

 Background:

The following learning experience was developed to demonstrate implementation examples aligned to the [Kentucky Academic Standards \(KAS\) for Visual and Performing Arts](#).

It is important to note that the assignments indicated through these Teacher Notes, and related resource(s) represent one example. This example is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school's curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute \(KRS\) 160.345](#).

This learning experience includes detailed procedures and all links, handouts, printables and graphics needed to successfully complete each segment. The following formats are used to assist in organizing information:

-  The VPA logo indicates a companion video with an overview of information included in the section.
- *Italicized text* identifies foundational information from the *KAS for Visual and Performing Arts*.
- Activities for students to complete will appear in a **green, solid-lined box**.
 - These boxes also include the corresponding slide number within the Visual Arts – Creating Artistic Ideas [Implementation PowerPoint](#). These slides include information and graphics that can be projected and shared with students throughout the learning experience.
- Standards language, key vocabulary definitions and clarification statements pulled directly from the *KAS for Visual and Performing Arts* will appear in a box that matches the color of the corresponding artistic process. For this creating learning experience, that color is **blue surrounded by a dash-lined box**.

 Overview of Learning Experience:

Students will learn about warm and cool color schemes and visual rhythm by participating in a guided exploration of paintings and cut paper collages by Henri Matisse. Students will then design their own cut paper collage based on specific criteria. Using self-reflection and feedback from peers, students will refine their collage compositions to finalize their artwork. Students will craft a justification statement to be displayed alongside their finished artwork to be peer reviewed in a Gallery Walk.

 Teacher Preparation:

This learning experience should utilize what is available in your learning environment. Plan for the following:

- Review instructions and resources linked throughout this document, including the accompanying Visual Arts – Creating Artistic Ideas [Implementation PowerPoint](#), to prepare adequate copies and materials.
- Review the following resources to gain additional understanding before facilitating student learning:
 - [Warm and Cool Colors/Cut-Paper](#) (3:32 – 4:24) - Video
 - [Guided Exploration](#) – Graphic Organizer
 - [Color Combination](#) – PowerPoint
 - [Exploring Rhythm](#) – Graphic Organizer
 - [Project Checklist](#) - .pdf
 - [Collage Composition Project Planner](#) – Graphic Organizer
 - [Justification Statement](#) – Graphic Organizer

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Teacher Preparation Continued:

- Review these additional resources to gain additional understanding before facilitating student learning:
 - [Feedback Rubric](#) - .pdf
 - [Emotions with Elements of Art Word Bank](#)
 - [Collage Timelapse](#) (2:06) - Video
- Sections of this learning experience encourage the use of specific materials:
 - 12" X 18" black construction paper (one piece per student)
 - Paper in a variety of colors and sizes
 - Scissors
 - Glue
- Determine which images of Matisse Cut Paper Collages to share with students.
 - Teachers may want to provide a folder of approved artworks from which students can choose. Artworks should be vetted for appropriateness. We have provided a folder of suggested artworks, [Matisse Cut Paper Collage Examples](#) compiled from *Henri Matisse: The Cut-Outs*, organized by The Museum of Modern Art in collaboration with Tate Modern, London.



KAS for Visual and Performing Arts Alignment:

The KAS for Visual and Performing Arts is designed to engage students in artistic processes and creative expression. Standards for all grade levels, K-8, and at three high school proficiency levels indicate what students should know and be able to do after instruction. (KAS for Visual and Performing Arts, page 7).

Anchor Standards are a unifying element across the arts disciplines that describe the artistic literacy that students should demonstrate throughout their education (KAS for Visual and Performing Arts, pages 9-10).

Process Components are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. (KAS for Visual and Performing Arts, page 14).

This learning experience aligns to the following anchor standard and process component:

Anchor Standard 3: Refine and complete artistic work.

Process Component: Refine

Artistic Processes nurture artistic literacy through student engagement in the four artistic processes of creating, performing/presenting/producing, responding and connecting.

While there are aspects of each artistic process embedded throughout this lesson, the standard addressed is focused on creating, which involves conceiving and developing new artistic ideas and work. (KAS for Visual and Performing Arts, pages 8-9).

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Performance Standards are discipline-specific grade-by-grade articulations of student achievement in the arts (dance, media arts, music, theatre, visual arts). Performance standards are coded to reflect the Arts Discipline, Artistic Process, Anchor Standard, Process Component and Grade Level or High School Proficiency level. (KAS for Visual and Performing Arts, page 7).

