

Day :1

Identity Collage



Does anyone recognize these characters?



Marinette-Dupain-Cheng



Ladybug





Peter Parker is Spiderman!



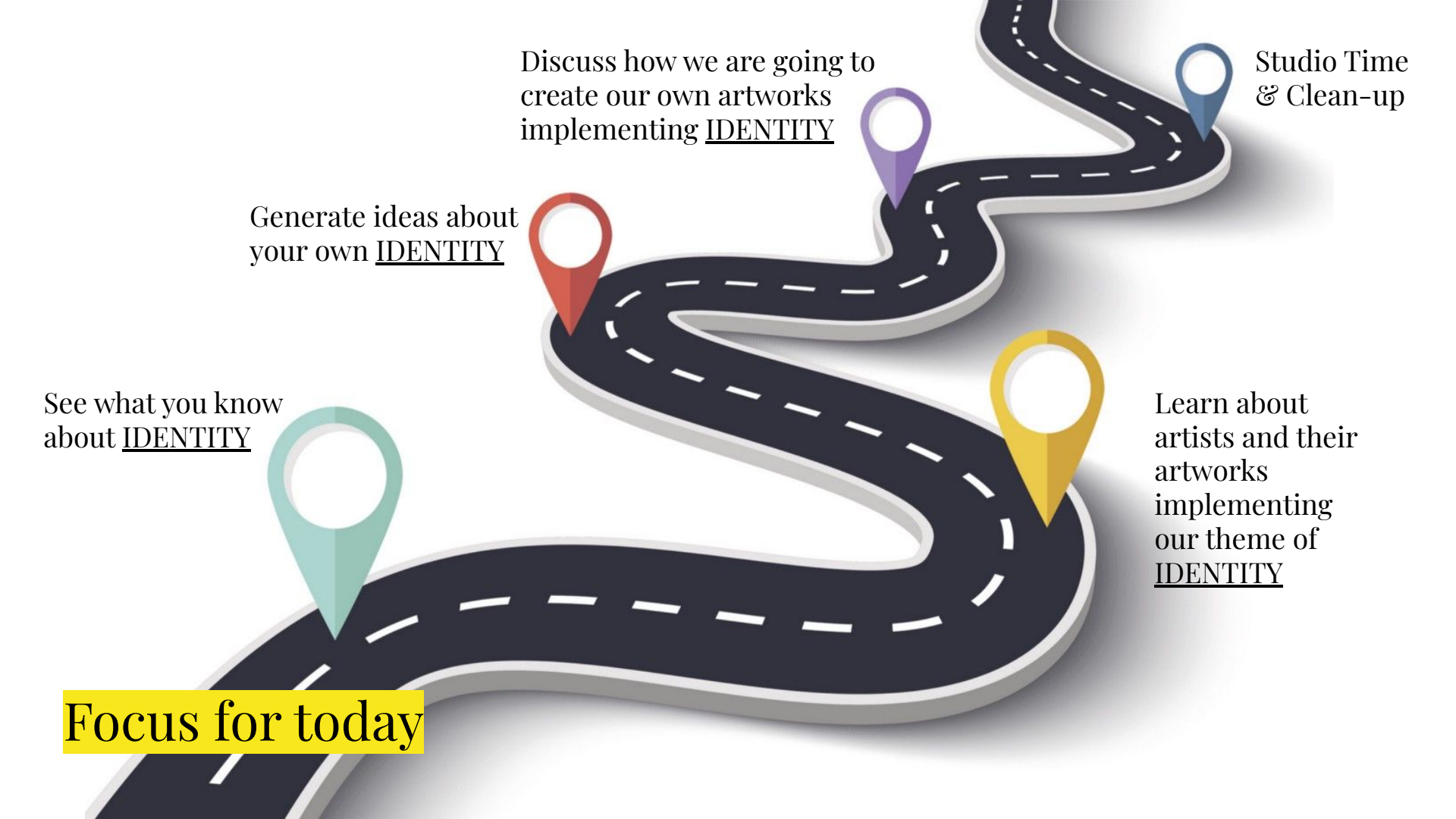
Day 1:
Introduction

Day 2: Studio
Time

4 Day Overview

Day 3: Studio
Time

Day 4: Studio
Time & Reflection



Discuss how we are going to
create our own artworks
implementing IDENTITY

Studio Time
& Clean-up

Generate ideas about
your own IDENTITY

See what you know
about IDENTITY

Learn about
artists and their
artworks
implementing
our theme of
IDENTITY

Focus for today

Identity

Prompt: Create a collage of our
own

Pre-Assessment

What is identity?

