

The Arts Initiative Urban Arts Space
UNIT PLAN OVERVIEW
Mark Bradford - Community Collage

2015

Instructors:

School:

Unit Lesson Title: Community Collage

Length of Class Period: 90min

Date of Lesson:

Overview:

Students will learn about the contemporary art collages of artist Mark Bradford, and relate his ideas of community, identity and found materials to their own lives and experiences by creating their own community collage.

Academic Content Standards Addressed:

Can be adjusted to meet visual arts standards for grades K-12

CRITICAL ISSUE/BIG IDEA:

Anticipatory Set (what do the students already know and why is this relevant?)

The students may have a wide range in experience with looking at and discussing contemporary art. Depending on what grade level the lesson is adjusted to, students may have had experience with collage materials in art class.

Central Focus: Students will explore how materials, details and signage influence our communities and neighbors by examining the art of Mark Bradford. They will then consider how their own communities are shaped by materials, and how these influence their own personal identities.

Learning Outcomes:

- Observing art in a gallery setting and discussing what they see
- Identifying different materials within a mixed media work
- Define and discuss collage and the idea of using found materials in art
- Discuss community and what creates a cultural identity
- Create their own "community collage" using a variety of materials

Essential Questions:

- When looking at the images, what things do you see? Specifically, what kinds of materials do you see? What shapes, signs or words do they create?
- What makes one community or neighborhood different than another?

- How does where we live, where we come from or places we have been influence who we are today?
- How can line, texture and color create pattern, movement and rhythm in an image?

ACTIVITIES/SEQUENCE:

(Stage One): **Performance-based Assessment Objectives**

- Students are first told to look at Mark Bradford's Spinning Man. They are encouraged to use their "gallery walk" stance so as to not touch any of the artwork. They observe the collage and make comments on what they see – what shapes, what colors and what patterns appear in the images. (7 minutes)
- They then are seated and view a slideshow of images of additional Mark Bradford collages. Some include detailed, up-close photos of the work so that students can see the materials and layers. They are showed a brief clip of Bradford speaking about the materials he uses.
- <http://blog.art21.org/2008/07/31/mark-bradford-paper/#.VcuhoXDF-OM> (7 minutes)
- Students will discuss what they think about Bradford's art through guided questions that ask them to explore the idea of community, identity and materiality. They will then brainstorm what makes their own communities unique. (6 minutes)

(Stage Two): **Performance-based Assessment Objectives**

Instructors will engage students in questions that explore the examples in the presentation and in the piece exhibited in the gallery. Students will be asked to describe what they see, how they feel and what makes them feel that way. Students will be asked what kinds of lines, patterns, textures and materials that they see in the images, and how they relate to Bradford's idea of identity in community.

Academic Language Vocabulary:

- Collage: artwork is made from an assemblage of different forms, thus creating a new whole.
- Community: a social group of any size defined by its location or membership
- Mixed Media: multiple forms of materials in a piece of art
- Contemporary Art: art produced within the last 50 years or where the artist is still alive
- Symbol: a shape or image used to represent an idea or thought
- Line: A mark that spans a distance between two points
- Texture: The way something feels or would appear to feel in a work of art
- Pattern: A repeated mark or design
- Movement: The path that the eye moves along when viewing an image
- Rhythm: A visual tempo or beat

Preparations

Materials/Resources for the Teachers:

- Three to five work tables depending on class size
- One table (removed from others) for materials
- Projector and screen for presentation
- 12x15" thick paper for each student
- Watercolor sets, brushes and water cups for each student
- Maps and map pages
- Saran wrap, tissue paper, colored paper, magazine pages and assorted paper scraps
- Crayons
- Markers
- Small cup of Modge-Podge glue, watered down, for each student
- String/yarn
- Pipe cleaner/pom-poms/beads/sequins/assorted items

(Stage Three): **LEARNING ACTIVITY**

- After discussing their own communities, students are asked to discuss how different places they have visited have influenced them. (7 minutes)
- Students are then instructed to make a "Community Collage", or a piece of work about different places they have been. Using scrap paper, students brainstorm different places they have visited or lived that were important in shaping who they were. They are asked to think of different ways to represent these places (For example a city might be represented by a skyline cut out, a river could be a blue string, a piece of pizza might represent Chicago, etc) (10 minutes)
- Students are then given a variety of materials to create their collages with. They should incorporate many different places and materials to represent them. (40 minutes)

Closure and Review:

- Students return any leftover materials to the table and clean up their work space (10 minutes)
- If time permits, students are encouraged to share their collage with the group, talking about the different materials, symbols and images they used to represent their community identity or different places of importance in their lives.