The standard addressed in this learning experience is:

Standard:

VA:Cr3.1.8) Apply relevant criteria to examine, reflect on and plan revisions for a work of art or design in progress.

Educators may have to engage students with a standard multiple times throughout a year to meet the full intent of the standard. As a result, the following learning experience may not encompass the entire scope of the standards identified.

Essential Questions are open-ended, designed to stimulate thought and empower students to work through the artistic processes independently. Essential questions are specific to each standard, but consistent between each grade band.

Essential Question:

How do artists become artistically accomplished through persistence in revising, refining and developing artwork?

The standard and essential question may need to be translated into student-friendly learning goal(s) which serve as the basis for student success criteria. For more information on learning goals and success criteria, visit [Clarifying and Sharing Clear Learning Goals](#).

Below are examples of a learning goal and success criteria for this learning experience:

Learning Goal:

Students will apply relevant criteria to examine, reflect on and plan revisions for a work of art in progress.

Success Criteria:

1. *I can apply relevant criteria to examine a work of art.*
2. *I can apply relevant criteria to reflect on and plan revisions for a work of art in progress.*

The student-centered learning experience begins on the next page.

Remember: Activities for students to complete will appear in green surrounded by a solid-lined box.



Exploring Colors:

Introduce the learning goal and first success criteria to students:

Student Activity: Slide 2

Learning Goal:

Students will apply relevant criteria to examine, reflect on and plan revisions for a work of art in progress.

Success Criteria One:

I can apply relevant criteria to examine a work of art.

Prior to this learning experience, students should have a foundation in the elements of art. Review the student-friendly definition of the elements of art provided below:

Student Activity: Slide 3

Elements of Art:

The visual components artists use to create their artwork: shape, color, line, texture, form, space and value.

(Student-friendly adaptation of the KAS for Visual and Performing Arts, page 308)

Tell students that color is the element of art they will focus on as they explore color schemes. Review the definition of color scheme below:

Student Activity: Slide 4

Color Scheme – any combination of colors chosen for an artwork.

Students will explore the effects colors have on one another by examining artworks. While this exploration can focus on any color scheme (warm and cool, monochromatic, complementary, etc.), this example will use warm and cool colors.

You will now guide them through an exploration of warm and cool colors. As students explore, they will complete part one of the [Guided Exploration Graphic Organizer](#) with opportunities for students to share their thinking through a variety of discussion techniques which are referenced throughout.

Creating Artistic Ideas: Visual Arts
Collage Criteria – Grade 8

Ask students what they know about warm and cool colors, allowing them to fill in the circles with examples of each:

Student Activity: Slide 5

Guided Exploration Graphic Organizer: Part One – What I know...

Guided Exploration Graphic Organizer

Name: _____

Part 1

What I know about warm and cool colors, give examples:

What I know...	What I know...
○ ○ ○ WARM Colors	○ ○ ○ COOL Colors

Invite students to share their thinking using a discussion technique, such as **Round Robin**, before moving on.

Ask students what warm and cool colors make them think about. Allow them to write or draw the emotions that come to mind:

Student Activity: Slide 6

Guided Exploration Graphic Organizer: Part One – What I Think...

Guided Exploration Graphic Organizer

Name: Exemplar

Part 1

What I know about warm and cool colors, give examples:

What I know...	What I know...
● ● ● WARM Colors Red, Orange, Yellow	● ● ● COOL Colors Purple, Blue, Green

↓

What do Warm and Cool colors make you think about? Images, Emotions, etc.

What I Think...	What I Think...

Invite students to share their thinking using a discussion technique, such as **Think-Pair-Share**, before moving on.

Creating Artistic Ideas: Visual Arts

Collage Criteria – Grade 8

Show students two different examples of artwork, one that mostly uses warm colors and another that mostly uses cool colors. For this learning experience, artworks by Matisse are provided: Red Studio as a warm color example and Blue Window as a cool color example. Ask students what the warm and cool colors in each image say to them. Allow them to write or draw the emotions that come to mind in the provided space on their graphic organizer:



Red Studio - Matisse

Guided Exploration Graphic Organizer: Part Two – Warm vs Cool

Guided Exploration Graphic Organizer

Name: Exemplar

Part 1

What I know about warm and cool colors, give examples:

What I know...

