**Photo Remix:** to learn about giving old photographs new life and how to create new artwork out of old artwork

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**Lesson Idea/Topic and Rationale/Relevance:**

 Student’s will take their old photographs and create a new image by using markers/color pencils and collage techniques. Teaches students how to breathe new life and perspective into old artwork.

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**Student Profile:**

 In this classroom there are 4 GT students, 2 students with 504 plans, and 1 student with an IEP. There’s a variety of both highly engaged/motivated students and students who have low engagement and motivation.

**Content Standard(s) addressed by this lesson:**  (Write Content Standards directly from the standard)    Reflect, create, transfer and comprehend.

Reflect: Students will be reflecting by using critical thinking in order to decide how to dissect their old images and how to arrange them into new ones. They will also reflect upon their work when participating in mini table critiques.

Create: Students will generate new works of art that that employ unique ideas, feelings, and values using different media such as pictures, colored pencils and markers.

Transfer: Students will learn how artists can use collaging to explore new ideas using old materials

Comprehend: Students will explore the concept of expressing ideas and meaning through the use of collages.

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 **Understandings: (Big Ideas)**

 I can create a new image by using my old artworks and collageing them together.

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**Invent and Discover to Create:**

How do artists generate works of art that employ unique ideas, feelings, and values using different media, technologies?

**Evidence Outcomes:  (Learning Targets)**

Every student will be able to: (Create your own lesson objectives from the standard using student voice) create artwork that expresses unique ideas, feelings and values using different types of media.

**I can:** Take my old art and turn it into something new.

This means: They will be able to reinvent their old artwork and learn how to reuse old projects like artists do.

**List of Assessments:**

Mini Critique (reflect) and  Exit ticket (Transfer)

**Co-Teaching**

Team teaching Model

This model was chosen because of how big the class is and there are still things to know about the students, it would be best to be equal authority figures within the classroom. Both of teachers will be fulfilling the role of the teacher.

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**Materials**

Scissors, personal images, magazine images, construction paper, markers, colored pencils

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**The strategy intend is:** Examples along with discussion

To get the students attention while showing examples and tell the students that they are going to imagine they are graphic designers and to create a new image out of the images in front of them.

**Procedures**

Teacher Actions

Student Actions

Data Collected

(2 minutes)

Questioning Strategies:

How do artists generate works of art that employ unique ideas, feelings, and values using different media, technologies?

(10 minutes)

Modeling: Introduce collaging, mention composition,  show powerpoint and

 show the students examples of what we are looking for.

(20 minutes)

Teacher Input: walk around and see if they need any help.

(1 Minute)

Modeling:

Suggest to students it’s time to add color and other media to their collages.

(10 Minutes)

Teacher Input: walk around check if students need help

(2 Minutes)

Modeling: instruct them to look at the guiding questions for a mini critique and instruct students to conduct mini critiques at their table group.

(8 Minutes)

Teacher Input: walk around to different mini critique groups and check in.

(10 Minutes)

Other: Instruct students to clean up.

(5 minutes)

Check For Understanding:

Explain the exit ticket: students must answer questions on a sheet of scrap paper.

1. What is something new you learned about collaging today?
2. Do you feel as though collaging could be a technique you will use in your future artwork? Why or why not?

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(10 Minutes)

Other: Instruct students to clean up.

(2 minutes)

Get into seats/get settled

(15 minutes)

Modeling/ whole class practice:

Listen to powerpoint about collaging and ask questions.

(20 minutes)

Unguided Individual Practice: Look at their old photos individually, cut up images and begin to play with different compositions. Then glue down their collage on a new paper.

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(10 minutes)

Unguided Individual Practice:

Students will begin to add markers or colored pencils to their collage to enhance it further.

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(8 Minutes)

Guided group practice:

Have table groups do mini critiques. Students will refer to guiding questions on board.

(10 Minutes)

Other: Clean up

(5 Minutes)

Check For Understanding:  complete exit ticket

You will be able to see how challenging it will be for the students to have one class period to complete a project. They will have to do their brainstorming within the class time as well.

**Closure**

The strategy I intend to use is: Table show and tell

I am using this strategy here because: This allows students a chance to show their table mates what they created and talk about what they created with each other.

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**Modifications**

If they don't know how to add color to their collage we can do a short demo for those students.

**Process**

They can decide if they want to college first then color or the other way around.

Product

They don't have to do both watercolor and collage they can do one or the other.

Environment

If the environment is too loud in the classroom they can listen to music while working but must turn it off then instructions are given

They can use other materials to make a collage.

They can go in whatever order with many other materials: markers, pencils, other pictures

They can do both or do even more with other materials.

**Assessment**

The instructor is looking for a photo collage with good composition and color. Something that the students will be proud and may even inspire them to do something like that in the future.