



UNIT 1: FAMILY / WEEK 4

Collaborative Collage

Standard Connection:

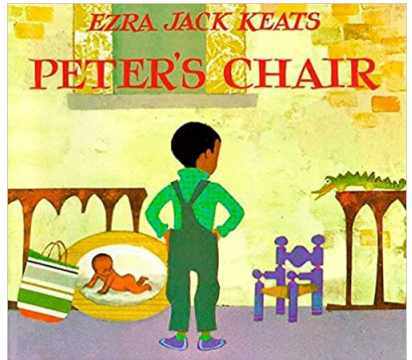
ELA.RI.PK4.7
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PD.FM.PK4.4
PD.SHS.PK4.3
SS.OW.PK4.1
VA.CN10a.1.PK
VA.CR2a.2.PK

Enduring Understanding(s):

- Families share experiences, traditions, and activities that can be represented through artistic expression.
- As individuals and as a group, family members use their senses to observe and interact with their environment.

Essential Question(s):

- How do you most effectively communicate your thoughts, feelings, and traditions?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Peter's Chair</i> construction paper recycled and natural materials small cups paintbrushes glue or glue sticks large sheets of paper sample of children's collages images of collages (see Resources) 	<ul style="list-style-type: none"> collage: art made by attaching materials to a flat surface illustrate: create a picture collaborate: work together 	

Intro to Centers

Preparation: *Set up materials.*

<p>"Ezra Jack Keats used collage - art made by attaching materials to a flat surface - to illustrate <i>Peter's Chair</i>. What do you notice?"</p>	<p>Show illustrations. Children respond.</p>
<p>"You made collages in Creative Arts. How are your collages the same as or different from Ezra Jack Keats'?"</p>	<p>Show children's work. Children respond.</p>
<p>"Today in Creative Arts, you can create one large collage with friends. What are some ways you can collaborate - work together?"</p>	<p>Children respond.</p>

During Centers:

Encourage children to try different materials from their individual collages. Compare and contrast children's collages with Ezra Jack Keats' illustrations in *Peter's Chair*. If working with several friends is too overwhelming for children, encourage children to collaborate in pairs on smaller pieces of paper. Allow children to work on a variety of surfaces (on a table, at the easel, on the floor).

Guiding Questions during Centers:

- How is creating a collaborative collage similar to or different from creating a collage by yourself?
- What shapes are you using in your collage? How do you know this is a (square, triangle, etc.)?
- How are you and your friend(s) collaborating?
- What are other ways that you and your friends could collaborate in the classroom?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to use collage with another art technique (add collage material to their *Line, Dot, and Squiggle Paintings* and/or paint with line, squiggles, and dots on their collages). Use collaborative collages as backdrops in Dramatic Play.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, in addition to the suggestions above, provide materials of various sizes to meet children's fine motor needs. Adapted paintbrushes may be helpful for painting as well as spreading glue.