WARM
Colors

Red, Orange, Yellow

What I know...

COOL
Colors

Purple, Blue, Green

What do Warm and Cool colors make you think about? Images, Emotions, etc.

What I Think...

Fire, heat, the sun, intense, glowing, toasty, glowing, zesty, happy, energetic

What do Warm and Cool colors make you think about? Images, Emotions, etc.

What I Think...

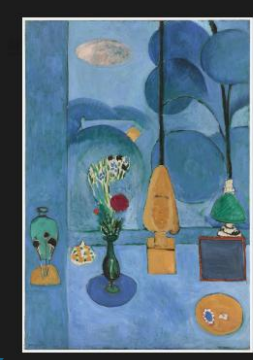
Cold, snow, water, calm, chilly, moody, frosty, sad, mysterious

Part 2
Warm vs. Cool

What do Warm and Cool colors in artworks say to you? Give Examples.

WARM
Colors

COOL
Colors



Blue Window - Matisse

Student Activity: Slide 7

Invite students to share their thinking using a discussion technique, such as **Rally Partner**, before moving on.

Creating Artistic Ideas: Visual Arts
Collage Criteria – Grade 8

Now show students *The Wine Press*, a cut paper collage by Matisse which utilizes both warm and cool colors. Allow students to write what they notice in the provided space on their graphic organizer:

Guided Exploration Graphic Organizer:
Part Two – Warm and Cool Combined

Guided Exploration Graphic Organizer

Name: Exemplar

Part 1

What I know about warm and cool colors, give examples:

What I know...



WARM
Colors

Red, Orange, Yellow

What I know...



COOL
Colors

Purple, Blue, Green

What do Warm and Cool colors make you think about? Images, Emotions, etc.

What I Think...

Fire, heat, the sun, intense, glowing, toasty, glowing, zesty, happy, energetic

What do Warm and Cool colors make you think about? Images, Emotions, etc.

What I Think...

Cold, snow, water, calm, chilly, moody, frosty, sad, mysterious

Part 2

Warm vs. Cool

What do Warm and Cool colors in artworks say to you? Give Examples.

WARM
Colors

Passion, energy, heat, creativity, boldness. It's like the red is shouting with confidence, making everything feel more dramatic and powerful.

COOL
Colors

Glow, focus, comfort, balance, life. The deep blues and soft purples create a mood of stillness and reflection, almost like the world has paused.

Warm & Cool Combined

Looking at the new artwork, what do you notice about the use of warm and cool colors? Give Examples.

Student Activity: Slide 8



The Wine Press - Matisse

Invite students to share their thinking using a discussion technique, such as **Timed-Pair-Share**, before moving on.

Creating Artistic Ideas: Visual Arts

Collage Criteria – Grade 8

Students will now explore different combinations of warm and cool colors as they watch an excerpt from the video, [Warm and Cool Colors/Cut Paper](#):

Warm and Cool Colors/Cut Paper: Video



Now look what happens you put a different background color

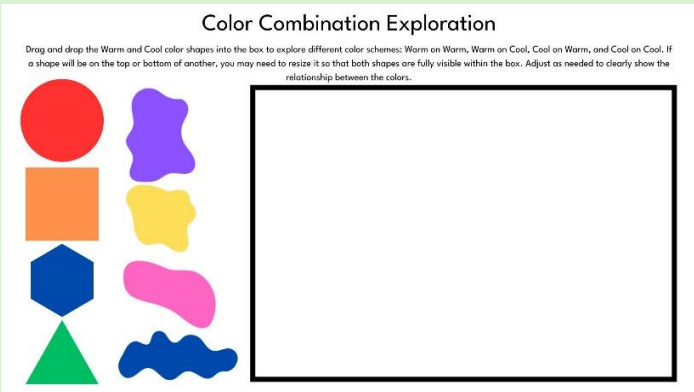
Student Activity: Slide 9

After watching the video excerpt, complete a similar guided color combination exploration with pieces of paper in various colors or by using the [Color Combination PowerPoint](#).

Following the [Guided Exploration Graphic Organizer](#), demonstrate each of the indicated color combinations for students. On the graphic organizer, the square represents the background, and the circle represents the subject.

