

## Basic Information

<b>Designer(s)</b>	Karen Keller
<b>Title</b>	New Bedford City Emblem Collages
<b>Summary</b>	Through analysis of the original emblem of New Bedford, students are challenged to reinterpret the city emblem so that it embodies their view of the community. Using a conceptual design process, the students create an expressive visual representation of the identity of New Bedford in the style of an emblem using collage images from magazines, advertisements, and local newspapers. Collaborative discussion will focus on their personal views of community and their choices for representation of these views. After the artwork is complete, students will write an artist statement explaining important elements of their own emblem designs.
<b>Grade/Level</b>	Grades 5-8
<b>Time Frame</b>	Six 45-minute classes
<b>Subject(s)</b>	Visual Art
<b>Modifications</b>	Students create collages with origami paper, construction paper etc. Students use paint or modge podge as glue.

<b>Standards</b>	<p><i>Massachusetts Curriculum Frameworks</i></p> <ul style="list-style-type: none"> <li>● <b>1.7</b> Maintain the workspace, materials, and tools responsibly and safely</li> <li>● <b>2.9</b> For texture, use and be able to differentiate between surface texture and the illusion of texture (visual texture)</li> <li>● <b>7.2</b> Describe the roles of artists in specific cultures and periods, and compare similarities and differences in these roles, considering aspects such as: <ul style="list-style-type: none"> <li>○ the conditions under which artists created, performed, and/or</li> </ul> </li> </ul>
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	<p>exhibited work and the status of artists</p> <ul style="list-style-type: none"> <li>○ the sources of support for the arts</li> <li>○ the ways, such as apprenticeship or training, in which students learned the skills and knowledge that qualified them to produce or perform artistic work</li> </ul> <p><i>CCO Visual Arts 5-8</i></p> <ul style="list-style-type: none"> <li>● <b>22</b> Students maintain the workspace, materials, and tools responsibly and safely.</li> <li>● <b>23</b> Students use and differentiate between surface texture and visual texture, or the illusion of texture.</li> </ul> <p>National Core Arts Standards</p> <ul style="list-style-type: none"> <li>● <b>VA:Cr1.2.6a</b> Formulate an artistic investigation of personally relevant content for creating art.</li> <li>● <b>VA:Re.7.2.7a</b> Analyze multiple ways that images influence specific audiences.</li> </ul> <p>21st Century Skills</p> <ul style="list-style-type: none"> <li>● <b>Critical Thinking and Problem Solving</b></li> </ul>
<b>Overarching Goal SMART</b>	<p>Students will examine both the concepts of a community's visual identity as exemplified by artist Shepard Fairey, and the collage techniques of Henri Matisse to create a new emblem for New Bedford. The students will explore the concepts of shape, color, and texture to make a successful collage design that exemplifies how they see New Bedford as a community.</p>
<b>Understandings and Lesson Objectives</b>	<ul style="list-style-type: none"> <li>● Students will maintain the workspace, materials, and tools responsibly and safely (1.7) <ul style="list-style-type: none"> <li>○ I can clean my workspace</li> <li>○ I can safely use materials</li> <li>○ I can keep my scraps clean and organized</li> </ul> </li> <li>● Students will use and be able to differentiate between surface texture and visual texture in their collage work (2.9) <ul style="list-style-type: none"> <li>○ I can create multiple visual and physical textures in my artwork</li> <li>○ I can write an artist statement that clearly indicates and describes areas of texture use in the design</li> </ul> </li> <li>● Students will describe the roles of artists, like Henri Matisse and Sheppard Fairey, in their specific cultures and contexts (7.2) <ul style="list-style-type: none"> <li>○ I can write an artist statement that describes how both Henri Matisse and Shepard Fairey are artistically relevant to my emblem collage</li> </ul> </li> </ul>
<b>Essential Question</b>	<p>What is community?</p> <p>How do locations and communities affect one another?</p>