Who or what a person or thing is.

What is collage?

A piece of art made by sticking various materials onto a canvas, paper, or piece of fabric.



Artists

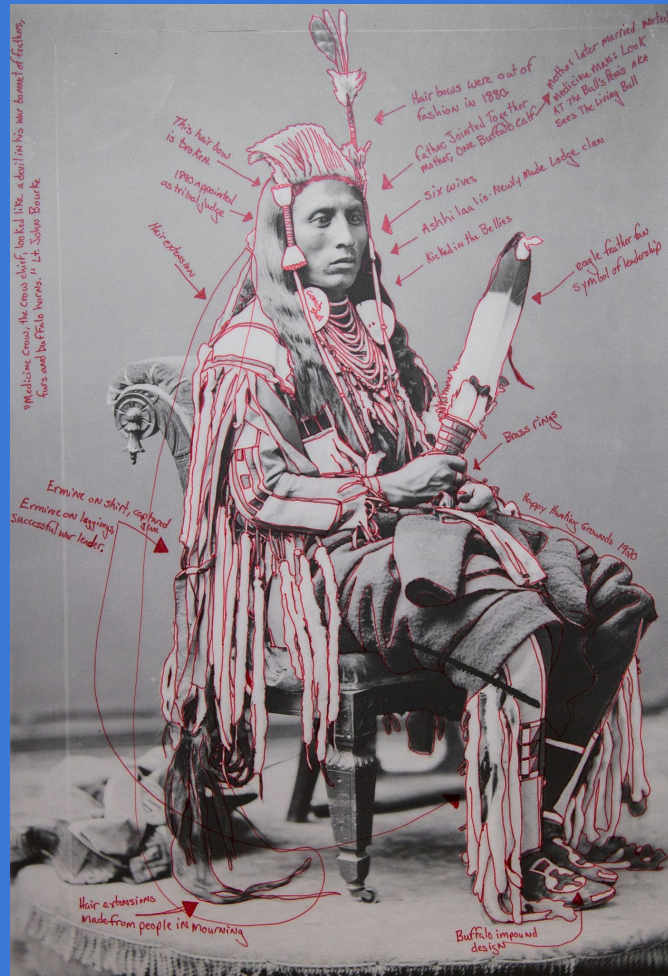
Wendy Red Star

What do you see? Objects, colors, background?

Why might the artist have chosen to include these?



Four Seasons Series (Fall), Photography, 2006



Artists

Vik Muniz





Teri Greeves

She is enrolled in the Kiowa Indian
Tribe of Oklahoma



Finding the pieces?