Pause after each demonstration to allow time for students to respond to each color combination. Students may use the [Emotions with Elements of Art Word Bank](#) to support their completion of this section:

Color Combination PowerPoint



Student Activity: Slide 10

Guided Exploration Graphic Organizer:

Part Three – Color Combinations

Color Combination Exploration

Drag and drop the Warm and Cool color shapes into the box to explore different color schemes: Warm on Warm, Warm on Cool, Cool on Warm, and Cool on Cool. If a shape will be on the top or bottom of another, you may need to resize it so that both shapes are fully visible within the box. Adjust as needed to clearly show the relationship between the colors.

Guided Exploration Graphic Organizer

Part 3
Color Combinations
Follow along with your teacher to explore color combinations responding to each one.

W W	I Feel...	C C	I Feel...
C W	I Feel...	W C	I Feel...

Creating Artistic Ideas: Visual Arts
Collage Criteria – Grade 8

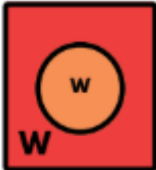
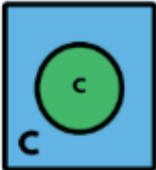
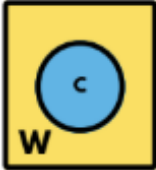
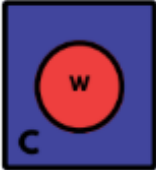
After students have explored and responded to the color combinations, invite them to complete the quick write portion, “Reflecting on Color” on the [Guided Exploration Graphic Organizer](#):

Student Activity: Slide 11

[Guided Exploration Graphic Organizer](#): Part Three – Reflecting on Color

Guided Exploration Graphic Organizer

Part 3
Color Combinations
Follow along with your teacher to explore color combinations responding to each one.

	I Feel... Energetic, exciting, intense. It reminds me of summer or a sunset. Everything feels loud and alive.		I Feel... Calm, chill, peaceful. The colors blend more, like shadows or ocean waves.
	I Feel... Surprising, sharp, mysterious. It feels like the cool color is floating or glowing on the warm background.		I Feel... Attention-Grabbing, Bold, Energetic. It feels like something important is happening, like a warning or spotlight.

Reflecting on Color
How do different color combinations change the way you see and feel warm and cool colors? Consider the feelings you wrote above to support your response.

Creating Artistic Ideas: Visual Arts
Collage Criteria – Grade 8



Visual Rhythm:

Students have been introduced to the Matisse cut paper collage from the guided exploration of warm and cool colors. Show students the collage again as you review the information about Henri Matisse provided below and ask the following questions:



The Wine Press – Matisse

Student Activity: Slides 12 & 13

Henri Matisse & Collage

One of the most important French artists of the 20th century. Initially known for painting, during the last decade of his life Henri Matisse deployed two simple materials—white paper and gouache (goo·aash)—to create works of wide-ranging color and complexity. An unorthodox implement, a pair of scissors, was the tool Matisse used to transform paint and paper into a world of plants, animals, figures and shapes.

- How did Matisse use warm and cool colors in this artwork?
- How do you think Matisse made this artwork?
- What is collage?

Allow students to share their answer with a partner before reviewing the information about collage:

Student Activity: Slide 14

Collage: From the French, *coller*, meaning “to glue” or “to stick together”, a collage is created when various types of paper of different shapes and sizes are combined on a background to create a new whole.

Tell students they will now use the Matisse cut paper collage, *The Wine Press*, to explore rhythm, which is a principle of design. Prior to this learning experience, students should have a foundation in the principles of design, but review the student-friendly definition of rhythm included below:

Student Activity: Slide 15

Rhythm: the principle of design that creates a visual flow and movement by using the repetition of elements, like colors, shapes or lines, to guide the viewer’s eye.

Remember: Principles of design are the means an artist uses to organize elements within a work of art

Creating Artistic Ideas: Visual Arts
Collage Criteria – Grade 8

After reviewing the definition of rhythm, ask students the following question:

Student Activity: Slide 16

How is rhythm in music related to rhythm in visual arts?

Invite students to share their thinking using a discussion technique, such as **Round Robin**, before checking for understanding.

Example: Rhythm is represented in music and visual arts through repetition of elements. In music, rhythm is a beat and a rest repeated and in visual arts, rhythm can be a line and shape repeated.

Show students the Matisse cut paper collage, *The Wine Press*, again and ask the following question:

Student Activity: Slide 17

Matisse

How does Matisse show visual rhythm in this collage?