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<b>Unit</b> <b>(Guiding)</b> <b>Question</b> <b>s</b>	How are communities formed? What types of common interests do they share? What do I have in common with my neighborhood? What does my community look like? What is an emblem? How do we visually communicate aspects of community?
<b>Knowledge and Skills</b>	Knowledge: <ul style="list-style-type: none"> <li>• Identify the origins of a community</li> <li>• Describe characteristics of a city</li> <li>• Understand and apply elements of relevant visual culture</li> <li>• Describe characteristics of their New Bedford community</li> <li>• Observe and analyze works by Henri Matisse and Shepard Fairey</li> </ul> Skills:(Specifics, what are they actually doing?) <ul style="list-style-type: none"> <li>• Discuss identity, common traits of a community, and location in class discussion and with peers</li> <li>• Compare and contrast and analyze the relationship between aspects of location, identity, and traits of a community</li> <li>• Explain thoughts and opinions and give evidence and/or reasoning</li> <li>• Apply elements and principles of design to visual problem solving and artistic creation</li> <li>• Create successful collages that use elements and principles of design and good craftsmanship</li> </ul> What are students building upon? <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Past experience with collage</li> <li>• Visual analysis of media</li> <li>• Explanatory Writing</li> </ul>

### Performance Tasks And Assessment

<b>Performance Task/Activity</b>	This activity encourages students to notice visual qualities of their surroundings in the community of New Bedford and help them explore ways to express their perspectives visually. From this lesson, students can identify what makes New Bedford a visually unique community. Through analysis of the original emblem of New Bedford, students are challenged to reinterpret the city emblem so that it embodies their view of the community. Using a conceptual design process, the students create an expressive visual representation of the identity of New Bedford in the style of an emblem using collage images from magazines, advertisements, and local newspapers.
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Motivatio n	<ul style="list-style-type: none"><li>● The guiding questions “What is an emblem?” and “what does the New Bedford city emblem look like?” are answered in a discussion (5 minutes)</li><li>● Using visual thinking strategies, the teacher presents a powerpoint which includes (15 minutes):<ul style="list-style-type: none"><li>○ Emblems of Nativity Prep, New Bedford, Massachusetts, and the United States VTS:<ul style="list-style-type: none"><li>■ What do you think of this emblem as a designed artwork? This one? Etc.</li><li>■ How do these evoke the identity and visual culture of each place?</li><li>■ What does each emblem have in common?</li></ul></li><li>○ Shepard Fairey as emblem maker, designer, and artist who brands his community. Shepard Fairey’s OBEY and other works VTS:<ul style="list-style-type: none"><li>■ Has anyone seen these images made and distributed by Shepard Fairey?</li><li>■ Anyone have or know someone who has clothes with these images on them?</li><li>■ What do you think these images are supposed to be telling us?</li><li>■ What makes them interesting?</li></ul></li><li>○ Henri Matisse’s as an historical artist who used simple collage shape to make an impactful design. Henri Matisse’s collage works VTS:<ul style="list-style-type: none"><li>■ What do you like or dislike about these collage works? How do they make you feel? What images do you see in them?</li><li>■ How does Matisse use simple shapes and colors to make an interesting composition?</li><li>■ What types of texture do you see in Matisse’s collage work? In his studio practice shown in the photograph?</li></ul></li><li>○ Students and teacher engage in a socratic discussion on community, New Bedford as a location, and emblems as descriptors of communities</li></ul></li><li>● Students brainstorm at each table about what visuals could describe their community in New Bedford (5 minutes)</li></ul>					
Assessm ent/Rubri cs	<table><tr><td>Objective</td><td>Master</td><td>Skilled</td><td>Apprentice</td><td>Beginner</td></tr></table>	Objective	Master	Skilled	Apprentice	Beginner
Objective	Master	Skilled	Apprentice	Beginner		

