**Innocente Bio Collage LESSON PLAN**

**3rd -12th Grade**

**Developed by: Marquetta Johnson- Teaching Artist**

**Enduring/Big Idea and Rationale**

**Art as a means of self-expression and personal motivation**

In the documentary “Innocente”, the central character was a young artist experiencing homelessness. In one of the trailers for the documentary, she spoke of how making art was a great way to start the day. It uplifted her spirits and her face was one of the many “canvases’ she loved to paint.

The face is one of the first things we see when we meet or greet a person. Innocente used vibrant bold colors to bring joy, peace or even excitement to herself and to the world.

Art-making as a way to offer self-encouragement and to make a bold statement is an important process that could lead to self-discovery and reflection.

 **Essential Questions**

How can art-making bring benefit to the art-maker?

How can art be a way to promote social justice?

How can lines and color help tell the story in a work of art?

 **“I Can” Statements (aka Student Learning Outcomes)**

I can express my feelings in a work of art with line, shape and color.

I can use symbols and designs that reflect my point of view, my culture and my family life.

I can make visual representations of my thoughts, feelings and perspectives.

I can appreciate the way artists use the elements of art and the principles of design.

I can use art supplies and equipment in a safe and appropriate manner.

**Utah Core Visual Arts Standards**

**Standard 6.V.CR.3:** Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

 **Standard 6.V.CO.1:** Generate a collection of ideas reflecting current interest and concerns that could be investigated in art-making.

 **Standard 7–8.V.CR.5:** Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

**Standard L1.V.CR.3:** Engage in making a work of art or design without having a preconceived plan.

 **Standard 7–8.V.CO.1:** Individually or collaboratively, create visual documentation of

places and times in which people gather to make and experience art or design in the community.

**Visuals, References, Resources**

**Visual Aids**

Painting by Innocente

Sample of Art Work

**Films**

Trailer from the Film: Innocente

**Vocabulary**

*Elements of Art*- color, line, shape, form, texture

*Principles of Design*-balance, proportion, rhythm, emphasis, unity, contrast

*Collage-*a piece of art made by sticking various different materials onto a backing

***Autobiography*-** a history of a person's life written or told by that person

**Materials and Equipment**

Asst colors of corrugated paper                                           Asst colors of Card Stock

Metallic Paper Japanese Art Papers (The Assorted kind like you get for scrapbooking)

12” x 18” Watercolor Paper                      Liquid Watercolor (Magenta, Turquoise, Yellow)

Metallic Gold Paint                                         Gold and Silver Glitter Glue

Small Snack Cups or something to hold the watercolors in for students

Watercolor brushes                                           1” Foam Brushes

Color Pencils                                                          Black Sharpies

#2 Pencils                                                         Ribbon and Trim remnants

Tacky Glue                                                           Sequins

Rhinestones                                                      Buttons

**Motivation**

* I plan to use my personal account of meeting Innocente and making art with her as a way to inspire young artists.
* I plan to ask the Art Specialist to share the news about me coming and show the short trailer prior to my visit or at the beginning of my visit, if time allows.
* I plan to show the students an original painting by Innocente.
* I plan to discuss personal symbolism and how colors can help tell a story
* I also plan to start the discussion with a moment of inquiry: What is an Autobiography?
* I plan on leading the students through a guided moment of thought to reflect on their own personal stories

**Instructional Plan**

1. T.A. gives a brief explanation of the art experience and a demonstration of a watercolor blending technique
2. Students create a watercolor background on mixed media paper using Liquid Watercolor
3. While the background is drying, Students colorize their B&W copy of their head shot inspired by the face painting of Innocente with art stix and cut it out.
4. Using art papers, metallic papers, and other collage materials along with their altered head shot, students create a collage that reflects their views and/or meaningful life experiences
5. T.A. moves through the space observing, offering art-making tips, and providing instruction, as needed.

**Supply Distribution and Clean Up Plan**

* Art materials will be portioned out into containers to use per table
* Art Specialist and I will place paper on tables and pre-pour the water color into snack cups.
* Students will use a newsprint sheet as a mat under their artwork to keep the tables clean as they work.
* Everyone will help clean tables and organize supplies on the table for the next group.
* The last group can help sort supplies into the appropriate containers and throw away newsprint mats.

**Formative Assessment Strategies**

I plan on moving through the classroom observing the progress or issues around technique or safety the students might experience**.**

**Summative Assessment**

 Individual and Group Critiques

**Differentiation**

* Pre-cut simple shapes and organic shapes for students
* Use Jumbo Construction Paper Crayons for Colorizing B&W images
* I will complete a UDL Teacher Checklist and implement recommendations