The Wine Press – Matisse

Allow students to work in pairs to respond to the question before exploring additional collages by Matisse. While there are many options using websites or books, the following Matisse collages are suggested: [Matisse Cut Paper Collage Examples](#).

Creating Artistic Ideas: Visual Arts
Collage Criteria – Grade 8

After exploring additional collages, students will choose one collage as they complete part one of the [Exploring Rhythm Graphic Organizer](#):

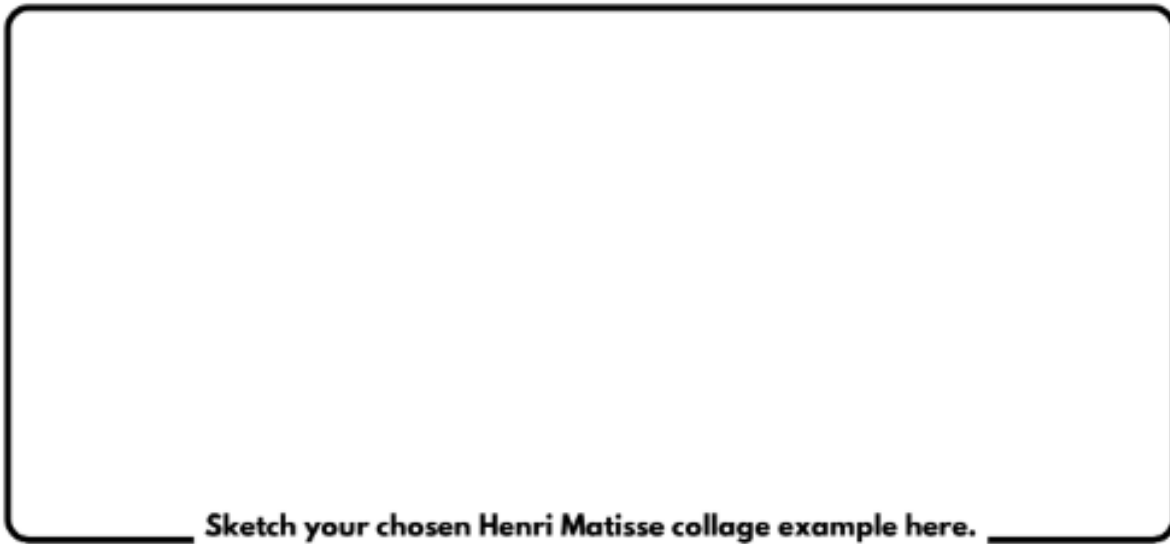
Student Activity: Slide 18

[Exploring Rhythm Graphic Organizer](#): Part One

Exploring Rhythm

Name: _____

Part 1



Sketch your chosen Henri Matisse collage example here.

How does Matisse show visual rhythm in this collage?

How does Matisse use color in his collages?

Invite students to share their thinking using a discussion technique, such as **Think-Write-Round Robin**, before checking for understanding.

Example: Matisse shows visual rhythm in this collage by using the repetition of circles. He uses color to vary the shades of the circle. The warm colors come forward visually while the cool colors recede.

Creating Artistic Ideas: Visual Arts
Collage Criteria – Grade 8

After students have shared their thinking, they will complete part two of the [Exploring Rhythm Graphic Organizer](#). If necessary, demonstrate how students should trace the movement using the example below:

Student Activity: Slide 19

[Exploring Rhythm Graphic Organizer](#): Part Two
(Exemplar)

Exploring Rhythm

Name: Exemplar

Part 1



La Gerbe

____ Sketch your chosen Henri Matisse collage example here. ____

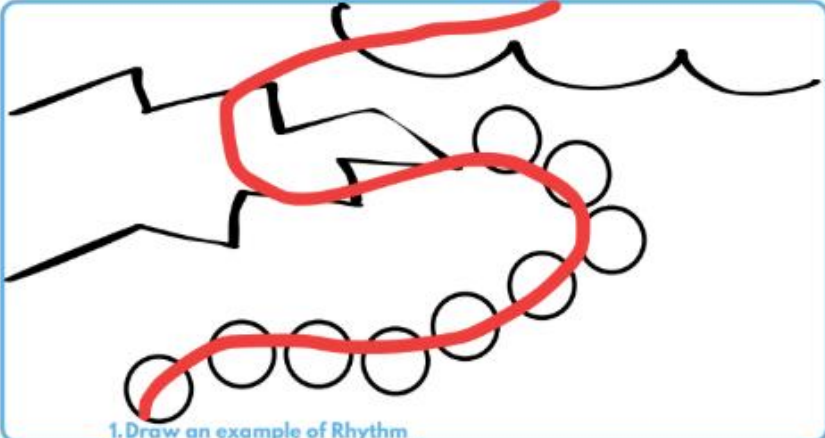
How does Matisse show visual rhythm in this collage?