<b>Students will maintain the workspace, materials, and tools responsibly and safely</b>	<ul style="list-style-type: none"> <li>-Clean workspace</li> <li>-Safe use of materials</li> <li>-Student keeps their scraps clean and organized</li> </ul>	<ul style="list-style-type: none"> <li>-Mostly clean workspace</li> <li>-Safe use of materials</li> <li>-Student keeps their scraps mostly clean and organized</li> </ul>	<ul style="list-style-type: none"> <li>-Somewhat clean workspace - safe use of materials</li> <li>-Safe use of scissors</li> <li>-Student keeps their scraps somewhat clean or organized</li> </ul>	<ul style="list-style-type: none"> <li>-Very messy workspace</li> <li>-unsafe behaviors with materials</li> <li>-Student did not keep their scraps organized or clean</li> </ul>
<b>Students will use and be able to differentiate between surface texture and visual texture in their collage work</b>	<ul style="list-style-type: none"> <li>-Work shows multiple examples of both visual and physical textures</li> <li>-Artist statement clearly indicates and describes areas of texture use in the design</li> </ul>	<ul style="list-style-type: none"> <li>-Work shows one example of visual texture and one example of physical texture.</li> <li>-Artist statement indicates areas of texture use in the design</li> </ul>	<ul style="list-style-type: none"> <li>-Work shows either visual or physical texture</li> <li>-Artist statement indicates at least one area of texture use in the design</li> </ul>	<ul style="list-style-type: none"> <li>-Work shows no clear use of texture</li> <li>-Artist statement does not indicate any areas of structure in the artwork</li> </ul>
<b>Students will describe the roles of artists, like Henri Matisse and Sheppard Fairey, in their specific</b>	<ul style="list-style-type: none"> <li>-Artist statement describes how both Henri Matisse and Shepard Fairey are artistically relevant to their</li> </ul>	<ul style="list-style-type: none"> <li>-Artist statement specifically references either Henri Matisse or Shepard Fairey in relation to their emblem collage</li> </ul>	<ul style="list-style-type: none"> <li>-Artist statement references either Henri Matisse or Shepard Fairey as relevant to the assignment</li> </ul>	<ul style="list-style-type: none"> <li>-Artist statement does not mention Henri Matisse or Shepard Fairey</li> </ul>

<b>cultures and contexts</b>	emblem collage			
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**Formative Assessments:**

1. Verbal check ins with individual students as they work
2. Questions of understanding and VTS during instruction
3. Inspection of each workspace before, during, and after classes to evaluate use of materials with safety and cleanliness

**Learning Experiences And Resources**

**Routines**

- Teacher will greet class
- Students will take their seats.
- The teacher will write the daily objectives on the board and go over those objectives with students
- Teacher has rules and expectations decided upon with the class on large posters in the room.
- Each table has one different colored supply caddy equip with pencils, erasers, and markers for students to use when told to.
- The teacher will begin each lesson with an anticipatory set by using a presentation or a short demonstration with VTS and Socratic Discussion to get students started.
- The teacher will create an atmosphere that encourages students to ask questions by checking for understanding, posing thought provoking questions, and engaging individual students to contribute to the discussion.
- A few student helpers are occasionally assigned to pass out or collect supplies.
- Students will have a designated place for materials and process work.
- The teacher will keep momentum by assessing how each table is working and sticking to the routines.
- The teacher will also give warnings to misbehaving students and point to the list of respectful behavior
- The teacher will use verbal warnings in intervals for transitions such as clean up, push in their chairs before they leave class.
- Students write their names on the backs of their artworks before they are collected at the end of each class session.
- Students are dismissed in groups based on their caddy color (ie. "blue table may line up"), and students silently line up
- Students will have a verbal quiz while they stand in line about different artists they may know and should look up before next class.

<b>Instructional Approaches</b>	<p>The teacher will use <b>VTS</b> during the anticipatory set to enhance artistic critical thinking about <b>Art History</b> topics. After using <b>Visual Culture</b> examples to instruct students in art analysis and inspire their projects through the decoding of an emblem, the teacher provides local 2D publications as media for student collages, providing students a way to synthesize visual culture to create their own community emblem. During the <b>Studio Based</b> demonstration of collage, the teacher will present methods to make successfully crafted collage works. As the students learn the elements and principles of design in relation to their emblems, they will be participating in <b>Design Education</b>. The lesson falls into a <b>Theme-Based</b> curriculum focusing on community.</p>
<b>Sequence of Activities</b>	<p>Class 1:</p> <p>Classroom set up: classroom is clean and organized. Bins with essential supplies at each table, chairs and name tags are at each spot, and information about class behavior, art standards, and the instructions for the lesson are on the board</p> <p>The students file into class and take their assigned seats with their name tags. (2 minutes)</p> <p>The teacher greets students and begins to introduce the lesson with the anticipatory set:</p> <p>The guiding questions “What is an emblem?” and “what does the New Bedford city emblem look like?” are answered in a discussion (3 minutes)</p> <ul style="list-style-type: none"> <li>● Using visual thinking strategies, the teacher presents, a powerpoint which includes (20 minutes): <ul style="list-style-type: none"> <li>○ Emblems of Nativity Prep, New Bedford, Massachusetts, and the United States VTS: <ul style="list-style-type: none"> <li>■ What do you think of this emblem as a designed artwork? This one? Etc.</li> <li>■ How do these evoke the identity and visual culture of each place?</li> <li>■ What does each emblem have in common?</li> </ul> </li> <li>○ Shepard Fairey as emblem maker, designer, and artist who brands his community. Shepard Fairey’s OBEY and other works VTS: <ul style="list-style-type: none"> <li>■ Has anyone seen these images made and distributed by Shepard Fairey?</li> <li>■ Anyone have or know someone who has clothes with these images on them?</li> <li>■ What do you think these images are supposed to be telling us?</li> <li>■ What makes them interesting?</li> </ul> </li> </ul> </li> </ul>

