

## FCPS Lesson Template

Grade: K-3<sup>rd</sup>

| Lesson Title  | Art Form  | Grade Level       |
|---|---|-------------------|
| <i>Green is the Secret Color to Make Gold</i> , by Caitlin Teal Price<br><b>Assemblage Art</b>  | Suggested Art Form:<br>Found objects<br>Sun Print | K-3 <sup>rd</sup> |
| Grade Level Theme   | Key Concept                                       | Link              |
| Kindergarten: Self<br>1 <sup>st</sup> Grade: Family<br>2 <sup>nd</sup> Grade: Community   | Assemblage (Look below for more key words)        | Science           |
| Challenge   |   |                   |
| <p>Students will create found object assemblages that relate to the grade level theme.</p> <p>Students in Kindergarten and 1<sup>st</sup> grade can be given found objects collected by the teacher. The upper grades can go out and find found objects on their own.</p>   |   |                   |
| Assessment Standards  |   |                   |
| <p><b>Kindergarten:</b></p> <p><u>COMMUNICATE</u> 1.b.2 Communicate ideas and narratives related to self by depicting people, places, and objects.</p> <p><u>CREATE</u> 1.b.5 Make choices and create original artworks that communicate meaning.</p> <p><u>RESPOND</u> 4.b.2 Recognize size and space in artworks.</p> <p><u>CONNECT</u> 4.b.3 Use the five senses to describe the ideas expressed in artworks.</p> <p><b>PROCESS:</b></p> <ul style="list-style-type: none"><li>• Analyze images</li><li>• Brainstorm a list of found objects</li><li>• Choose an image to create</li></ul> <p><b>PRODUCT</b> The assemblage should:</p> <ul style="list-style-type: none"><li>• Be an artwork that is put together by found objects</li><li>• Show meaning that reflects the theme: self</li><li>• Exhibit skill and control in use media and techniques</li></ul> |   |                   |

UNDERSTANDING: Demonstrate understanding of:

- Ways artists provide clues to describe the subject in pictures
- 2-D collage steps and techniques

**1<sup>st</sup> grade:**

COMMUNICATE 1.b.5 Share and discuss plans for artworks with the class or a partner

CREATE 2.b.1 Identify appropriate shapes to represent parts of people and objects

RESPOND 4.b.4 Identify and describe examples of good craftsmanship in artworks

CONNECT 5.a.3 Describe how family experiences and traditions influence artists

PROCESS:

- Analyze images
- Brainstorm a list of found objects
- Choose an image to create

PRODUCT The assemblage should:

- Be an artwork that is put together by found objects
- Show meaning that reflects the theme: family
- Exhibit skill and control in use media and techniques

UNDERSTANDING: Demonstrate understanding of:

- Ways artists provide clues to describe the subject in pictures
- 2-D or 3-D collage steps and techniques

**2<sup>nd</sup> grade:**

COMMUNICATE 1.A.3 Use personal experiences, knowledge, memories, and observations to generate ideas for artworks

CREATE 5.A.5 Create artworks that explore the activities, interests, roles, responsibilities, and status of diverse community groups

RESPOND 7.A.4 Examine artworks for clues about artists, places, and events

CONNECT 8.B.4 Develop and describe personal reasons for valuing artworks

**PROCESS:**

- Analyze images
- Brainstorm a list of found objects
- Choose an image to create

**PRODUCT** The assemblage should:

- Be an artwork that is put together by found objects
- Show meaning that reflects the theme: community
- Exhibit skill and control in use media and techniques

**UNDERSTANDING:** Demonstrate understanding of:

- Ways artists provide clues to describe the subject in pictures
- 2-D or 3-D collage steps and techniques

**3<sup>rd</sup> grade**

COMMUNICATE 1.b.3 Choose from a selection of provided resources to develop ideas and plans for artmaking

CREATE 2.b.4 Use proportion and placement to represent subject matter in artworks.  
2.c.6 Identify and use light, dark, and shadow to create value and contrast when representing subject matter

RESPOND 4.b.3 Analyze how mood and emotions are expressed in artworks

CONNECT 5.a.1 Describe cultural characteristics based on clues represented in artworks from different times and places.