Matisse shows visual rhythm by repeating leaf shapes in different colors and directions. The way they flow from the center makes your eyes move around the artwork like a dance.

How does Matisse use color in his collages?

Matisse uses bright, bold colors to make his collages stand out. He often mixes warm and cool colors to create contrast and energy in the artwork.

Part 2



1. Draw an example of Rhythm
2. Trace the movement.

Creating Artistic Ideas: Visual Arts
Collage Criteria – Grade 8



Collage Composition:

Revisit the learning goal and introduce the second success criteria to students:

Student Activity: Slide 20

Learning Goal:

Students will apply relevant criteria to examine, reflect on and plan revisions for a work of art in progress.

Success Criteria Two:

I can apply relevant criteria to reflect on and plan revisions for a work of art in progress.

Tell students they are now going to use color schemes and visual rhythm as the criteria for their own collage. Review the definition of criteria below:

Student Activity: Slide 21

Criteria: guidelines for evaluating artwork that can be generated by students, teachers and/or outside sources.

(student-friendly adaptation of the KAS for Visual and Performing Arts, page 374)

Before students begin their Collage Composition, review the [Project Checklist](#):

Student Activity: Slide 22

Project Checklist

Project Check List

Name: _____

Done	Task
Planning	
☐	Choose a color scheme.
☐	Choose background colors and shapes.
☐	Choose subject colors and shapes.
☐	Cut your paper.
Create Background	
☐	Arrange your background composition (do not glue)
☐	Review your background composition with a peer.
☐	Revise your background composition.
☐	Finalize your background composition by gluing it to the paper.
Create Focus Image	
☐	Arrange your subject composition (do not glue)
☐	Review your subject composition with a peer.
☐	Review your subject compositions.
☐	Finalize your subject by gluing it to the background
Present & Respond	
☐	Write your Justification Statement
☐	Prepare for Gallery Walk
☐	Review feedback and reflect on the process.

Creating Artistic Ideas: Visual Arts
Collage Criteria – Grade 8

Students will now design a collage in the style of Matisse using the [Collage Composition Project Planner](#) below:

Student Activity: Slide 23

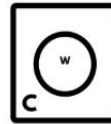
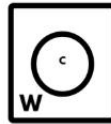
[Collage Composition Project Planner](#): Part One

Collage Composition Project Planner

Name: _____

Part 1

Which warm and cool color scheme will you utilize? Circle your choice below.



How will the colors work together? Family of colors? Contrast?

Which colors will you use in the background? Choose at least 2 colors.

Fill in the boxes for your background colors:

What kinds of shape(s) will you use in the background? Geometric, organic, freeform?
Think about how you will achieve rhythm using these shapes during the composition process.

GEOMETRIC
Shapes

☐

ORGANIC
Shapes

☐

FREEFORM
Shapes

☐

Draw your shapes here: _____

Which colors will you use for your subject? Choose at least 2 colors.

Fill in the boxes for your subject colors:

What kinds of shape(s) will you use on the subject? Geometric, organic, freeform?
Think about how you will achieve rhythm using these shapes during the composition process.

GEOMETRIC
Shapes

☐

ORGANIC
Shapes

☐

FREEFORM
Shapes

☐

Draw your shapes here: _____

Creating Artistic Ideas: Visual Arts
Collage Criteria – Grade 8

An example of a completed [Collage Composition Project Planner](#) is included below:

Student Activity: Slide 24

[Collage Composition Project Planner](#): Part One (Exemplar)

Collage Composition Project Planner

Name: Exemplar

Part 1

Which warm and cool color scheme will you utilize? Circle your choice below.

W
W

C
C

C

W

W
C

How will the colors work together? Family of colors? Contrast?

I picked a Cool on Warm color scheme, so the cool colors will really stand out and grab attention against the warm background. They're not from the same color family, but that contrast makes the cool colors look like they're glowing or floating.

Which colors will you use in the background? Choose at least 2 colors.

