magazines and books you have around the house! Alter them! Check out Altered Books here:

<https://www.pinterest.com/amymaricle/altered-books-how-to-create-an-altered-book/>

Start using photos. People have started to recreate famous works of art with common materials check it out!

<https://blogs.getty.edu/iris/getty-artworks-recreated-with-household-items-by-creative-geniuses-the-world-over/>

Start using digital art apps! Some are even free. <https://www.creativebloq.com/graphic-design/free-graphic-design-software-8134039>

Take screenshots of different communications that have happened since quarantine and use those to make art out of. Collage them together. Take screenshots of Tik Tok and reimagine their meaning. Take a pic once a day of what a room in your house looks like since we've been away from school.

Use nature. Have you ever seen Andy Goldsworthy's artworks? Check out his work.

<http://www.artnet.com/artists/andy-goldsworthy/>

Draw on the sidewalk with chalk and take photos. Animate it if you want.

Plan written by Erica Manville

Plan edited by BRAINworks Curriculum Review Committee

Stamp design by AGRAND.ie