

Resist Collage/Painting on Gesso Board



Image of Completed Painting

Target Grade: 9. You will need to make modifications and adjustments to the plan to meet the developmental needs of your students and curriculum requirements. This plan is written to meet the needs of IB and AP Art.

Goal (Terminal Objective): Students will understand how crayons, oil pastels, contact paper templates, pastes, acrylic paints, gloss or matte medium, sharpie markers, and colored pencils cause media to release or resist and affect the surface quality of their art.

Objective: Students will compose and build a collaged surface on gesso board and embellish the surface with glazes, acrylic paint, watercolors, crayons, colored pencils, watercolor crayons, oil pastels, fine tip markers and Metallic Markers on to gesso board embellished with fabric and fibers.

National Standards:

Visual Arts Grades 9-12 Content Standard 1: Understanding and applying media, techniques and processes

Visual Arts Grades 9-12 Content Standard 2: Using knowledge of structures and functions

Visual Arts Grades 9-12 Content Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas

Visual Arts Grades 9-12 Content Standard 4: Understanding the visual arts in relation to history and culture

Visual Arts Grades 9-12 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Visual Arts Grades 9-12 Content Standard 6: Making connections between visual arts and other disciplines (**Cross Curriculum Connections: Language Arts and Social Studies**)

Purpose: Students will investigate collage artists and resist techniques and create a mixed media collage.

New Vocabulary: gesso, resist, medium, adhesive, solvents, glaze, opaque, transparent, impasto, lamination, encaustic, quilt, vellum

Materials:



#22-8801 16 oz. Extra Thick Liquid Gesso



#22-7251 Colored Pencils



#22-8811 16 oz. Acrylic Glitter Glaze



#22-1507 Metallic 6 ct. Fine Point Peggable Carton Markers



#22-8815 16 oz. Acrylic Matte Medium



#22-8808 Acrylic Gloss & Varnish



#22-8813 16 oz. Acrylic Pearlescent Mixing Medium



#23-1601 Creative Craft Decoupage/Lamination Glue



#24-2499 16 oz. 12 pcs. Acrylic Paint



#22-2018 Standard Size Oil Pastel



#22-0534 24 ct. Standard Sz. Tuck Box Crayons



#22-1112 12 ct. Watercolor Crayons



#22-7244 144 ct. Graphite Pencils



#22-1565 4 ct. Black Fine Bullet Tip Permanent Markers



#56-3101 40 ct. Flat Jumbo Brush Best-Buy Set



#23-5027/#23-1535 60 Sheet Sketch Pad/Primary ruled hard cover composition book

Assorted cardboard pieces, assorted papers, newspaper, black permanent markers to label back side of the gesso boards, fabric and fiber pieces, assorted foam brushes, foam plates to use as palettes, rubbing alcohol, Never Dull, Citrus Strip, Clorox Bleach pens, hair dryers to speed drying time

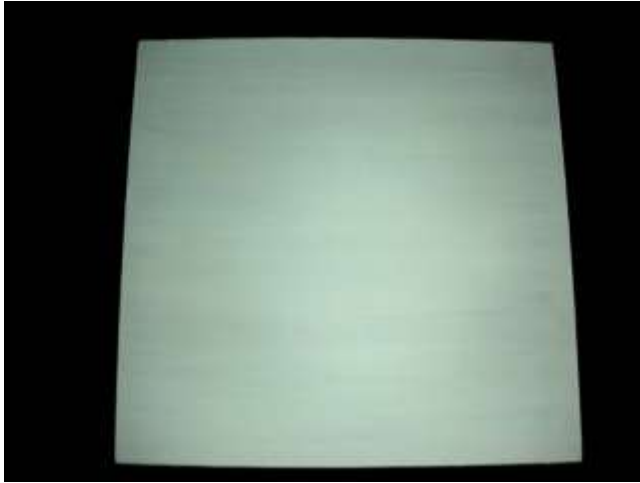
Time: 8-10 (50 minute) classes as well as open studio time

Introduction and Motivation (Set):

Analyze collages and mixed media works of Mary Todd Beam and Louise Cadillac. Discuss their use of transparent and opaque images and how the artists indicated shapes, forms, and color in their works. Discuss resist methods learned in past art experiences and discuss how to build from those experiences.

Instruction:

After viewing a PowerPoint presentation of the preparation of the gesso board, the teacher will do a modeled demonstration of several resist processes and show examples of completed pieces ready for collage/painting. This PowerPoint can be loaded onto a classroom computer for reference or to assist students who are absent or late for class.



