| **Name:**  | Brianna, Graham, Michele, Shannon, Tasha Pimentel |
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| **Lesson Title:**  | Dada Movement - Ready Made Collage  |
| **Grade:**  | 9-12 |

| **Artist/Culture/Movement Connections:**Marcel Duchamp, Tristan Tzara, Salvador Dali, Max Ernst, Hans Arp, Hugo Ball, Richard HuelsenbeckConceptual Art, Satirical Art Dada Movement  | **Interdisciplinary Connections:**Art, History, Literacy  |
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| **Art Vocabulary:**Collage Photomontage Dada movementCubismAssemblage Ready-Made  | **Elements/Principles of Art:**Emphasis, form, texture, space, unity, variety  |
| **Media and Materials needed:**Magazines, newspapers, glue, various household items, found objects (no purchases)  |

**Content Standards**

Prof.VA:CR1.2 Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design

Acc.VA:Pr6 Make, explain, and justify connections between artists or artwork and social, cultural, and political history

Adv. VA:Cr1.1 Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Adv.VA:Cn10 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design,

Acc.VA:Re7.2 Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

**Creating**

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

**Presenting**

Anchor Standard 6:Convey meaning through the presentation of artistic work.

**Responding**

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

**Connecting**

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

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

**Learning Objectives:**

* Students learn to utilize “non-traditional” objects to create an art piece
* Learn the basics to composition and framing
* Understand key principles of dada art
* Construct a collage

| **Anticipatory Set:** Show videos about the history of the dada movement and follow up with discussion.Warm up assignment.  |
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| **Big Idea:** Dada Movement which was developed in reaction to World War I. The movement consisted of artists who rejected the logic, reason and aestheticism of modern capitalist society. The roots of dada is pre-war avant garde.  |
| **Essential Question:** How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?  |
| **Objective/Purpose:**The students will be able to construct a collage upon completion of this lesson. They will develop the technical skills and the ability to organize and visualize the formation of their collage. They will understand color, space and texture and how it is applied to a ready-made. Making a collage will help the students understand design and placement. Collage can convey a message through words and familiar objects that just visual images may not be able to capture. The collage adds to the dimension of the piece and helps to illustrate the point.  |
| **Model:**Show students how to assemble their collage  |
| **Check for Understanding:**Formative assessment will be used throughout the lesson in the form of questions and discussion.  |

**Step by Step Instruction of Lesson**

| **Instructional Strategies** | **Activities** |
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| **Day 1*** Present projects & Anticipatory set
* Assign warm up
	+ P.1 Brainstorm ideas
	+ P.2 4 Thumbnail sketches
 | **Day 1*** Warm up assignment
* Homework due next class:
	+ Bring at least 7 found objects from home (no maximum)
	+ And also find a “backboard” for the collage
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| **Day 2*** Supervise students if they need help with cutting the boards/materials brought (cutting would include using scissors and or blades like exacto knives)
 | **Day 2*** Resize backboard as needed (if not move onto next step)
* Begin “altering” found object (if not move onto next step)
* Begin testing compositions
* Homework: Work on the collage and bring more materials if wanted.
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| **Day 3** * Supervise
 | **Day 3** * Finish compositions (and take a picture)
* Begin assembling collage
* Homework: if the student did not finish the project at school, finish at home. However, make sure to bring it to present tomorrow.
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| **Day 4*** Make sure to time students when presenting to ensure that all students will be able to present and receive feedback before the class period ends
 | **Day 4*** Present Project
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| **Critique/Discussion:**Grading Rubric  |
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