- Henri Matisse's as an historical artist who used simple collage shape to make an impactful design. Henri Matisse's collage works VTS:
  - What do you like or dislike about these collage works? How do they make you feel? What images do you see in them?
  - How does Matisse use simple shapes and colors to make an interesting composition?
  - What types of texture do you see in Matisse's collage work? In his studio practice shown in the photograph?
- Students and teacher engage in a socratic discussion on community, New Bedford as a location, and emblems as descriptors of communities

Students brainstorm at each table about what visuals could describe their community in New Bedford (5 minutes)

-Teacher informs students that they will each be designing a new emblem for New Bedford using collage paper techniques and materials and passes out the assignment rubric.

Students brainstorm at each table about what visuals could describe their community in New Bedford (5 minutes)

Teacher gives students five minute warning

Students clean materials by putting them into the caddies

Teacher calls tables by caddy color depending on which group of students are the most well behaved.

Students line up at the door and participate in a verbal artists quiz until it is time to leave. (5 minutes)

Class 2:

Classroom set up: same as previous class.

The students file into class and take their assigned seats with their name tags. (2 minutes)

The teacher greets students and begins to review the events of last class:

-The teacher reminds students about their brainstorming session last class about symbols for a new collaged emblem (5 minutes)



Teacher passes out sketching paper to each student

Students begin to create mind maps of different representative imagery to make an emblem (10 minutes)

Teacher calls for attention and asks students to share their ideas to the class one by one (10 minutes)

Teacher instructs students to choose one symbol and make a few sketches of that symbol on their sketch paper (5 minutes)

Teacher calls a five minute warning to finish up for now, and tells students that they will finish the mind maps and start drawing the outline of their emblem onto their mixed media paper next class.

Students put away pencils and erasers in the color coded bins and wait quietly to be called to line up.

Teacher calls tables by caddy color depending on which group of students are the most well behaved.

Students line up at the door and participate in a verbal artists quiz until it is time to leave. (5 minutes)

Teacher collects students draft papers and puts them with their collection of class work.

Class 3:

Classroom set up: same as previous class, as well as a stack of watercolor paper (9x12) and drawing compasses at the front table

The students file into class and take their assigned seats with their name tags. (2 minutes)

The teacher greets students and reviews the information from last class (2 minutes):

Teacher reminds students that they will each be designing a new emblem for New Bedford using collage paper techniques and materials.

Teacher reviews where students left off:

-Students were brainstorming the images they could make out of collage papers that would exemplify the community of New Bedford

-Teacher tells students that they will finish the mind maps and start drawing the outline of their emblem this class.

Teacher passes out mind maps and rubrics and gives students time to finish the mind maps (10 minutes)

Teacher calls a five minute warning to finish the mind maps.

Teacher tells students to stop working and pay attention

Teacher passes out 9x12 pieces of watercolor paper and tells students that they will be drawing a circle for the outline of their collage designs and then drawing the basic shapes of their emblem design inside the circle. (2 minutes)

Students use compasses (with help) to create the circles and then begin to draw their emblem designs inside with pencil (15 minutes)

Teacher calls a five minute warning to finish up for now, and tells students that they will finish drawing the outline of their emblem next class and then begin selecting images for their collage.

Teacher calls for students to write their names on their work and then stop working.

Students put away pencils and erasers in the color coded bins and wait quietly to be called to line up

Students line up at the door and participate in a verbal artists quiz until it is time to leave.

Teacher collects students papers and puts them with their collection of class work. (5 minutes)

Class 4:

Classroom set up: same as previous class, as well as magazines, newspapers, advertisements, and scrap papers are at the front table along with the gallon of glue, cups, scissors, and foam brushes.

The students file into class and take their assigned seats with their name tags. (2 minutes)

The teacher greets students and begins by reviewing important lesson information (2 minutes):

-Teacher reminds students that they will each be designing a new emblem for New Bedford using collage paper techniques and materials.