Preparation of Gesso Board



Investigation of Resist Techniques

The teacher will then give another PowerPoint that gives an overview of artists (both contemporary and through the ages) who have used resists in their mixed media collage/painting. Students will investigate at least three of their favorite artists and record information about them, their media and/or their resist technique in their sketchbooks/research workbooks. Students will select one artist or technique and execute a painting done in a similar manner. They must record both the composition and color scheme they intend to use for their collage/painting in their sketchbook/research workbooks. A rubric of how the project will be assessed will be discussed and recorded and posted on the wall of the studio for easy and accessible reference.

Activities:

(1) Guided Practice:

1. Students will follow the steps demonstrated on the PowerPoint presentation to prepare their gesso board.
2. After doing their artist research and developing a composition and color scheme in their sketchbooks/research workbooks, students will select several types of paper, fabrics and fibers, (no more than 5) to use in their collages.

(2) Independent Practice and Check for Understanding:

1. Students will select a series of resist methods and work with selected media, liquids and solvents to see their results, and record them in their sketchbook/research workbooks.
2. Students will build the collage with assorted mediums (gloss and matte) and Lamination Glue. They will add a layer of clear medium between the layers of collaged materials to create more depth and/or transparency to their work, or give the impression of ghost images and opaqueness.
3. Students will use colored pencils, crayons, oil pastels, markers, and/or Liquid Metallic Markers to enhance areas of their compositions.
4. The teacher will circulate around the studio recording student progress and their exchange of ideas and techniques with their peers.
5. The teacher will assist and reinforce students with the execution and completion of their work.



Begin Layering with Fibers on to Painted Template Area

(3) Closure:

1. Students will follow the timeline allotted for the project, complete the collage/painting, and present it on the due date.
2. Students will label the pages in the sketchbook/research workbook that are involved with this project and submit it (every other week for sketchbook/research workbook check and grade).
3. Students will tape the rubric/checklist to the back of their completed painting.
4. Students will write a reflective critique of their work in their sketchbooks/research workbooks and present it with their completed project for assessment.

It must include:

- *the artist who influenced their work
 - *explanation of techniques used in the collage
 - *art elements and principles and how and why they were used
 - *craftsmanship
 - *what could be done to improve it
5. Students will use the digital camera to take a jpeg of their project and keep it in the student folder on the computer for their text panels and portfolio. These will be presented as a PowerPoint presentation and burned to a CD as a part of their final grade.



Layering with Acrylics thinned with gloss medium

Evaluation: Written documentation, research and drawings in the sketchbooks/research workbooks and rubrics are graded as well as the completed project.

Level One -- The collage/ painting and written documentation is technically accomplished and shows a strong sense of design, inventive and evocative, in layout of the composition using the elements and principles of design. Strong investigation, experimentation and risk taking with the media are evident. The work demonstrates excellent quality.

Level Two -- The collage/painting and written documentation indicates sophistication and complex decision making with some success in the layout of the composition using the elements and principles of design. The work demonstrates successful research, experimentation and risk taking in the investigation. The technique and quality of the work is generally strong.

Level Three -- The collage/ painting and written documentation show a limited execution of design without much success, with an awkward use of media and composition. Evidence of research and investigation and risk taking is simplistic. The technique and quality of the work is of weak quality.

Level Four -- The collage/ painting and written documentation are undeveloped and the use of design is questionable. Evidence of research, investigation and risk taking is lacking, with little evidence of decision making. The technique and quality of the work is of poor quality.

Extensions: These resist collage/painting techniques can be applied to any mixed media piece that involves areas of resist in the composition. Sophisticated mark making and surface embellishment enhance any art work. Accurate recording of the materials and processes in the sketchbook/research workbook are necessary for duplication of the end results.

Resources: Use WIKIPEDIA to start your research and documentation. Cite sources following MLA format. Then research the links provided , Google, Artcyclopedia, Vivisimo, etc.

Besides Mary Todd Beam and Louise Cadillac, also investigate:

<http://the-artists.org/artists>

<http://collagemuseum.com>

<http://www.getty.edu/education/teacherartexchange/archive>

<http://www.nmwa.org/collections>

<http://www.suzyscarborough.com>

Textbooks and Resource Library Books:

- Creative Artist, LeLand, Nita, 1990, North Light Publications
- Creative Composition & Design, Dews, Pat, 2003, North Light Publishers
- Design Basics, Lauer & Pentak, 2002, Wadsworth Publishers
- Design Synetics, Roukes, Nicholas, 1988, Davis Publications
- Drawing, A Contemporary Approach, 2004, Thomson Wadsworth Publishers
- Drawing From Life, Brown & McLean, 2004, Thomson Wadsworth Publishers
- Exploring Visual Design, Gatto, Porter & Selleck, 2000, Davis Publications
- Painters' Wild Workshop, Loscuttoff, Lynn, 2002, Rockport Publishers, Inc.
- The Visual Arts Companion, Smolucha, 1996, Prentice Hall Publishers

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