**PROCESS:**

- Analyze images
- Brainstorm a list of found objects
- Choose an image to create

**PRODUCT** The assemblage should:

- Be an artwork that is put together by found objects
- Show meaning that reflects the theme: culture
- Exhibit skill and control in use media and techniques

**UNDERSTANDING:** Demonstrate understanding of:

- Ways artists provide clues to describe the subject in pictures
- 2-D or 3-D collage steps and techniques

| Supplies and Materials  | Images and Resources  |
|---|---|
| <p><b>Kindergarten and 1<sup>st</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>-Found Objects collected by teacher (pencils, straws, wine corks, fork, napkin, chopsticks, cardboard, etc.)</li> <li>-12"x18" Construction Paper to set the assemblage on</li> </ul> <p><b>2<sup>nd</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>-Manila paper for planning thumbnail sketches</li> <li>-Pencils</li> <li>-Erasers</li> <li>-Collection of found objects</li> <li>-Glue</li> <li>-12"x18" Cardstock paper</li> </ul> <p><b>3<sup>rd</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>-Manila paper for planning or thumbnail sketches</li> <li>-Pencils</li> <li>-Erasers</li> <li>-Collection of found objects</li> <li>-Glue</li> <li>-12"x18" Cardstock paper</li> <li>-Camera (optional)</li> <li>-Laptop</li> <li>-Wixie or any other editing tool</li> </ul> | <p><a href="https://www.caitlintealprice.com/">https://www.caitlintealprice.com/</a> (images of work by Caitlin Teal Price)</p> |
| Time Allotment  | Alternate Approaches  |
| <p><b>Kindergarten &amp; 1<sup>st</sup> Grade:</b> 2 sessions<br/> <b>2<sup>nd</sup> &amp; 3<sup>rd</sup> Grade:</b> 3 sessions<br/> (60 min/session)</p>   | <p>Drawing<br/> Painting<br/> 2-D Paper Collage</p>   |

**Key Words**

**Kindergarten Key words:**

Assemblage: art that is made by assembling disparate elements – often everyday objects – scavenged by the artist or bought specially

Lights and Darks

Geometric Shapes

**1<sup>st</sup> Grade Key words:**

Assemblage: art that is made by assembling disparate elements – often everyday objects – scavenged by the artist or bought specially

Geometric and Organic Shapes

**2<sup>nd</sup> Grade Key words:**

Assemblage: art that is made by assembling disparate elements – often everyday objects – scavenged by the artist or bought specially

Symmetry

Concave

Convex

**3<sup>rd</sup> Grade Key words:**

Assemblage: art that is made by assembling disparate elements – often everyday objects – scavenged by the artist or bought specially

Positive/Negative

Overlapping

Size

Placement

Shadows

Highlights

**BEST PRACTICES FOR TEACHING AND LEARNING****Create a Student-Centered Learning Environment**

|                               |  |
|-------------------------------|--|
| Arrangement of Classroom      | Adapt to any needs necessary such as bringing students closer to the front if they cannot see from far away. Have students sit strategically so that they are learning to the best of their ability. |
| Safe and Positive Environment | Make sure all art tools are in a safe spot and that all demonstrations are given for any supplies that might be new to the students.   |
| Relationships                 | Initiate student-teacher discussions as well as peer communication to elaborate on ideas.  |

