The Arts Initiative Urban Arts Space

UNIT PLAN OVERVIEW
Photo Collage Self-Portraits
ADD: Adults with Developmental Disabilities
Community Connections

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School: Ohio State University Urban Arts Space
Unit Lesson Title: Photo Collage Self-Portraits
Grade level: Adults
Length of Class Period: 60min

Student Work:
**CRITICAL ISSUE/BIG IDEA**

**Anticipatory Set:** Anticipatory Set: Redefining the idea of traditional self-portraits with a mixed media flare.

**Central Focus (Form and Structure, Art Production, Context, Personal Perspective)**

Self-expression and use of creativity through the use of color and pattern by creating a photo collage self-portrait.

**Essential Questions** (provocative, engaging, critical)

- By using only colors and patterns, could you try to describe yourself?
- What types of lines and shapes would represent you?
- What is a collage? What are some examples that you have seen in your life?
- What is a photograph? Do you take photos in your everyday life?

*(Stage One) Performance-based Assessment Objectives*

Students will use both gross and fine motor skills in the making of their art.

*(Stage Two) Performance-based Assessment Strategies*

The teacher will individually meet each students’ needs in a way that helps them make the art. The teacher will work along with the students and watch for any struggles within the group.

**Academic Language**

**Vocabulary**

- **Photograph:** a picture made using a camera, in which an image is focused onto film or other light-sensitive material and then made visible and permanent by chemical treatment, or stored digitally.
- **Self Portrait:** a portrait of an artist produced or created by that artist.
- **Collage:** a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric onto a backing.
- **Oil pastel:** a painting and drawing medium with characteristics similar to pastels and wax crayons
- **Pattern:** a repeated decorative design.

**Accommodations for Special Populations**

The teacher will make an example for the students to pass around and view. The teacher will engage students by asking questions and reiterating key points and vocabulary within this project. For deaf individuals, the teacher will use signs and demonstrate the process in front of them by pointing and looking for some understanding from the student. The teacher may work on a piece of their own to show students how to begin. The teacher will encourage each student to continue to stay engaged and focus on each mark that is made on the paper while also giving words of encouragement.

**Preparations**

**Materials/Resources for Teacher**

Prepare gallery for an art making class by setting up tables, chairs and gathering materials.

**Materials for Students**

- Paper
- Pencil
- Oil pastels
- Printed photo
- Scissors
- Glue.

**Safety Procedures**

The teacher will give a quick demonstration on basic scissor safety and proper handling. The teacher will also remind students that their assistance is available to students who may need help with particular parts of the project.

*(Stage Three) LEARNING ACTIVITY*

**Getting the Classroom Environment Ready**

The teacher will prepare a space in the gallery for the students to work. Tables and chairs will be brought out from the back and be arranged so that it is accessible for all of the individuals. All of the supplies will be at the end of one of the tables and ready to distribute.

**Procedures for the Teaching/Learning Structure (indicate approximate time for each step)**

1. Greet (3 minutes)
a. Students will enter the gallery space, the teacher will greet them and bring them to the art making space where they will be asked to sit down and wait for directions.

2. Introduction to art lesson (5 minutes)
   a. The teacher will ask the students what they already know about what a photo, self-portrait and collage are.
   b. The teacher will show the example and pass it around.
   c. The teacher will tell the students to think about the colors and patterns that they will use that could describe them (things they like, their personality, etc)

3. Pass out supplies (3 minutes)
   a. White paper will be handed out first and then pencils

4. Students will sketch out and plan their patterns with pencil (10 minutes)

5. Pass out oil pastels and begin filling in designs (17 minutes)

6. Individually meet with teacher to have picture taken (5 minutes)

7. Print out pictures (8 minutes)

8. Distribute printed photos and begin to cut them out (8 minutes)
   a. Give assistance to any students who may need extra help.

9. Glue on cut photos to collage (3 minutes)

Clean-up Procedures
The teacher will clean up all materials, tables and chairs once the group leaves.