**ACADEMIC CONTENT STANDARDS ADDRESSED –
Ohio Department of Education Visual Arts Standard**

Visual Content Standards Grades K-1-2

Enduring Understandings

Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

Progress Points:

A. Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.

B. Explore a range of art concepts and artworks and construct meaning about the works.

C. Connect making art with individual choice and understanding personal cultural identity

PERCEIVING/KNOWING (PE)

1PE Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.

2PE Explore and describe how a selected art object was made.

3PE Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.

5PE Identify and discuss what an artist does and find examples of works by artists in their schools and communities.

6PE Generate artmaking ideas from their daily experiences and the environment.

PRODUCING/PERFORMING (PR)

1PR Explore and experiment with a range of art materials and tools to create and communicate personal meaning.

2PR Generate ideas and images for artwork based on observation, memory, imagination and experience.

3PR Discover, select and combine art and design elements to communicate subject matter in various visual forms.

6PR Use visual art materials to express an idea that reflects their own social or cultural identity.

RESPONDING/REFLECTING (RE)

3RE Connect their personal experiences to what they see in works of art.

4RE Communicate the ideas and stories they see in works of art.

5RE Discuss the meanings of visual symbols, images and icons observed in artworks

Visual Content Standards Grades 3-4-5

Enduring Understandings

Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Progress Points:

A. Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.

B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.

C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.

PERCEIVING/KNOWING (PE)

1PE Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.

2PE Identify and communicate how historical and cultural contexts influence ideas that inform artists.

3PE Investigate the role of cultural objects in our everyday environment.

4PE Compare and contrast how form and style are influenced by social, environmental and political views in artworks.

5PE Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.

PRODUCING/PERFORMING (PR)

1PR Explore and experiment with a range of art materials and tools to create and communicate personal meaning.

2PR Generate ideas and images for artwork based on observation, memory, imagination and experience.

3PR Discover, select and combine art and design elements to communicate subject matter in various visual forms.

6PR Use visual art materials to express an idea that reflects their own social or cultural identity.

RESPONDING/REFLECTING (RE)

1RE Apply reasoning skills to analyze and interpret the meaning in artworks.

2RE Describe how personal experiences can influence artistic preferences.

4RE Communicate how personal artistic decisions are influenced by social, environmental and political views.

Visual Content Standards Grades 6-7-8

Enduring Understandings

Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Progress Points:

A. Recognize that examining the artistic works of others leads to understanding about cultural traditions, history, politics and their world.

C. Select, manipulate and refine arts concepts and processes to produce artworks that visually communicate their experiences, ideas and viewpoints.

E. Connect the content of visual artworks to interdisciplinary concepts, issues and themes.

PERCEIVING/KNOWING (PE)

1PE Identify how an artist's choice of media relates to the ideas and images in the work.

4PE Understand how social, cultural and political factors affect what contemporary artists and designers create.

5PE Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.

PRODUCING/PERFORMING (PR)

1PR Demonstrate technical skill and craftsmanship in the use of materials, tools and technology to solve an artistic problem.

2PR Experiment with a variety of techniques and working methods when creating an original work of art.

3PR Generate ideas and engage in thoughtful planning when solving a visual art problem.

5PR Engage in visual problems of personal or social relevance showing focus and persistence to complete the task.

6PR Integrate elements of art and design to solve interdisciplinary problem.

RESPONDING/REFLECTING (RE)

1RE Examine various qualities in artworks to understand how an artist's choice of media relates to the images and ideas in the work.

2RE Explain and defend their artistic decisions using visual art vocabulary.

3RE Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior.

4RE Recognize how public discussion can affect beliefs about the nature and value of art

Visual Content Standards Grades 9-10-11-12

Enduring Understandings

Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Progress Points:

A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.

B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products

E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

PERCEIVING/KNOWING (PE) - HS Beginning

2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

3PE Identify the relationship between community or cultural values and trends in visual art.

4PE Identify the factors that influence the work of individual artists

PRODUCING/PERFORMING (PR) - HS Beginning

1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

3PR Explore multiple solutions to visual art problems through preparatory work.

4PR Establish the appropriate levels of craftsmanship when completing artworks.

RESPONDING/REFLECTING (RE) - HS Beginning

3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art