Fill in the boxes for your background colors:

What kinds of shape(s) will you use in the background? Geometric, organic, freeform?

Think about how you will achieve rhythm using these shapes during the composition process.

GEOMETRIC
Shapes

ORGANIC
Shapes

FREEFORM
Shapes

☒

☐

☐

Draw your shapes here:

Which colors will you use for your subject? Choose at least 2 colors.

Fill in the boxes for your subject colors:

What kinds of shape(s) will you use on the subject? Geometric, organic, freeform?

Think about how you will achieve rhythm using these shapes during the composition process.

GEOMETRIC
Shapes

ORGANIC
Shapes

FREEFORM
Shapes

☐

☒

☐

Draw your shapes here:

Creating Artistic Ideas: Visual Arts
Collage Criteria – Grade 8

After students have completed part one of the [Collage Composition Project Planner](#), they will begin to cut paper for their collage. As students are cutting out their shapes, instruct them to try as many variations as they can to determine the final composition of shape and color for each part of their collage.
For additional support of the collage process, show the video: [Collage Timelapse](#).

Student Activity: Slide 25

Collage Composition Project Planner: Part Two

Background

1. Arrange background shapes on black paper. Try different variations to determine the final composition of shape and color.
2. When you are satisfied with your composition, you will review your background design with a partner.
3. Your partner will provide feedback using the following questions:

Collage Composition Project Planner

Name: _____

Part 2

Background

How do the color choices of the background work together?

How did they create rhythm with shape?

How does this composition differ from their original plan?

What revisions would you suggest? Why?

.....

4. Based on self-reflection and/or feedback from a partner, refine your background.
5. Glue down the background design.

Once students have glued down their background design, they can begin arranging their subject.

Creating Artistic Ideas: Visual Arts

Collage Criteria – Grade 8

Instruct students to try as many variations as they can to determine the final composition of shape and color for their subject.

Student Activity: Slide 26

Collage Composition Project Planner: Part Three

Subject

1. Arrange your subject shapes on the background before gluing them down. Try different variations to determine the final composition of shape and color and consider how to use the whole space.
2. When you are satisfied with your composition, you will review your subject design with a partner.
3. Your partner will provide feedback using the following questions:

Collage Composition Project Planner

Name: Exemplar

Part 2

Background

How do the color choices of the background work together?
The purple, blue, and green colors work well together because they're all cool colors, so the whole picture feels calm and balanced. The green triangles pop a little more against the purple, which keeps it interesting.

How did they create rhythm with shape?
They used circles and triangles that repeat in different sizes, which makes your eye move across the artwork. The shapes are spaced out in a diagonal line, so it feels like there's a steady visual beat.

How does this composition differ from their original plan?
The original plan might have been more organized, but this composition is more playful and dynamic. The shapes don't line up perfectly. They're rotated and layered in a creative way.

What revisions would you suggest? Why?
I'd suggest trying more variety in the types of geometric shapes, like maybe adding some squares or hexagons. It could also help to space the shapes out more evenly so the rhythm is even stronger.

.....

Part 3

Subject

How do the subject colors work with the background colors?

How did they create rhythm with shape?

How does this composition differ from their original plan?

What revisions would you suggest?

4. Based on self-reflection and/or feedback from a partner, refine your subject.
5. Glue down the subject design.

Creating Artistic Ideas: Visual Arts
Collage Criteria – Grade 8

To support their design choices, students will develop a justification statement to support their revisions. Use the [Justification Statement](#) outline below to aid students in capturing their thoughts:

Student Activity: Slide 27

Justification Statement

Justification Statement

Collage Title: _____

Artist Name: _____

How did my colors work together?

How did my composition differ from my original plan?

Background Artist Justification: What revisions did I make? Why?

Subject Artist Justification: What revisions did I make? Why?

How did I create rhythm in my collage?

How did this rhythm create movement?

Students will cut out their Justification Statement to be displayed with their collage for the upcoming Gallery Walk.

Creating Artistic Ideas: Visual Arts
Collage Criteria – Grade 8



Collage Gallery Walk:

After students complete their collage and Justification Statement, prepare for the gallery walk by choosing an available space within your school. Spaces can include the classroom, hallway, cafeteria or other common space. For more information about setting up a Gallery Walk, visit [“Why Your Next Critique Should Be a Gallery Walk”](#) by the Art of Education.

