

Title of Lesson: Cultural Diversity through Digital Collage Montage

Grades: 12

Name: Sarah Koch

I. Standards and Benchmarks

Standard 2: Apply skills and knowledge to create in the arts.

Benchmark: 1. ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.

2. ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea. (21st Century Skills: I.1, I.6)

II. Outcomes:

(SWBAT) Students will be able to:

- Successfully create a digital collage montage of a significant contemporary or historical event/issue in an area that is culturally and demographically different from their own to encourage cultural diversity and acceptance.
 - Create a digital collage montage with an emphasis on shape, contrast, value, space, and emphasis.
 - Increase respect and acceptance towards cultural diversity through historical events and change.
 - Understand and execute the basics of Adobe Photoshop.

III. Anticipatory Set/Motivation:

Students will watch a presentation about various contemporary and historical events/issues that I am passionate about such as civil rights, women's suffrage, human trafficking, and the penitentiary system. My presentation will discuss these events in a global context and in parts of America that are culturally and demographically different from the area that I live in. Presenting information about these significant events in both past and present will help to improve student understanding and acceptance of cultural diversity. The presentation will serve as a source of inspiration for students to generate ideas for their own project. An additional presentation will be shown about artists who create traditional and digital collage montages. The presentation will show the work of various artists such as Melissa Grimes, Raoul Hausmann, Hannah Hoch, Richard Hamilton, and Scott Treleavann. Students will learn the artists' backgrounds, their working process/technique, and the ideas behind their creations. As the final anticipatory set and motivation, I will show students my own digital collage montages as an example for students in anticipation of their project and a possible source of inspiration.

IV. Model the Process:

Criteria: This lesson will require a computer, Adobe Photoshop, collage materials, and a computer scanner. Students will create a digital collage montage of a significant contemporary or historical event/issue in an area that is culturally and demographically different from their own to encourage cultural diversity and acceptance. Students will choose a contemporary or historical event that they are passionate about for their idea that will be approved before they begin their digital montage. As part of the preliminary work, students will research information and photography related to the event for reference material and inspiration for their project. Students can scan in collage materials, collect imagery through creative commons online, or use their own photographs as reference material. I will approve students' photographic reference before they begin their digital collage montage. The visual emphasis of digital collage montage will be on contrast, value, shape, emphasis, and space.

Task Analysis: Students will be given a demonstration on the basics of Adobe Photoshop before they begin their project. The class will watch my demonstration on how to create a document, how to create layers, how to use basic tools such as the lasso tool, and how to create different effects in Photoshop. I will assess student understanding by having students fill out a document in Photoshop that will reflect their understanding and mastery of digital tools. The document will ask students to rotate shapes, lasso tool an area, create various effects, etc. so students know how to manipulate their own images for their collage montage.

Students will watch my demonstration on creating digital collage montage in Photoshop. As students watch, they will take notes on my methods, vocabulary, keyboard shortcuts, tips for constructing digital collage montage, and any other important information that will benefit them. Students understanding will be assessed by students completing a multiple choice and written assessment at the end of the demonstration on vocabulary, steps for digital collage, tools used, and effects used.

Students will learn the vocabulary terms, elements of art, and principles of design that will be utilized in the project. The class will have a lecture on the definitions of the principles and elements of design that will be involved in the assignment. Students will also view a presentation showing examples of artwork that exhibit specific vocabulary terms in the elements and principles of design relating to the assignment. An informal class discussion will follow regarding what elements and principles were utilized in the collage montages. This will serve as an informal verbal assessment of student understanding.

Vocabulary:

Elements of Art: Space, Value, Color, Shape, Form

Principle of Design: Contrast, Emphasis, Proportion/Scale

Key Terms: Composition, Shape Design, Spatial Relationships, Readability, Storytelling, Hierarchy, Focal Point

Materials:

Technology/Classroom Materials: Projector, speakers, Adobe Photoshop, computers, mouse, computer scanner

Collage Materials: Print publications, books, magazines, etc.

Demonstration:

Week 1: Day 1: Based on a 50 minute class period

20 minutes: Students will watch my presentation about various contemporary and historical events/issues that I am passionate about such as civil rights, women's suffrage, human trafficking, and the penitentiary system. My presentation will discuss these events in a global context and in various parts of America that are culturally and demographically different from the area that I live in. The presentation will serve as a source of inspiration for students to generate ideas for their own project.

20 minutes: An additional presentation will follow about artists who create traditional and digital collage montages. The presentation will feature artists such as Melissa Grimes, Raoul Hausmann, Hannah Hoch, Richard Hamilton, and Scott Treleavann. Students will learn the different artists' backgrounds, their working process/technique, and the ideas behind their creations.

10 minutes: The overview of the lesson will be stated to students as the following: "to encourage cultural diversity and acceptance by creating a digital collage montage that reflects an important contemporary or historical event in an area that is demographically and culturally different from their own". Students will learn specific details of the assignment such as the time frame of the project and how the project will be completed.

Week 1: Day 2: Based on a 50 minute class period

10 minutes: I will show students my personal digital collage montages as an example for students and explain my working process.