-Teacher reviews where students left off: students were drawing their emblem designs on their big paper inside the drawn circle.

-Teacher tells students that they will finish drawing the outline of their emblem and then begin collaging.

Teacher demonstrates how to collage papers onto an image by cutting out the shapes from the recycled papers and then lightly brushing glue from a cup onto the back of the cut out paper shape onto the large watercolor paper. (8 minutes) Teacher has one student pass out cups, another to pass out foam brushes, and another to carefully pass out scissors as the teacher passes out the variety of paper collage resources (2 minutes)

Teacher passes out work and rubrics.

Students finish drawing their design outlines (2 minutes)

Students use the process shown by the teacher to fill in the designs they outlined within the circle on their paper with collage imagery (15 minutes)

Teacher calls a five minute warning to finish up for now, and informs students they will continue next class.

Teacher calls to stop working.

Students put away collage supplies at the front, pencils and erasers in the color coded bins and wait quietly to be called to line up

Students line up at the door and participate in a verbal artists quiz until it is time to leave.

Teacher collects students draft papers and puts them with their collection of class work. (10 minutes)

Class 5:

Classroom set up: same as previous class.

The students file into class and take their assigned seats with their name tags. (2 minutes)

The teacher greets students and begins to review with the students what

they will do today (2 minutes):

- Teacher reminds students that they will each be designing a new emblem for New Bedford using collage paper techniques and materials.

- Teacher reviews where students left off: students were drawing their emblem designs on their big paper inside the drawn circle and collaging inside their emblem designs.

- Teacher tells students that they will continue collaging.

Teacher has students pass out supplies like last class. (5 minutes)

Teacher passes out work and rubrics.

Students finish using the process shown by the teacher to fill in the designs they outlined within the circle on their paper with collage imagery (20 minutes)

Teacher calls a five minute warning to finish up for now, and informs students they will continue next class.

Teacher calls for students to stop working.

Students put away collage supplies at the front, pencils and erasers in the color coded bins and wait quietly to be called to line up.

Students line up at the door and participate in a verbal artists quiz until it is time to leave.

Teacher collects students papers and puts them with their collection of class work. (10 minutes)

Class 6:

Classroom set up: same as previous class.

The students file into class and take their assigned seats with their name tags. (2 minutes)

The teacher greets students and begins to review the days activities (5 minutes):

- Teacher reminds students that they will each be designing a new emblem for New Bedford using collage paper techniques and materials.

-Teacher reviews where students left off: students were collaging inside their emblem designs.

-Teacher tells students that they will continue collaging, making the background with a solid color of construction paper scraps.

Teacher has students pass out supplies like last class. (5 minutes)

One student passes out the work and rubrics to each student.

Students finish using the process shown by the teacher to fill in the designs they outlined within the circle on their paper with collage imagery, and then applying the same technique to fill in the background with a single solid color of construction paper (20 minutes)

Teacher calls a five minute warning to finish up for now.

Teacher calls for students to stop working.

Students put away collage supplies at the front, pencils and erasers in the color coded bins and wait quietly to be called to line up.

Students line up at the door and participate in a verbal artists quiz until it is time to leave.

Teacher collects students draft papers and puts them with their collection of class work. (10 minutes)

Class 7:

Classroom set up: same as previous class.

The students file into class and take their assigned seats with their name tags. (2 minutes)

The teacher greets students and outlines what they will do this final class (5 minutes):

Teacher reminds students that they will each be designing a new emblem for New Bedford using collage paper techniques and materials.

-Teacher reviews where students left off: students were finishing collaging their emblem designs.

