

# Creative Arts 177, Kratochvil, Arts Lesson Template

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**Title of Lesson:** Picturing Space

**Arts Discipline:** Visual Arts

**Short Overview of the Lesson:** Students will learn to create the illusion of space using foreground, middle ground, and background within a collage.

**Arts Vocabulary:** Space, Foreground, Middle ground, Background, Horizon, Overlapping, Form, Depth, Collage, Illusion

**Specific Standard(s) this lesson addresses:**

Component Strand: Artistic Perception

Standard Grade Level: Grade 3

Standard: 1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.

**Skills and Knowledge:** What will students know and be able to do as a result of participating in this lesson? (These should directly relate to the art standard you have chosen).

*Previously Developed Skills and Knowledge:* (What students learned in a previous lesson that will be utilized in this lesson):

Students are expected to know how to look through a magazine and pick out things that appeal to them. Students are also expected to know how to cut and paste.

New Knowledge (what students will know)	New Skills (what students will be able to do)
* Space - Foreground - Middle ground - Background - Horizon - Overlapping	* Students will learn how to make a collage using the Elements of Art: Space and Form
* Form - Depth	* Students will be able to make a collage using overlapping techniques to establish a foreground, middle ground, background, and horizon, thus creating the illusion of depth in its overall form.
* Collage	
* Illusion	

**Instructional Materials Needed:** Safety scissors, thick paper (construct/cardstock), magazines/old picture books, glue, examples of foreground, middle ground, background, and horizon, worksheet with vocabulary, examples of collages

**Teaching Procedures/Lesson Structure:**

**Warm-up Activity** (warming up the body and the mind, introducing new concepts, reviewing concepts already taught):

Introduce the topic and vocabulary. Then instruct how to use material properly. (How to safely handle and use scissors; how to glue sparingly and replace cap when finish.) Demonstrate overlapping by how to apply each layer. (foreground, middle ground, background, horizon)

**Exploring the Concept** (understanding the concepts and elements through guided exploration from the instructor):

Give the students picture books/magazines to cut images out of. As the students are choosing their images the teacher can opt to walk around the classroom guiding the children along and helping those who need it.

\* Note: Make sure to have the children tear out the pages they like before you pass out the scissors.

**Developing Skills & Creating** (practicing and refining the concepts, allowing opportunities for students to apply the concepts to creating their own work of art):

Allow the students to create their own "Picturing Space" collage. Allow students to cut out their own torn pages, to better tailor the items they're using. Allow students to map out placement of images to create foreground, middle ground, background and horizon, before gluing down anything. (It allows the student to edit and bring to life the illusion of space and depth in their mind.) Students learn how the creative process works. How to struggle, fail, problem solve, persevere, and triumph.

**Performing/Displaying the Work of Art** (opportunities for students to perform/display their creations with feedback. This is always informal (no outside audience) as students develop skills: Allow students to use the new ideas of foreground, middle ground, background and horizon in new and creative ways. Have students create stories to go with their collages than share both with the class.

**Observation/Feedback** (making observations about one's own work and the work of others).

*Provide 5 questions that you could use to ask students about their own work and the work of others.*

**O-** What technique(s) do you see used in this piece?

What details of the foreground, let you know it is the foreground?

**R-** How does the image make you feel without hearing the story?

After hearing the story has your feelings about the piece changed? Why or why not?

**I-** Without hearing the story, what does the image tell you about what is happening?

What would the moral of this story be?

Where in the world do you think this story would take place and why?

**D-** If you were to add a character to the story or an image to the piece, what would it be and why?

**Evaluation & Assessment:** How will you know if the student has acquired the skills and knowledge you were aiming for? What assessment/evaluation tools might you use? How will you check for understanding during the lesson?

There are multiple ways the students can demonstrate understanding and ability to create the illusion of space in other ways. One of the easiest ways to evaluate and assess the students is during the observation and feedback portion of the lesson. Ask specific questions that require vocabulary words in the answer. Or guide students through a written reflection of the activity, emphasizing vocabulary and techniques used.

-Or-

The collage activity could be the introduction to a bigger project, where the students have to showcase their understanding of creating space in other art forms.

- Visual learners can draw or paint a scene that has foreground, middle ground, background, and horizon.

- Kinesthetic learners can perform a skit, story, scene that has foreground (beginning), middle ground (middle), horizon (climax, peak), background (end).

- Logical learners can take a matching, multiple choice quiz of the vocabulary or write a story that includes a fore ground (character/setting), middle ground (plot), horizon (conflict), and background (theme).

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