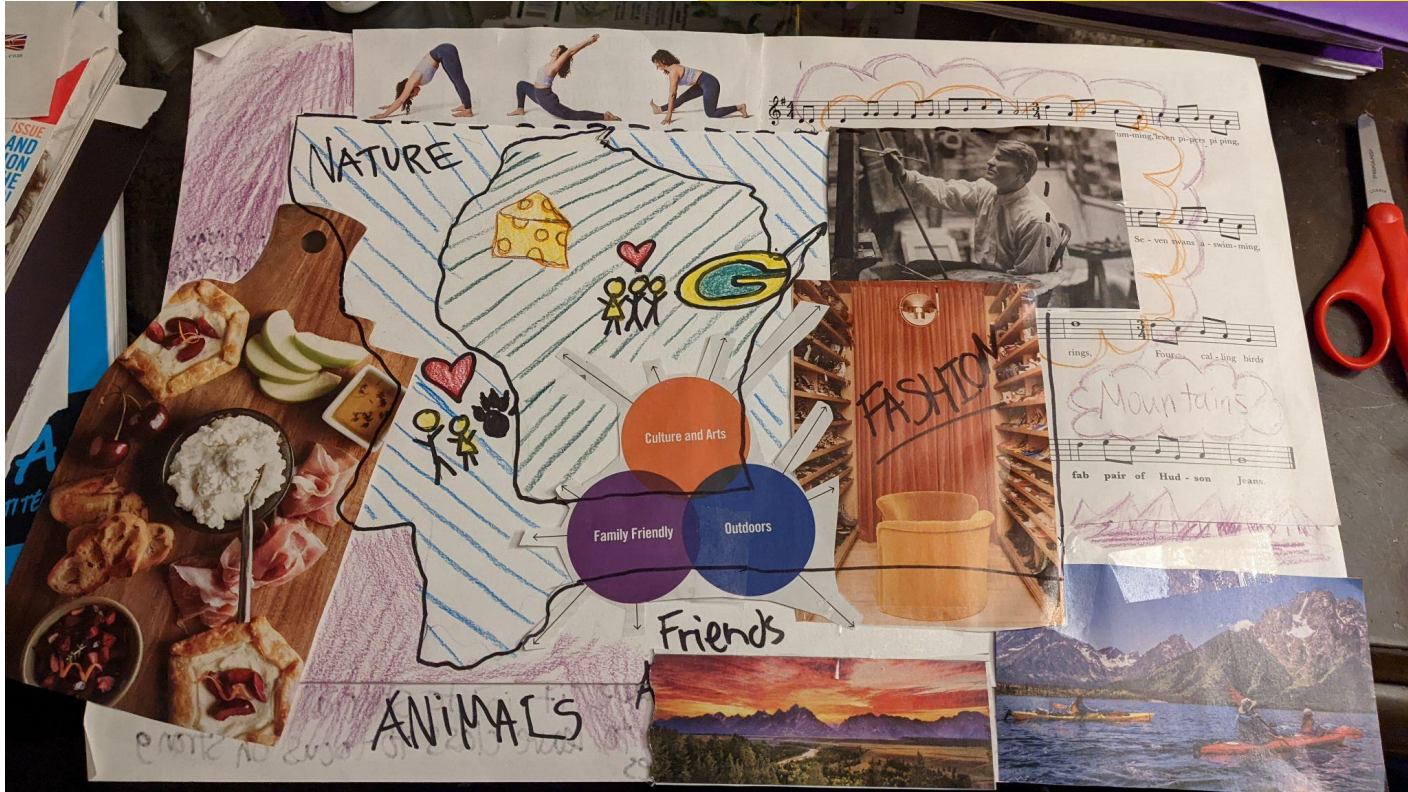
Team-up with students around you...



Let's group up and collect our ideas
about **IDENTITY.**

Examples Think of how you would layer, order of arrangements

Examples Think of how you would layer, order of arrangements



Crystal Wood

Examples

Warren



Caden



Thank you for your patience, respect, and participation.

Next Time...

Day :2

Studio Time

Favorite Food	Games	Subjects	Animals/Pets
Taco	Minecraft – Pixel	History	Dog/Cats/Puppies
Banana	Artwork	Culture	Tiger
Pizza	Coralin	Spanish	
Hot Dogs	Jurassic World	English	
	Mario 3D World	Computers	Places/locations
Objects		Religion	School
Waterbottle	Country/State	Art	Church
Shoes	USA	Astronomy – Sun	Playground
Stickers	Estonia	Geology – Dirt	Park
Gnomes	Japan		Forests
Tree Houses	Montana	Sports	People
		Taekwondo	Friends
		Soccer	Family
		Basketball	
		Football	
Dream / Future Goals			Health
Florist			
Teacher			
Class Ideation List		Hobbies/Activities	
		Fishing	