Students will now participate as art critics in a Gallery Walk as they respond to their peers’ artwork.

Note: To determine which collages students will respond to, the teacher should think about if they want to assign or allow students to choose.

Allow students to walk through the gallery in groups to observe all artwork. After the Gallery Walk, ask them to complete the Feedback Rubric for three collages other than their own:

Student Activity: Slide 28

Collage Feedback: Rubric

Collage Title: _____

4	3	2	1
Student provides a detailed and in-depth description of how their chosen colors work together?	Student effectively describes how their chosen colors work together.	Student generally describes how their chosen colors work together.	Student minimally describes how their chosen colors work together.
Student clearly identifies how their collage reflects visual rhythm.	Student effectively identifies how their collage reflects visual rhythm.	Student generally identifies how their collage reflects visual rhythm.	Student minimally identifies how their collage reflects visual rhythm.
Student consistently uses correct visual art vocabulary.	Student uses mostly correct visual art vocabulary.	Student uses some correct visual art vocabulary.	Student uses minimal visual art vocabulary.
Student communicates clearly and effectively , with specific use of examples or relevant details about revisions to their work.	Student communicates effectively , with some use of examples or relevant details about revisions to their work.	Student vaguely communicates, with few examples or relevant details about revisions to their work.	Student communicates ineffectively , with no examples or relevant details about revisions to their work.

After students have completed the Gallery Walk, they will receive the completed rubrics for their review.

Creating Artistic Ideas: Visual Arts
Collage Criteria – Grade 8



Student Reflection:

After students have ended their Gallery Walk rotation, remind them of the learning goal and success criteria for this learning experience:

Student Activity: Slide 29

Learning Goal:

Students will apply relevant criteria to examine, reflect on and plan revisions for a work of art in progress.

Success Criteria:

1. *I can apply relevant criteria to examine a work of art.*
2. *I can apply relevant criteria to reflect on and plan revisions for a work of art in progress.*

Students will then evaluate their own collage and reflect on the process by responding to the following:

Student Activity: Slide 30

Student Reflection Questions:

- How did you improve your artistic skills by continually refining your artwork.
- How did designing a collage impact your understanding of the elements of art and principles of design?
- What was the most exciting part of this learning experience?



Teacher Reflection:

For teacher reflection, consider these questions:

Teacher Reflection Questions:

- What did the students respond to the most enthusiastically?
- What are some of the challenges they faced? How can these challenges be addressed?
- What is the comfort level of the students in this media? What is your comfort level? How can more opportunities be provided in this media?
- How can you embed more opportunities for students to reflect and revise during the art making process?



Wrap Up:

You can revisit this learning experience using the other elements of art, form, value and space. Continue to allow your students to explore with different media and opportunities to refine their work during the creative process.

Creating Artistic Ideas: Visual Arts
Collage Criteria – Grade 8

Scaffolding Connection to Support the Enduring Understanding:

Enduring Understandings summarize important ideas and processes that are central to an arts discipline. They allow the standards to be steeped in rigor and focused on students' ability to demonstrate understanding through performance.

The following examples are a synopsis of high-quality, grade-level learning experiences that appropriately scaffold to support the enduring understanding of this anchor standard for visual arts.

Enduring Understanding:

Artists and designers develop excellence through practice and critique, reflecting on, revising and refining work overtime.

Elementary School – VA:Cr3.1.4 (Grade four)

Exploring Collage: Collaborative Collage

Students will explore color by studying the collages of Henri Matisse. After analyzing Matisse's use of warm and cool colors, students will design a collage artwork as a group using either warm or cool colors. Throughout the project, students will engage in peer discussion to reflect on their color choices and design. Using feedback from classmates, they will revise their artwork to enhance visual impact and intentional use of color.

High School – VA:Cr3.1.Acc (Accomplished)

Critiquing Collage: Motif

High school students will explore color by studying the collages of Henri Matisse. After analyzing Matisse's use of warm and cool colors, students will design their own collage artwork choosing a color scheme. After establishing their color scheme, students will design a personal motif to repeat a visual rhythm throughout their layered composition. Throughout the project, students will engage in peer discussion and critique to reflect on their color choices, composition, and design. Using feedback from classmates, they will revise their artwork to enhance visual impact and intentional use of visual rhythm to establish a motif.

Find additional interactive resources in the [Visual and Performing Arts Interactive Student Assignment Library](#).