

LESSON 4- Art Practice

Lesson Topic:	Creating collage picture books using Jeannie Baker as inspiration	Date:	Friday 27 th April
VELS Domain(s):	The Arts	Grade(s)/ Year Level(s):	Level 3 (Grade 3-4)
VELS Dimension(s):	Creating and Making	Duration of Lesson:	60 minutes

Learning Outcome(s)/Standard(s):

Students will be able to take inspiration from Jeannie Baker's artwork to begin to create their own collage picture book with an environmental/sustainability message.

Indicators

Students will use natural materials to create a series of collages.

Students will assemble these collages into a picture book.

The picture books will have an environmental message.

Assessment:

Picture books will be collected and assessed upon completion.

Teacher will be looking for student's creativity and understanding of the technique of collage.

Teacher will be looking for an underlying environmental message in the picture books.

Background to the learning:

A. Teacher

Teachers will have previously researched the process of collage. The following are two resources that may be useful in your background research:

- Ackerman, D.M. (2003). *Handmade paper collage*. New York: Sterling Publishing Co.
- Rothamel, S.P. (2001). *The art of paper collage*. New York: Sterling Publishing Co.

Jeannie Baker's website also has useful information on how she creates her collages

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- Baker, J. (n.d). *Jeannie Baker*. Retrieved from <http://www.jeanniebaker.com/>.

Another useful reference regarding Jeannie Baker's environmental messages in her artwork is the following radio interview

- ABC Radio National. (2010, September 16). *Jeannie Baker: Mirror*. [Audio podcast]. Retrieved from <http://www.abc.net.au/radionational/programs/lifematters/jeannie-baker-mirror/2981044>

B. Pupil

Students will have in previous lessons produced their own collages using natural resources and learnt about the process through which artist Jeannie Baker makes her collages.

Students will have also discussed Jeannie Baker's role as a social commentator through her art and the environmental messages in her work through reading the book *Window*.

Lesson Resources:

- Poster paper
- Craft glue
- Paint brushes
- Pencils
- Scissors
- Art smocks
- Leaves
- Flower petals
- Grass
- Stones
- Sand
- Straw
- Wool
- Feathers
- Different coloured paper
- Scrap material
- Magazines

Content of Lesson:

A. Introduction

5 mins

Students would be told that they are to use the ideas and skills learnt in the previous lesson to now create a picture book of collage. This lesson is linked to sustainability as the picture book must contain an environmental message and will be made using natural materials and other materials such as magazines, wool, feathers and scrap material. Students would be advised that all the

materials have been made available to them and are not required to search in the garden for their resources.

- B. Development 5 mins
Students are instructed to think about a story with an environmental message.
Focus question: Can you think of a time where you have done something good for the environment?
Focus question: Can you think of a time when you have seen something happen that is bad for the environment?
Focus question: How might you recreate that event and make it into a story?
Focus question: What materials might you need?
Focus question: What message do you want your story to have?

Students instructed to get all the materials they need and to sit back at their table.

Focus question: Can you come up and get all the materials you think you need for your picture book?

- C. Consolidation and Practice 45 mins
After collecting their resources students begin to plan their picture book by first drawing on the paper.
When they are happy with their drawings they can begin to make their collage by sticking down the materials they want to use.
Teacher walks around helping any student who may need help and checking that all students have incorporated an environmental theme into their picture book.

Early Finishers – Extension Activities

This is an ongoing task and will be continued in subsequent classes.

- D. Closure 5 mins
Students told to pack up all their materials and clean their working spaces.
Teacher selects a few examples of children's work in progress for class reflection.
It is expected that this task would take 3 or 4 lessons. Upon completion the students' work would be displayed around the room for other students to explore and reflect. Each student would get the opportunity to present their finished picture book and discussion about the themes and messages in each student's work would also take place.

Follow-up tasks to this could incorporate the discipline of literature by adding text to the student's picture books.