Art Ideas

Colors

Textures

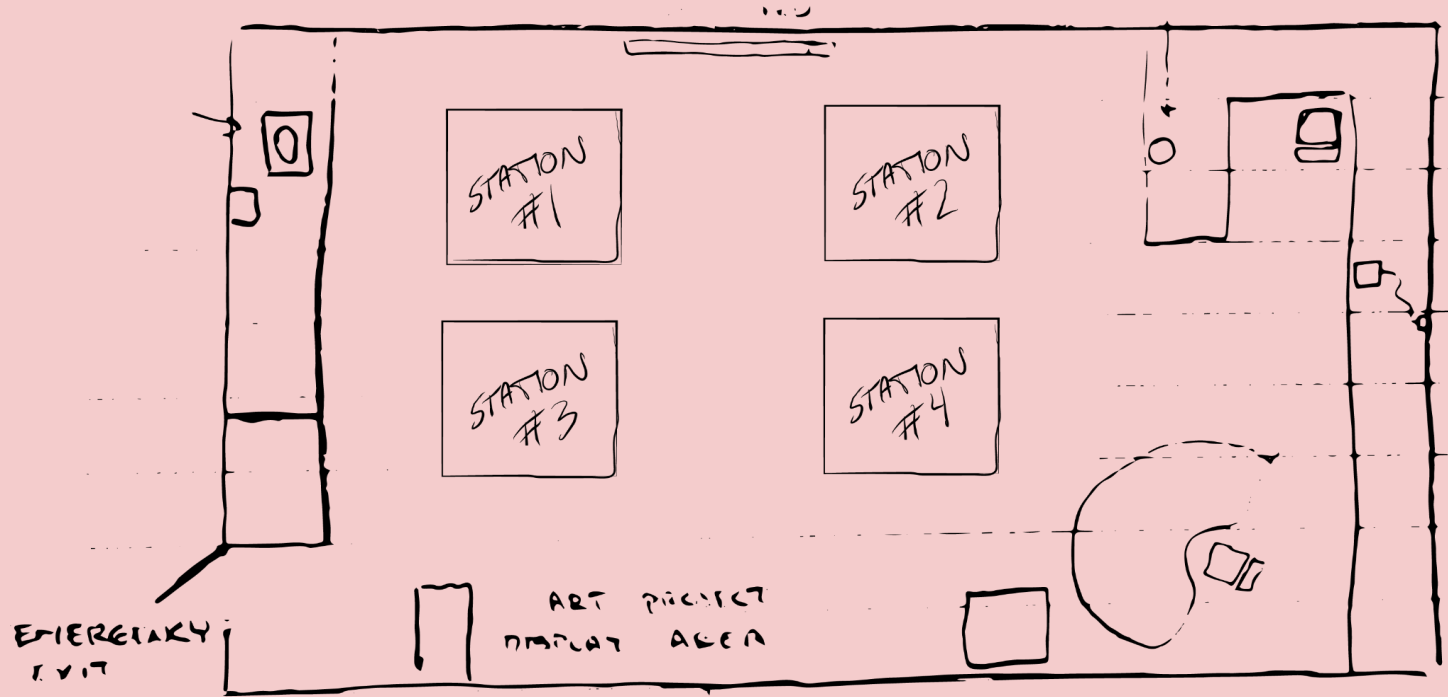
Patterns

Symbols



Flags, seals, and symbols





Classroom Arrangement

Studio Time

Feel free to reach out for help and questions.

Clean-Up

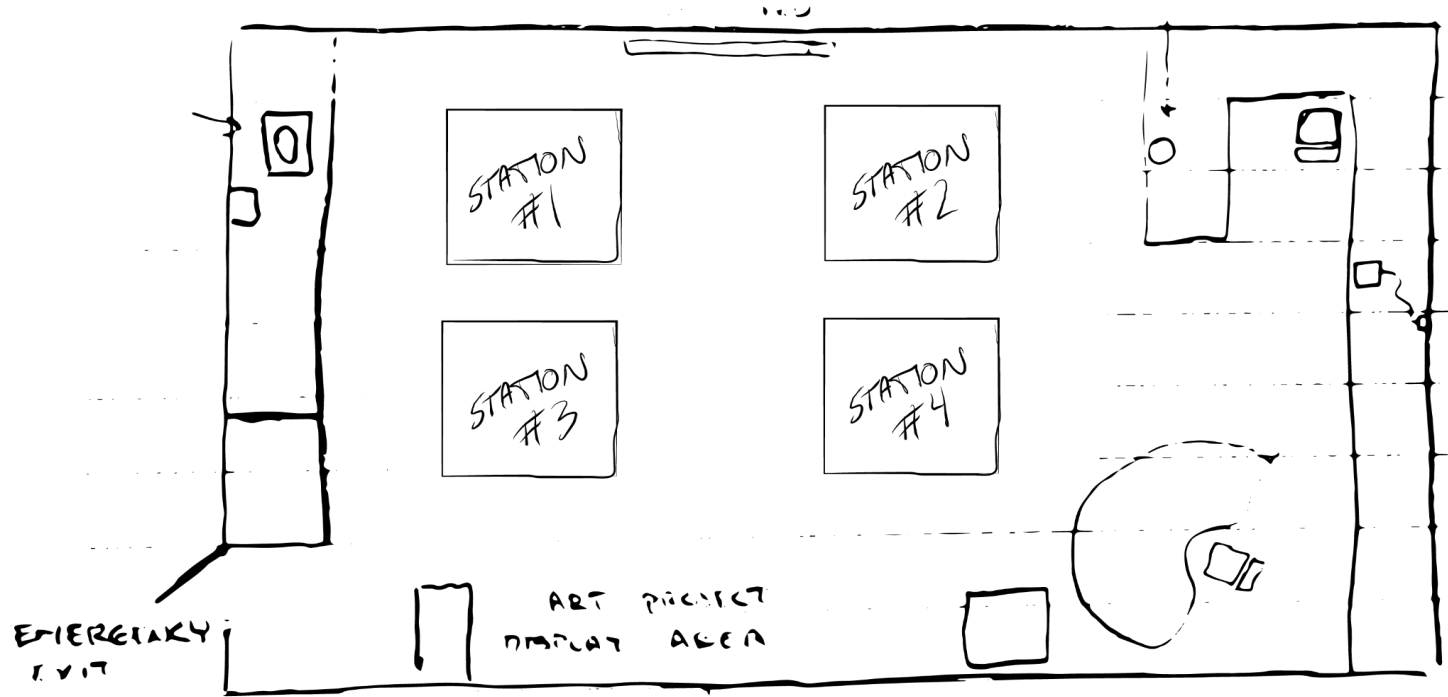
Thank you for your patience, respect,
and participation.