**Plan and Teach for Student Learning**

|                   |  |
|-------------------|--|
| Content Knowledge | Create a planning sheet, PowerPoint slides, that |
|-------------------|--|

|                                |                             |  |
|--------------------------------|-----------------------------|--|
|                                |                             | inform students of what they are learning. Vocabulary and picture examples are a good way to assess content knowledge.                   |
|                                | Engagement                  | Develop games or discussion topics that will help students explore their themes and the world around them.                               |
|                                | Teacher Collaboration       | Talking with other educators can help inform the way they think and how different student populations learn.                             |
| <b>Assess Student Learning</b> |                             |  |
|                                | Goal Setting and Reflection | Make sure to set a goal and reflect on if they met the goal.   |
|                                | Checking for Understanding  | Formative assessments such as vocabulary sheets, check lists, picture games, etc. can help check for understanding.                      |
|                                | Assessments                 | Gauging what students know through discussion, guided worksheets, art vocabulary sheets, planning sheets can be used to assess learning. |

| Lesson  | Session |
|---|---------|
| <b>Kindergarten &amp; 1<sup>st</sup> Grade</b><br><b>Caitlin Teal Price: Assemblage Art</b>   | 1       |
| <b>Engage</b>   |         |
| <p>Display the power point of Caitlin Teal Price’s artwork and initiate a discussion with the class. The first day consists of introducing the project and artist in order for students to create a plan.</p> <p><b>Kindergarten and 1<sup>st</sup> Grade Discussion Questions:</b></p> <p>What is 3-d art?<br/> When you look at Caitlin Teal Price’s artwork do you think this is a flat picture or 3-d?<br/> Can you point out some shapes you see in her picture?<br/> What are some creations you can make out of found objects that tells us something about yourself?</p> <p><b>While viewing Caitlin Teal Prices’ images you can ask:</b></p> <ul style="list-style-type: none"> <li>•What do you see? What can you make out of this picture?</li> <li>•Does this artist use light in her art or does the image look flat?</li> <li>•What is composition?</li> <li>•Why might the composition of an artwork be important when photographing a work of art?</li> </ul> |         |

**Present the challenge:** Create a found object assemblage that has meaning to you  
Refer to the images and ask students to identify basic shapes that were used. Have students talk about what ideas they might have and then have them plan it on paper.

### Develop

Model how to create an art work out of found objects

- By creating a planning sheet of ideas
- Demonstrating how to put together found objects to create a work of art that relates to the grade level theme.
- Give students time to plan, discuss and develop their own ideas

### Lesson

### Session

**Kindergarten & 1<sup>st</sup> Grade**  
**Caitlin Teal Price: Assemblage Art**

2

### Engage

Review the power point given from session 1. Have students share any new ideas that students might have after they left the art class.

**Review the challenge:** Create a found objects assemblage that has meaning to you  
Refer to the images and ask students to identify basic shapes that were used. Have students talk about what ideas they might have and then have them plan it on paper.

### Develop

Review how to create an art work out of found objects

- Pulling out their planning sheets
- Demonstrating how to put together found objects to create a work of art that relates to the grade level theme.
- Demonstrate how to properly use the art supplies

**Create**

**Kindergarten:**

Students in kindergarten will create a found objects assemblage that represent themselves. This could be a self-portrait, a favorite item, favorite vacation spot, anything that has to do with who they are.

**1<sup>st</sup> Grade:**

Students in 1<sup>st</sup> grade will create a found objects assemblage that represents family. This can be an assemblage of found objects that represent each family member or one family member. The found objects can create a portrait of their family. There are many ways students can express how they want us to view their family.

**Reflect**

**Kindergarten:**

This is a good time to review the discussion points and how found objects can be considered art. Students can discuss that shapes put together can create another composition that is a work of art.

**1<sup>st</sup> Grade:** Students can reflect on how they represented their family through this assemblage found objects project. Students can understand that art can take on many forms including mundane objects that are found around the home or classroom.

**Lesson**

**Session**

**2<sup>nd</sup> & 3<sup>rd</sup> Grade**

**1**

**Caitlin Teal Price: Assemblage Art**

**Engage**

Display the power point of Caitlin Teal Price’s artwork and initiate a discussion with the class

**Discussion Questions:**

- What do you think assemblage art is?
- Can you point out a geometric shape in the picture?
- Can you point out an organic shape in the picture?
- What are some found objects you might want to include in your own artwork and why?
- Would you choose items that have significance to you?
- Do you think Caitlin Teal Price might have used objects that were significant to her or has some kind of meaning behind it?

