

Content Objectives:

- Students will be introduced to the Himalayan arts and cultures.
- Students will be introduced traditional and modern Himalayan art.
- Students will be introduced to collage methods.
- Students will view various exemplar collages.
- Students will create a collage using their own symbols.

Language Objectives:

- Students will be able to define and use new vocabulary words (collage, thangka paintings, mandalas, symbols, repetition, composition, unity) in describing their artwork.
- Using new vocabulary, students will write a reflection explaining the problems they have come across while coming up with their own symbols and creating their own collage.
- Students will present their work to the class.

Key Vocabulary:

Thangka Paintings Himalayas
 Mandalas
 Wheel of Life
 Collage
 Symbols
 Repetition
 Composition
 Unity

Materials (including supplementary and adapted):

- Power Point Presentation showing various types of collages, thangka paintings, and mandalas.
- Visuals: samples of various collages, thangka paintings, and mandalas.
- Word wall: Key vocabulary words, concepts, and definitions.
- Access to web for additional samples.
- Written lesson directions, including rubric.

Higher-Order Questions:

Why are Himalayan artists today breaking away from using traditional symbols in their artwork?

How has the practice of creating art changed over time? Why have these changes occurred?

What other materials might we want to experiment with in our collages?

Time:

- 1 class period for power point presentation, and introduction
- 1 class period for students to find various images of symbols for their own art.
- 3-5 classroom periods for students to create collages.
- 1-2 classroom periods to write reflection and present art work.

Activities

Building Background

- Have you ever wondered where contemporary artists get their ideas?

Links to Experience:

- When you look at old thangka paintings what do you see?
- What have you learned about Himalayan paintings?

Links to Learning:

- Have you ever visited museum or found paintings in books that intrigue you?
- Artists create paintings to hang on walls. What other reasons is art created?

Key Vocabulary:

- Introduced, written in students' journals and on classroom charts, repeated daily at the beginning and end of lesson.

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Time: Student Activities (Check all that apply for activities throughout lesson):

Scaffolding:	<input type="checkbox"/> Modeling	<input type="checkbox"/> Guided	<input type="checkbox"/> Independent	
Grouping:	<input type="checkbox"/>	<input type="checkbox"/> Small Group	<input type="checkbox"/> Partners	<input type="checkbox"/> Independent
Processes:	<input type="checkbox"/> Whole Class	<input type="checkbox"/> Writing	<input type="checkbox"/> Listening	<input type="checkbox"/> Independent
Strategies:	<input type="checkbox"/> Reading	<input type="checkbox"/> Meaningful	<input type="checkbox"/> Links to objectives	
	<input type="checkbox"/> Hands-on			

1 Class

1 Class

1-5 Classes

1-2 Classes

- Power point presentation, and introduction
- Students work in groups in finding pictures for their collages.
- Teacher models, shows samples and students start their collages.
- Teacher models, reads samples and students write reflection

Daily –
before and
after lesson

Review and Assessment (Check all that apply):

<input type="checkbox"/> Individual	<input type="checkbox"/> Group	<input type="checkbox"/> Guided	<input type="checkbox"/> Independent
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Daily –
before and
after lesson

Review Key Vocabulary:

Thangka	Symbols
Paintings	Repetition
Mandalas	Composition
Wheel of Life	Unity
Collage	Himalayas

Review Key Content Concepts:

Himalayas	Textures
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RI Grade Span Expectations: Visual Art and Design

VAD 1 Creative Processes:

- Generates, applies, revises, and evaluates strategies and techniques to address artistic problems. VAD1(9-12)-1b
- Demonstrates knowledge of vocabulary of media, techniques and processes.VAD 1(9-12)-2b

VAD 2 Cultural Context:

- Evaluating several unique purposes for making visual art and design (e.g., telling a story; communicating ideas, personal beliefs, and emotions; creating functional objects; making political and social commentary)VAD2(9-12)-1a

VAD 3 Communication:

- Evaluating and applying media techniques, processes, and VAD concepts to convey specific feelings, ideas, or meanings. VAD 3(9-12)-1a

VAD 4 Aesthetic Judgment:

- Evaluating one's own work for creativity, quality of craftsmanship, effective use of visual arts and design concepts, and choice of subject matter based on the analysis of exemplar works of art or design. VAD4 (9-12)-1f

OC 10.2.1: Oral Presentation Exhibiting logical organization and language use, appropriate to audience, context, and purpose.

R10.7.2 – Demonstrates initial understanding of informational text (expository and practical texts).

W10.14.2 – Explores and shares thoughts and observations in reflective writing.

A7: Demonstrate Content knowledge through content specific, performance-based, and project-based assessments

AL2: Problem Solving: Organizes and conducts a process to create intellectual or physical products, holds an event, or otherwise moves towards the solution of an identical issue or problem.

Reflection

I feel this lesson will be interesting for high school students to introduce them to the history, mechanics, and uses symbolism and collage. It can be done simply as a collage lesson or as a painting lesson.