Next Time...

The background consists of a yellow field on the left and a blue field on the right, separated by a vertical black line. A horizontal black bar is positioned in the lower-left area. A white rectangular box is centered horizontally across the vertical line.

Day :3

Class Warm-up Overview Responses

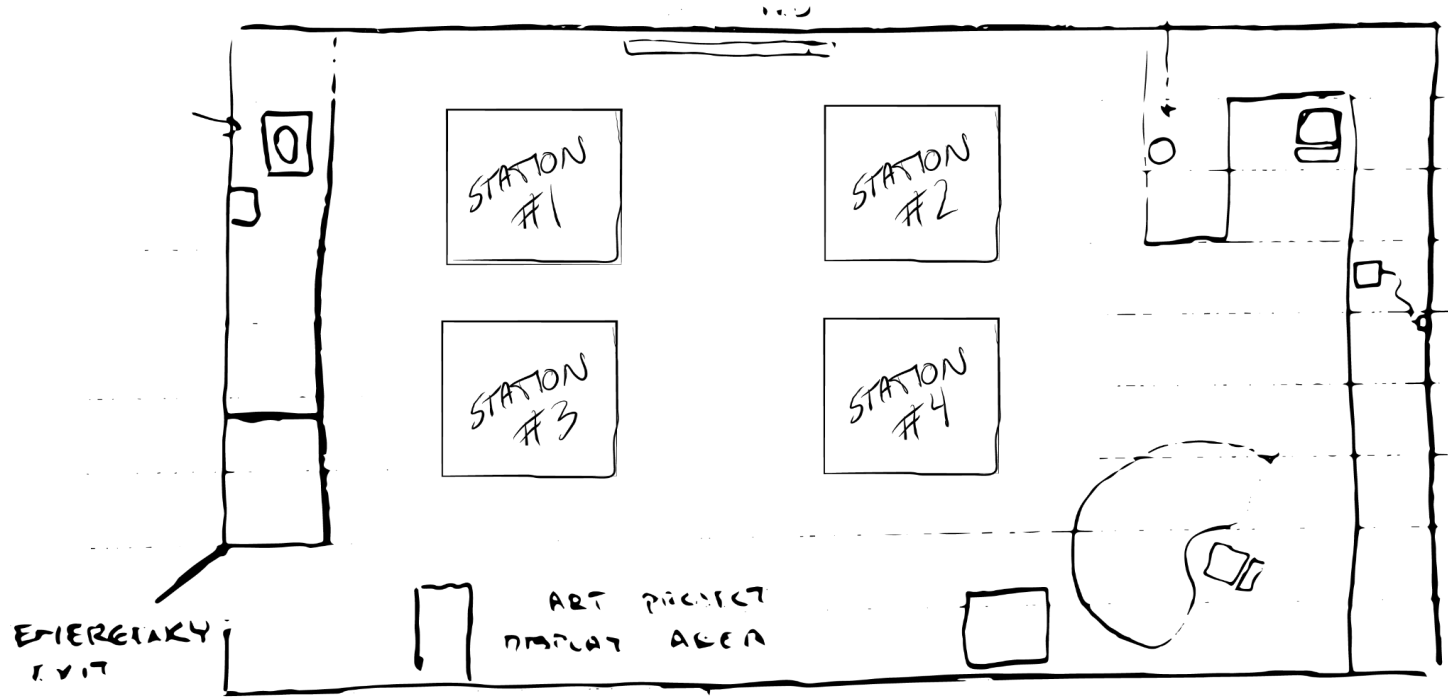


Classroom Arrangement

Studio Time

Feel free to reach out for help and questions.