	<p>-Teacher tells students that they will finish collaging the entire composition, cut out the circle carefully with scissors, and write a one or two paragraph artist statement that follows the objectives on the board and the rubric</p> <p>Teacher has one student pass out cups, another to pass out foam brushes, and another to carefully pass out scissors as the teacher passes out the variety of paper collage resources (2 minutes)</p> <p>Teacher asks one student to pass out work, rubrics, and paper to write the artist statements</p> <p>Students finish everything left for their project, including final touches to the collage, cutting out the image, and writing the artist statement. (20 minutes)</p> <p>Teacher calls a five minute warning to finish up.</p> <p>Teacher calls for students to write their names on all their work and then stop working.</p> <p>Students put away collage supplies at the front, pencils and erasers in the color coded bins and wait quietly to be called to line up.</p> <p>Students line up at the door and participate in a verbal artists quiz until it is time to leave.</p> <p>Teacher collects students finished collages, papers, and artist statements and puts them with their collection of class work. (10 minutes)</p>
<b>Differentiated Instruction and Adaptations</b>	<ul style="list-style-type: none"> <li>• Students may use adaptive scissors.</li> <li>• Students may rip the paper instead of cutting</li> <li>• Students can use multiple symbols within both the original imagery of the collage materials and their own newly created imagery</li> <li>• students may work in pairs to help each other each create their own successful collages</li> <li>• Materials can be adapted and/or supplemented for all student's abilities (Ex: such as sculpting clay symbols instead of drawing and building a 3D map vs. 2D map.)</li> <li>• Hand over hand techniques and methods can be used to aid various students with physical and/or learning disabilities.</li> <li>• Inclusion of a language or visual communication aid board (paper or ipad) for learning/physically disabled and/or ELL students</li> <li>• Create a handout of key terms, vocabulary, and concepts in various languages and English for ELLs.</li> <li>• Rubric provided in English and ELL native languages.</li> <li>• All instruction should be spoken slowly and clearly, repeated, and</li> </ul>

written for students of all abilities

**Resources**

**How do you as a teacher know what you know to teach the students?  
Art Books, Prints, Websites, Art Ed Books, Videos etc.  
Citations**

The Museum of Modern Art. (2018). Henri Matisse The Cut-Outs.  
Retrieved October 14, 2018, from  
<https://www.moma.org/interactives/exhibitions/2014/matisse/the-cut-outs.html>

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<https://statesymbolsusa.org/categories/state-seal>

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Understanding by design. Alexandria, Va: Association for  
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Beattie, D. K. (1997). Assessment in art education.  
Worcester: Davis.

Leland, N., & Laufersweiler, S. (2011). *New creative collage techniques: How to make original art using paper, color and texture*. Cincinnati, OH: North Light Books.

McCormick, C., Heller, S., Rollins, H., Walker, R., & Gastman, R. (2006). *Obey supply and demand, the art of Shepard Fairey*. Corte Madera (Ca): Gingko Press.

Foster, W. T. (2018). *The complete book of mixed media art: More than 200 fundamental mixed media concepts and techniques*. Lake Forest, CA: Walter Foster Publishing, an imprint of The Quarto Group.

Néret, X., Néret, G., & Taschen, B. (2015). *Henri Matisse: Cut-outs: Drawing with scissors*. Köln: Taschen.

<b>Materials</b>	<p><b>Sizes, brands, kinds, amounts, adaptive materials etc. be specific</b></p> <ul style="list-style-type: none"> <li>• Assorted publications pre-screened for appropriate content</li> <li>• Other scrap papers/appropriate paper media</li> <li>• Elmer's 1 gallon classroom glue (1)</li> <li>• Plastic cups (25)</li> <li>• Blick foam brush classroom set (25)</li> <li>• Canson Montval Watercolor Paper Rolls (3)</li> <li>• Paper Towels 1 roll</li> <li>• Fiskars student pack scissors (25)</li> <li>• Adaptive scissors (5)</li> <li>• Creative Studio Graphite Sketch Pencils and Erasers (25)</li> <li>• Newsprint 8.5x11 (25 pieces)</li> </ul>
<b>Key Words / Vocabulary</b>	<ul style="list-style-type: none"> <li>• Emblem: a symbolic image used as a distinguishing badge of a nation, organization, or family</li> <li>• Collage: artwork made with different 2D materials such as photographs and pieces of paper or fabric stuck onto a flat surface.</li> <li>• Texture: the distinctive feel of a surface.</li> <li>• Visual Texture: the illusion of texture in a 2D image or artwork</li> </ul>
<b>Appendices</b>	<p><a href="https://obeygiant.com/">https://obeygiant.com/</a>  <a href="http://www.newbedford-ma.gov/">http://www.newbedford-ma.gov/</a>  <a href="https://www.moma.org/interactives/exhibitions/2014/matisse/the-cut-outs.html">https://www.moma.org/interactives/exhibitions/2014/matisse/the-cut-outs.html</a></p> <p>Leland, N., &amp; Laufersweiler, S. (2011). <i>New creative collage techniques: How to make original art using paper, color and texture</i>. Cincinnati, OH: North Light Books.</p> 