20 minutes: Students will watch my demonstration on the basics of Adobe Photoshop. The class will learn how to create a document, how to create layers, how to use basic tools such as the lasso tool, and how to create different effects in Photoshop. I will assess student understanding by having students fill out a worksheet in Photoshop that will reflect their understanding and mastery of digital tools. The worksheet will ask students to rotate shapes, lasso tool a shape, and create various effects so students know how to manipulate their own images for collage.

20 minutes: To ensure student understanding of Photoshop, students will also watch my demonstration of creating a digital collage montage in Photoshop. As students watch, they will take notes my methods, vocabulary, keyboard shortcuts, tips for constructing digital collage montage, and any other important information that will benefit them. Student understanding will be assessed by students completing a multiple choice and written assessment at the end of the demonstration on vocabulary, steps for digital collage, tools used, and effects used.

Week 1: Day 3: Based on a 50 minute class period

20 minutes: Students will learn the vocabulary terms, elements of art, and principles of design that will be utilized in the project. The class will be given a lecture on the definitions of the principles and elements of design that will be involved in the assignment. A presentation will follow showing examples of artwork that exhibit specific vocabulary terms in the elements and principles of design relating to the assignment. Students will engage in a class discussion about what elements and principles were utilized in the collage montages. This will serve as an informal verbal assessment of student understanding, as all students will be required to participate.

30 minutes: Students will brainstorm their ideas for their project and will be required to have their contemporary or historical event idea approved by me before the next class session.

Week 1: Day 4: Based on a 50 minute class period

50 minutes: Students will research information and photography related to the event they have chosen for their reference material and inspiration for their project. Students can scan in collage materials, collect imagery through creative commons online, or use their own photographs as reference material. I will explain to students what creative commons is and I will demonstrate how to search for those types of images online. Students are required to have their photo references approved by me before the end of the class period.

Week 1: Day 5: Based on a 50 minute class period

50 minutes: Students will begin to create their digital photo montage. I will check in with students to assess their understanding of Photoshop, assist students who need help in the program, and gauge student progress.

Week 2 Day 1: Based on a 50 minute class period

50 minutes: Students will continue to work on their digital photo montage. I will check in with students to assess their understanding of Photoshop, assist students who need help in the program, and gauge student progress.

Week 2: Day 2: Based on a 50 minute class period

50 minutes: Students will continue to work on their digital photo montage. I will check in with students to assess their understanding of Photoshop, assist students who need help in the program, and gauge student progress.

Week 2: Day 3: Based on a 50 minute class period

50 minutes: Students will continue to work on their digital photo montage. I will check in with students to assess their understanding of Photoshop, assist students who need help in the program, and gauge student progress.

Week 2: Day 4: Based on a 50 minute class period

50 minutes: Students will finish working on their digital photo montage. I will check in with students to gauge student progress and assist students with the finishing touches of their digital collage montage.

Week 2: Day 5: Based on a 50 minute class period

35 minutes: All students will participate in a class critique of their digital collage montages'. It is a requirement that each student participate in the critique and state a positive comment and an area of improvement for at least one other student or they will be graded down.

15 minutes: The class will be given a written assessment to assess student understanding of their digital collage montage by asking questions such as: vocabulary terms, the basics of Photoshop, and the steps in creating a digital collage montage.

V. Check for Understanding:

How did.....researching and learning about a significant contemporary or historical event in an area culturally and demographically from your own contribute to learning about cultural diversity? How did the specific event you chose affect you emotionally, mentally, etc.? How did learning about different culturally diverse areas help you learn about cultural diversity and acceptance? How do these areas differ from your community in terms of history, background, and culture? How did learning how to create a digital collage montage relate to your learning and understanding of various principles and elements of art and design? How did various effects and techniques in Photoshop affect your collage? How did you create shape, contrast, emphasis, and space within digital collage montage? How did other students accomplish this? How did your contemporary or historical event affect the mood or tone of your collage?

What sort of shapes, lines and patterns.....did you use in your digital collage? What shapes, lines, and patterns were in other students' digital collages? What tools and effects did you use in your digital collage montage? What did other students use? Were there any patterns in the class projects in terms of subject matter, idea, composition, color, etc.? What types of reference images and materials did you use to create your digital collage (such as personal photos, creative commons, magazine images, etc.)? What reference images and materials did other students use?

What details do you notice that.....were emphasized or had contrast in your digital collage? What details did other students tend to emphasize or give attention to in their digital collages? What details did you notice in your collage that expressed another areas culture and some type of significant event? What subject matter did you use in your digital collage? What was the content or idea behind your collage? What details in your digital collage symbolized or represented your idea? What details were the most important in your digital collage?

How can you use.....shape, value, and emphasis as a useful visual tool in your digital collage montage? How can you use emphasis and value to create depth in your digital collage? How can you apply your learned Photoshop skills towards other applications and art forms? How can you use digital collage montage to express an idea? How can you use collage to visually discuss or convey information about a culture or a significant event? How can you use digital collage montage to reflect cultural diversity? How can you use shape design, hierarchy, spatial relationships and composition and apply it towards other avenues? How can you use subject matter to convey an idea? How can you use content to convey an idea?