(This is where you can explain the story behind the artist’s sons and how they picked up objects during their walk which was then collected to be used in Caitlin’s artwork)

**While viewing Caitlin Teal Prices’ images you can ask:**

- What do you see? What can you make out of this picture?
- Does this artist use light in her art or does the image look flat?
- What is composition?
- Why might the composition of an artwork be important when photographing a work of art?

**Present the challenge:** Create a found object assemblage that has meaning to you Refer to the images and ask students to identify basic shapes that were used. Have students talk about what ideas they might have and then have them plan it on paper.

**Develop**

Model how to create an art work out of found objects

- By creating a planning sheet of ideas
- Demonstrating how to put together found objects to create a work of art that relates to the grade level theme.
- Give students time to plan, discuss and develop their own ideas on paper.

Lesson

Session

2<sup>nd</sup> & 3<sup>rd</sup> Grade

2

Caitlin Teal Price: Assemblage Art

Engage

Display the power point of Caitlin Teal Price’s artwork and initiate a discussion with the class

**Review discussion questions and share any new ideas students might have come up with.**

**Review the challenge:** Create a found object assemblage that has meaning to you Refer to the images and ask students to identify basic shapes that were used. Have students talk about what ideas they might have and then have them plan it on paper.

### Develop

Model how to create an art work out of found objects

- Review planning sheets
- Choose an idea and start developing the artwork
- Review the teacher demonstration on how to properly use the art supplies

### Create

2<sup>nd</sup> Grade: Students can create a found objects assemblage using the collected items to represent their community. Students can create a map of their community out of the found objects or create a picture of a person in the community who has meaning to them. Students have the freedom to create any assemblage they want that conveys community in their work.

3<sup>rd</sup> Grade: Students can create a found objects assemblage that represents culture whether it’s the food they eat, celebrations, traditions, family values, etc. Students can also use found objects that have cultural meaning in their work of art. The work they choose can be representational or abstract depending on how they want to convey their culture.

### Lesson

### Session

2<sup>nd</sup> & 3<sup>rd</sup> Grade

3

**Caitlin Teal Price: Assemblage Art**

### Reflect

The last day of the project is a reflection day. Students can share feedback with one another and share any positive or negative experiences they might have had. This is a good day to also give out a self-reflection sheet for them to assess themselves.

### FCPS Lesson Template

Grade: 4<sup>th</sup>-6<sup>th</sup>

| Lesson Title   | Art Form                      | Grade Level                      |
|--|-------------------------------|----------------------------------|
| <i>Green is the Secret Color to Make Gold</i> , by Caitlin Teal Price<br><b>Assemblage Art</b>   | 3-D Assemblage<br>Photography | 4 <sup>th</sup> -6 <sup>th</sup> |
| Grade Level Theme  | Key Concept                   | Link                             |
| 4 <sup>th</sup> : Time<br>5 <sup>th</sup> : Globalization<br>6 <sup>th</sup> : Identity  | Assemblage                    | Science                          |
| Challenge  |                               |                                  |
| <p>To create an assemblage found objects piece that represents the grade level themes.</p> <p>If you would like to take the project further (possibly for the upper grades) students can take a picture of their found objects artwork and learn editing tools to create a composition that reflects the work of Caitlin Teal Price.</p>   |                               |                                  |
| Assessment Standards   |                               |                                  |
| <p><b>4<sup>th</sup> Grade:</b></p> <p>COMMUNICATE 1.a.1 Apply imaginative and expressive approaches to represent and explore concepts related to time.</p> <p>CREATE 4.b.1 Describe the formal qualities and subject matter that an artist uses to express an idea.</p> <p>2.c.4 Refine use of organic and geometric shapes and forms to represent subject matter.</p> <p>RESPOND 4.b.4 Reflect on and evaluate craftsmanship in personal artworks.</p> <p>CONNECT 4.b.5 Use self-assessment to evaluate personal artworks and inform future artmaking.</p> |                               |                                  |

