

Lesson Title: Collages of our Community

Grade Level: 2nd grade

Area of Integration: Social Studies and Art

Lesson Overview:

This lesson will teach students about the components of their community. Students will see that a community is made up of many different people working together toward one common goal. They will then demonstrate their understanding of their community by creating a collage. Students will be introduced to the topic of collage by learning about the artist Chazz Miller.

Content Benchmarks:

ART.VA.I.2.2 Demonstrate the safe use of a variety of materials, tools, and processes with environmental awareness.

ART.VA.I.2.3 Compare and explore elements of art and principles of design to communicate ideas related to personal environment

2- H2.0.6 Construct a narrative about the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).

Art Content

Big Idea: Community

Key Concept: Communities are unique depending on the area and people around you.

Essential Question: What makes up your community?

Artist: Chazz Miller

Art Activity: Mural/Collage

Concept Mapping: Drawn on the attachment

Anticipatory Set:

Materials: Pencil, markers, paper, paint, paint brushes, tape, rulers, soap, water, rags, ladder.

Procedures: Introduce artist and samples of his/her artwork. Have the students study and examine the artwork and have them share what they see and notice about the artwork.

Vocabulary:

- ✓ Community: A group of people living together in one place.

- ✓ Collage: An artistic composition made of various materials (as paper, cloth, or wood) glued on a surface that resembles such a composition in incorporating various materials or elements.
- ✓ Mural: A very large image, such as a painting or enlarged photograph, applied directly to a wall or ceiling.

Special Needs Adaptations: Instead of having the subject matter be about a historical event, have the collage be about their personal lives, such as family, friends, or fun activities. Also, the students could paint their collage on a poster board instead of instructing them to paint an actual wall in their community. If the student cannot handle painting, have the students draw using pencils, markers, or crayons.

Assessment/ Evaluation: How well the student depicts the historical event onto the painting or drawing. The students will be graded on the amount of detail that is put forth and the amount of historical accuracy.

Closure: The teacher will end the lesson with wrap up questions. Such as, “Why do you think that painting collages is good way to bring the community together?” “Besides historical collages, what other types of collages could someone paint?” “Are there other ways, besides painting collages, that the community can come together and complete something as a collective group?”