Clean-Up



Classroom Arrangement

Thank you for your patience, respect, and participation.

See you next time...

Day :4

Class Warm-up Overview Responses

Last day to finalize your piece!

Studio Time

Clean-Up

Critique

Closure

Visual Arts – Third Grade

CREATING

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

apply knowledge of available resources to enhance personal ideas through the art-making process

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

create artwork using a variety of artistic processes and materials

Anchor Standard #3: Refine and complete artistic work.

elaborate on artwork by adding details to enhance meaning

PRESENTING

Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.

research and discuss the possibilities and limitations of physical and digital spaces for exhibiting artwork

Anchor Standard #5: Develop and refine artistic techniques and work for presentation.

prepare artworks for presentation

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

explain how and where different cultures record and illustrate stories and history of life through art

RESPONDING

Anchor Standard #7: Perceive and analyze artistic work.

identify processes an artist uses to create artwork

Anchor Standard #8: Construct meaningful interpretations of artistic works.

discuss the use of media to create subject matter, form, and mood in artwork

Anchor Standard #9: Apply criteria to evaluate artistic work.

evaluate artwork based on criteria

CONNECTING

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

develop artwork based on observations and details of surroundings

Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.

compare how responses to art change based on knowledge of the artwork's cultural and historical context

Discipline-Specific Vocabulary

[Glossary](#)

Resources

[Create your own standards handbook](#)

[Link to National Core Arts Standards](#)

[Link to OPI IEFA Resources](#)

[Model Assessments](#)

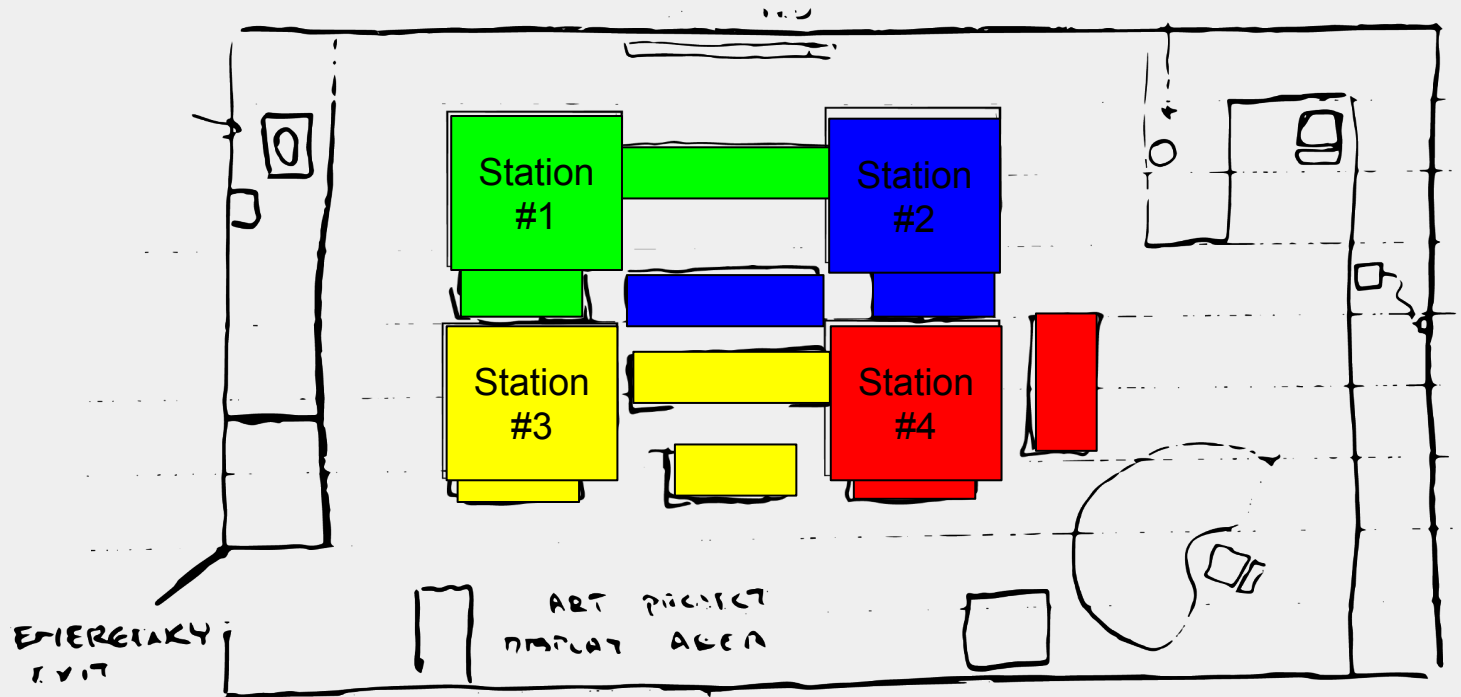
[The Arts and the Common Core \(2014\)](#) – The College Board

