



2017 CAEA Workshop Presenter/Instructor Conference Lesson Plan

Email completed form to Linda Stevenson
membership@caea-arteducation.org on or before August 24, 2017.

Workshop Title: Twist on Texture Paper

Name of Presenter: Cari Coffman

Workshop Grade Level and Audience Type (check one or more in each column)

✓	Grade Level	✓	Audience Type
	6-12		Single Subject Visual Arts Teachers

Workshop Academic Standards Connections

Check and list the specific standard(s) for each type of standards directly addressed in your workshop.

✓	Type of Standards	Specific Standards
x	CA Visual Arts Content Standards	2.0 creative Expression. 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view. 3.0 Historical and Cultural context 3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures



✓	Type of Standards	Specific Standards
x	New National Visual Arts Standards	Cr# 1, 2, & 3 - Generate, conceptualize, organize and develop artistic ideas and work Pr#6 - Convey meaning through the presentation of artistic work Cn # 11 -relate artistic idea/work with societal, cultural and historical context to deepen understanding
	CA Content Literacy for Technical Subjects - Writing	
	CA Content Literacy for Technical Subjects - Reading	
	CA English Language Development Standards	
	21st Century Skills	Critical thinking and problem solving - in content standard 1, applying media, techniques and processes. Students will: use and understand the multifaceted interplay of different media, styles, techniques and processes while continuing to use a wide range of subject matter, symbols and meaningful images and visual expressions to reflect emotion

Workshop Lesson Learning Objectives/Goals/Essential Understandings:

Students will create a mixed media composition incorporating various elements and principals of art using recycled materials to understand being a socially conscious member of a global society

Vocabulary: (Words used...related to lesson and concepts taught)

Mixed media, shape, balance, texture, space, contrast of light and dark for emphasis, limited use of color for harmony/unity.

Materials: (Needed for lesson--paper, paint, etc.)

Cereal box, craft/x-acto knife, cutting mats to make stencils, duplicating/photocopy machine rolls, outdated textbooks/dictionaries, copy free images, acrylic paint, pre made stencils, stencil brushes, rubber stamps, paintbrushes and Mod Podge

Motivation: (Suggestions for involving students, previous learning, videos, examples, etc.)

Video/CD “Recycled Re-seen” Crystal productions, 35min follows artists working with recycled materials in five countries showing creativity with recycled materials spanning global cultures.

Show visual examples on the overhead projector. Picasso’s ‘Glass and Bottle of Suze,’ Kurt Schwitters’ ‘Aerated VIII’

Examples from previous students

Teacher led example.



Procedure: (Step-by-step instructions or outline of workshop)

Each student will bring in a black and white printed picture of themselves in high contrast to make a stencil. Test print the stencil in their sketchbook to see if they need to evaluate the image. For this workshop we will use pre made stencils to save time (and not bring knives onto a plane). Mix a palette with a range of tints of a single color. Using one side of a large cereal box, paint the background using 3 of the tints, Add no more than 3 stencils of darker and lighter values. While drying cut or tear old text books for interesting words definitions etc...Rip, tear or cut cut the machine roll paper and add onto the painting with a layer of Mod Podge at the same time adding the torn books. Stencil the Main image, self portrait, with the darkest value or black for emphasis. Add stamps and more stencils in lighter and darker values, add cut/torn rice paper or paint into design to complete the balance of imagery. Artist signature is their personal stamp cut from an old eraser.

Assessment and/or Evaluation of Learning:

(Examples of rubrics, pre-tests/post-tests/critiques format, evaluation forms and/or sample questions teachers may ask their students when evaluating student work, prompts for student writing about their artwork and learning, etc.)

Does the finished piece show Texture, Focal Point, Meaning ‘carrying on a conversation’ and is it unified?

Self Reflection prompt to write in their sketchbook. What did I discover and what did I have to change as I progressed in my layering of pieces. What questions did I ask my self for placement of images. What could have been done differently if I were to do it again or what can I add to it to make it better?

Extensions: (Follow-up lessons, connections to the performing arts, and other core subjects)

Show alternative uses for the machine roll paper including photo transfer and screen printing.

Display in the office or hallways

Adaptions or Modifications for Students with Special Needs: Have pre cut stencils to use. Sponge brushes instead of stencil brushes. Partner with a peer. Sentence Frames
ex: My favorite part of _____ was _____ because _____.
Something I would do different is _____ because(or how)_____.

References

Collage Techniques by Gerald F. Brommer Watson-Guption 1994

Surface Treatment workshop by Darlene Olivia McElroy and Sandra Duran Wilson Northlight books 2011

www.collageart.org/links/

books, websites, artists



*You may also send photos, diagrams, etc., to be posted with your lesson plans. Please make sure to name the image or file with your name, 2017CAEAWorkshop.
Thank you!*