**PROCESS:**

- Analyze images
- Brainstorm a list of ideas that have to do with time
- Choose an image to create that reflects time

**PRODUCT** The assemblage should:

- Be an artwork that is put together by found objects
- Show meaning that reflects the theme: time
- Exhibit skill and control in use of media and techniques

**UNDERSTANDING:** Demonstrate understanding of:

- Ways artists provide clues to describe the subject in pictures
- 3-D collage steps and techniques
- Art vocabulary

**5<sup>th</sup> Grade:**

**COMMUNICATE** 2.a.1 Explore characteristics of expressive artworks and art forms.

**CREATE** 3.i.1 Use digital media to capture images of personal artworks.

**RESPOND** 4.b.3 Defend an opinion regarding the intent of an artist in an artwork.

**CONNECT** 5.a.3 Identify and examine how globalization influences artistic decisions.

**PROCESS:**

- Analyze images
- Brainstorm a list of ideas that have to do with globalization
- Choose an image to create that reflects globalization

**PRODUCT** The assemblage should:

- Be an artwork that is put together by found objects
- Show meaning that reflects the theme: globalization
- Exhibit skill and control in use of media and techniques

**UNDERSTANDING:** Demonstrate understanding of:

- Ways artists provide clues to describe the subject in pictures
- 3-D collage steps and techniques
- Digital media
- Art vocabulary

**6<sup>th</sup> Grade:**

COMMUNICATE 1.a.2 Depict a variety of subject matter through representational and abstract methods to communicate ideas about identity.

CREATE 2.c.4 Identify and use texture to embellish a surface in an artwork.

RESPOND 4.b.3 Defend an opinion regarding the intent of an artist in an artwork.

CONNECT 5.a.1 investigate how artists have explored identity in artworks.

**PROCESS:**

- Analyze images
- Brainstorm a list of ideas that have to do with identity
- Choose an image to create that reflects identity

**PRODUCT** The assemblage should:

- Be an artwork that is put together by found objects
- Show meaning that reflects the theme: identity
- Exhibit skill and control in use media and techniques including digital media

**UNDERSTANDING:** Demonstrate understanding of:

- Ways artists provide clues to describe the subject in pictures
- 3-D collage steps and techniques
- Digital media
- Art vocabulary

**Supplies and Materials**

- Pencils
- Erasers
- Manila Paper
- Cardstock
- Glue or stronger adhesive
- Found objects
- Camera

**Images and Resources**

<https://www.caitlintealprice.com/> (images of work by Caitlin Teal Price)

**Time Allotment**

4 Sessions (60 min/session)

**Alternate Approaches**

- Drawing
- Painting
- Printmaking

## Key Words

### 4<sup>th</sup> Grade Key Words:

Proportion  
Illusion of depth  
Representation  
Abstraction

### 5<sup>th</sup> Grade Key Words:

Focal Point  
Shadow  
Highlight

### 6<sup>th</sup> Grade Key Words:

Abstract  
Focal Point  
Symmetrical and Asymmetrical balance  
Contrast  
Composition  
Juxtaposition

## BEST PRACTICES FOR TEACHING AND LEARNING

### Create a Student-Centered Learning Environment

|                               |  |
|-------------------------------|--|
| Arrangement of Classroom      | Adapt to any needs necessary such as bringing students closer to the front if they cannot see from far away. Have students sit strategically so that they are learning to the best of their ability. |
| Safe and Positive Environment | Make sure all art tools are in a safe spot and that all demonstrations are given for any supplies that might be new to the students.   |
| Relationships                 | Initiate student-teacher discussions as well as peer communication to elaborate on ideas.  |

