**Student Teacher:** Megan Altieri

**Lesson Title:** Surrealist Collage

**Grade:** Grades 9-10th

1. **MI Department of Ed. GLCE:**

**ART.VA.II.HS.4** Apply knowledge and skill to symbolize the essence of an idea.

**ART.VA.III.HS.3** Critically observe a work of art to evaluate and respond to the artist’s intent using art vocabulary and terminology.

**ART.VA.IV.HS.1** Observe and describe artwork with respect to history and

culture.

**ART.VA.V.HS.7** Analyze the impact of visual culture on society.

1. **District Objective:**

* I can create a collage based on the ideas of the surrealist movement

1. **Behavior Management Procedures:**

* Discuss school appropriate procedures for magazine viewing and collage
* Students may listen to music to stay focused
* “T” sign is used for quieting the room
* Each student is given their own space and materials

1. **Materials:**

* Magazines
* Scissors
* Glue Stick
* Mod Podge
* White Mounting Board

1. **Websites:**

* Surrealism Movement and Dada—Andre Breton, Salvador Dali, Max Ernst, Joan Miro, Yves Tanguy, Marcel Duchamp

1. **Lead questions/Anticipatory Set:**

* Juxtaposition putting two different things side by side that don’t normally go together
* Dislocation when objects are placed where they shouldn’t be; and
* Transformation turning something familiar into something unusual and disturbing.

1. **Sequence of instruction:**

* **Demonstration:** Cut out images and puzzle piece them together while discussing concepts of surrealism—irony, humor etc as well as elements—scale, proportion, variety, balance
* **Guided Practice:** Interactive discussion about connotation (message). Hold up an image and ask class to discuss in groups what that image might say. What message, emotion, or symbolism does this image have? Students answer in groups and then
* **Independent Practice:** Students begin lay out of their collages. To start they will experiment with different combinations of images.
* **Steps**

1. Students take pre-assessment to score their prior knowledge before the lesson
2. Cut out images-- Students should be conscious of how they cut the image, being intentional to cut neatly so the image sticks out and looks like a photoshopped image onto a background
3. Create a message or a story-- Students should consider juxtaposition, irony, dislocation, and transformation
4. Lay out the images in a composition-- Students should consider the elements and principles of design, choose background that works with composition or theme.
5. Glue images—proportion glue neatly
6. Apply Mod Podge-- this technique allows for a uniform gloss to connect the piece
7. Mount piece on white mat board
8. **Plans for Differentiation:**

* **Gifted:** Students are encouraged to make a series of 3, either with a unified theme or a progression of themes
* **ADHD:** Students are to be given the list of directions and steps to reference from their seat.

1. **Evaluation/Assessment:**

* **Formative:**  (Pair and Share) Students trade works in progress/lay out with their partner. Discuss potential ideas with the cut outs or themes they are considering using. Discuss at least one vocabulary word that works within the concepts they’re using.

1. **Summative:** Students take post-assessment that asks them to explain their new understanding of their focus words then write a paragraph that synthesizes that knowledge in the context of their project. Students are also given the chance to use a standardized rubric to score their own project out of 100 points in the categories of following directions, originality, neatness, and participation. Then the project will be teacher assessed in the same categories and point value.