VI. Monitor and Adjust:

My priority is to closely monitor students' progress and understanding of the lesson so that students can successfully create a digital collage montage. I want students to work independently as much as they are capable of but still help students as needed. I will monitor myself in the classroom as well to see if my speed of teaching, instruction, and presentation need any type of adjustment to meet the needs of the class and students individually. I will check in with students every day to gauge their overall progress and understanding of the lesson. These check in's will be a very important indicator of students development to determine if there are any changes or adjustments I need to make in my lesson plan. For example, I will explain directions in greater detail and depth if students need more elaborate instruction. Students will be taught with visual and tactile approaches as a modification to traditional teaching methods if needed for student learning and understanding. As an alternative to lecturing, students will be shown short demonstrations on how to accomplish steps in their digital working process if students need additional explanation through a hands-on approach. Students may also be shown other artists demonstration and process videos as a modification to classroom lecture to help students learn if they are struggling. As part of my everyday instruction, I will take note of my explanations and vocabulary and determine what explanations and vocabulary are successful towards student learning and revise my instruction accordingly. As another classroom adjustment, I may alter the chronological sequence of steps and instruction of my lesson plan if necessary to facilitate student learning and understanding more successfully. I will make adjustments and revisions to my lesson plan regarding instruction, presentation, explanations, and delivery of information if students are struggling to learn and understand the information in the lesson. Based on student's individual progress I will either increase or decrease my expectations, the complexity of the image, and the techniques utilized so that is appropriate for the individual student. I will condense and simplify my lesson plan accordingly if it will help students learn more effectively. Students may slow down or move forward in the artistic process based on their progress, capabilities, and motivation. Students who are progressing well may move ahead steps in the artistic process. Conversely, students who are progressing slowly or struggling with the lesson may slow down steps in the artistic process to get additional working time or additional explanation.

VII. Accommodations:

Students who need additional structure in the classroom based on challenges they may have with physical limitations, behavior, and other learning differences will have a classroom working plan. This will provide these students with clear-cut goals and accomplishments to help them get through the lesson day by day and to monitor their progress closely. I will check in with students who need accommodations at the beginning or end of every class period to assess their level of understanding, see their project progress, and help assist them in ways that they need. For instance, in this lesson, I will provide alternative digital tools such as a stylus, tablet, or larger mouse to help accommodate physically or cognitively challenged students to assist in completing their digital collage montage. Alternative working tools like these will help students complete their project successfully while making it easier for students to perform the steps needed for their digital collage. Students who have issues with anxiety, frustration, or anger will be offered short breaks during the class period when needed. I will explain directions and steps to students who need additional academic assistance in a variety of ways. I will do this using various explanations, approaches, and vocabulary in order for students to understand how to participate and complete the lesson

successfully. I will also take a visual or tactile approach of instruction to accommodate students if necessary. I will make accommodations accordingly only to help and encourage student learning, development, and progress.

VIII. Clean Up:

The last 5-10 minutes of the class period will be scheduled for classroom clean-up. Students will put away all their project materials and process work in the appropriate designated areas. Students must have their name and class period on the back of all their process work and personal project materials before it is put away in the appropriate designated area. When finished with working on the computer, students will close Adobe Photoshop and log off of their student account. Students will clean their personal working area and computer keyboard at the end of the class period. Students will make sure their chairs are pushed in and arranged neatly around their workspace. No students can leave the classroom until a thorough clean-up is completed at the end of the class period. Students who do not participate in classroom clean-up will be marked down on their project and their classroom participation grade. The class is required to do a thorough clean up job in order to develop good habits, create a productive working environment, and to have a clean classroom for the next art class.

IX. Closure and Assessment:

At the end of the lesson, students will be given written and verbal assessments to gauge their level of understanding of the lesson, their artistic progress and growth, and their thoughts about the lesson. This will help me as a teacher to see in depth how students grasped the lesson and their feelings on the project. I will talk with students one on one at the end of the project and ask students what they learned, what they liked and disliked about the project, and how to improve the project next time it is taught. I will also have an informal discussion with the class discussing their thoughts on the project overall. Students will be required to fill out a self-assessment form at the end of the lesson. Students will determine their overall progress and learning in the lesson by evaluating themselves in areas such as effort, artistic process, project execution, meeting/understanding lesson objectives, and mastery of digital tools. At the closure of the lesson, I will have students engage in a class critique, requiring each student to say a positive quality of another student's work and an area of improvement. This will teach students how to critique artwork in a productive and positive way, which will hopefully lead to improvement in students projects in the future due to class encouragement and participation. Students will be given a multiple choice assessment on the definitions of vocabulary words in the lesson involving the elements and principles of design such as space, value, color, shape, and form. Students will be given a written assessment regarding class lectures and demonstrations in the lesson such as the steps of creating a digital collage montage and the basics of Photoshop. I will go over the answers to the written and multiple choice questions in class to assess student's overall learning, knowledge, and application of the lesson. I will use the answers from the written rubric and multiple choice questions to determine student's understanding through their progress in class and the final outcome of their projects.