Visual Arts

Standard 4.9: Children demonstrate a growing understanding and appreciation for the creative process as they use the visual arts to express personal interests, ideas, and feelings, and share opinions about artwork and artistic experiences.

Benchmarks: What we want the child to be able to do	Indicators: Behaviors we might see	Learning Opportunities: Possible experiences to support development	Infant
a. Gaze at photos, pictures, and mirror images	e child may stare intently at pictures, photos, and images in mirrors when presented with such items within an appropriate distance for the child's developing eyesight.	Provide a variety of interesting pictures within an environment that is interesting for the child to visually explore. Describe what you see and what the child is seeing.	Developmental Continuum
b. Use hands and mouth for sensory exploration of objects	e child may put toys, clothing, her toes, and other objects she has in her hands to her mouth.	Provide a variety of objects that are safe, have inviting textures, and interest the senses for the child to explore, such as a frozen teething ring.	
c. Gain control in grasping a crayon, pen, or paint brush	e child may hold a crayon, pen, or paint brush in his fist or whole hand eventually progressing to a three-finger grasp (tripod grasp).	Provide a variety of art tools for the child to hold, explore, and employ, such as large crayons or washable markers.	
d. Demonstrate interest in shapes, textures, and colors	e child may express preferences for certain colors, textures, or shapes.	Discuss lines, shapes, colors, patterns, textures, and arrangement with the child when looking at artwork.	
e. Mark paper with drawing tools	e child may make uncontrolled or controlled marks, circular figures, and scribbles on paper. As the child gains experience and fine motor skills, common drawings include mandalas, suns, radials, and people.	Encourage the child to talk about his art without asking him "What is it?" as many times the child doesn't know. A better question is "Tell me how you made that picture," or simply "Tell me about your drawing."	
f. Experiment with a variety of art materials and develop increasing ability to use art media	When presented with safe art materials, the child may use the materials to explore cause and effect, such as mixing paint colors or using the tip of the marker to stamp dots all over the page.	Provide safe and creative materials and support for the child to explore cause and effect, such as seeing what happens when the red paint meets the blue paint on the paper.	
g. Use different colors, surface textures, and shapes to create form and meaning	e child may use a variety of materials, colors, shapes, and textures to create drawings, paintings, models, or other artistic creations, such as using clay to create a snake or pizza crust and toppings.	Provide easily accessible art materials and encourage a variety of artistic methods, processes, and means of expression that are culturally responsive to the families of children in the program as well as the local community and developmentally appropriate for the child.	
h. Display a sense of wonder and ask questions about works of art	e child may find meaning and make sense of the world around him through exposure to art and the cultures from which it emerges.	Make works of art, such as magazine pictures or prints of famous paintings, available to the child, and ask open-ended questions to encourage the child to describe what she sees. Attend art exhibits and point out the artwork at the public library.	
i. Express feelings, ideas, and concepts about art	e child may express feelings and opinions about her art and the art of others, especially if it has been modeled for her, such as noticing how colorful a peer's painting is or expressing a feeling of happiness as she analyzes the mobile she made.	Give recognition to each child's artwork by exhibiting creations at the child's eye-level. Actively help families understand and respect children's early creative efforts.	
k. Create and appreciate works of art representing cultural lifestyles	e child may create or express appreciation for art that reflects his cultural background or that of other cultures and recognize it as reflective of that culture.	Display and discuss paintings that are representative of children's family and community cultures.	Preschool

Station Map



Clean-Up