### Plan and Teach for Student Learning

|                       |   |
|-----------------------|---|
| Content Knowledge     | Create a planning sheet, PowerPoint slides, that inform students of what they are learning. Vocabulary and picture examples are a good way to assess content knowledge. |
| Engagement            | Develop games or discussion topics that will help students explore their themes and the world around them.  |
| Teacher Collaboration | Talking with other educators can help inform the way they think and how different student   |

|                                |  |
|--------------------------------|--|
|                                | populations learn.   |
| <b>Assess Student Learning</b> |  |
| Goal Setting and Reflection    | Make sure to set a goal and reflect on if they met the goal.   |
| Checking for Understanding     | Formative assessments such as vocabulary sheets, check lists, picture games, etc. can help check for understanding.                      |
| Assessments                    | Gauging what students know through discussion, guided worksheets, art vocabulary sheets, planning sheets can be used to assess learning. |

| Lesson  | Session |
|---|---------|
| <b>4<sup>th</sup>-6<sup>th</sup> Grade</b><br><b>Caitlin Teal Price: Assemblage Art</b>   | 1       |
| <b>Engage</b>   |         |
| <p>Display the power point of Caitlin Teal Price's artwork and initiate a discussion with the class</p> <p><b>Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>•What do you think assemblage art is?</li> <li>• Can you point out a geometric shape in the picture?</li> <li>• Can you point out an organic shape in the picture?</li> <li>• How did the artist show illusion of depth in her artwork?</li> <li>• Where do you think, she found these objects?</li> <li>• Do artworks always have to have meaning behind them?</li> <li>•What are some found objects you might want to include in your own artwork and why?</li> <li>•Would you choose items that have significance to you?</li> <li>•Do you think Caitlin Teal Price might have used objects that were significant to her or has some kind of meaning behind it?</li> </ul> <p>(This is where you can explain the story behind the artist's sons and how they picked up objects during their walk which was then collected to be used in Caitlin's artwork)</p> <p><b>While viewing Caitlin Teal Prices' images you can ask:</b></p> <ul style="list-style-type: none"> <li>•What do you see? What can you make out of this picture?</li> <li>•Does this artist use light in her art or does the image look flat?</li> <li>•What is composition?</li> <li>•Why might the composition of an artwork be important when photographing a work of art?</li> </ul> <p><b>Present the challenge:</b> Create a found object assemblage that has meaning to you</p> |         |

Refer to the images and ask students to identify basic shapes that were used.

**Plan:** Have students talk about what ideas they might have, discuss them with their tablemates and then have them plan it on paper.

| Lesson   | Session |
|--|---------|
| <b>4<sup>th</sup>-6<sup>th</sup> Grade</b><br><b>Caitlin Teal Price: Assemblage Art</b>  | 2-3     |
| <b>Engage</b>  |         |
| <b>Revisit the PowerPoint and discuss the student's progress.</b>  |         |
| <b>Review the challenge:</b> Create a found object assemblage that has meaning to you<br>Refer to the images and ask students to identify what they are seeing.  |         |
| <b>Peer talk:</b> Have students share one another's ideas and give feedback.   |         |
| <b>Create</b>  |         |
| Students will work on their found objects assemblage over 2 weeks. Students have the option to create a 3-d, 2-d or relief found objects piece that reflects their grade level theme. After they have completed their assemblage, students will take a picture of their work and upload it onto an editing program. Teachers can collaborate with the tech specialist at their school to teach students how to properly edit a picture. Students are encouraged to use lighting tools, cropping tools and any other edits that enhances their picture. |         |
| Lesson   | Session |
| <b>4<sup>th</sup>-6<sup>th</sup> Grade</b><br><b>Caitlin Teal Price: Assemblage Art</b>  | 4       |
| <b>Reflect</b>   |         |

On the last day of the project. Students will reflect back on their work and share any positive or negative experiences throughout their journey. Students will also share any new art vocabulary they have learned as well as giving peer feedback to other classmates.