

Artists Connected to the PNW Students Should Know Lesson Plan

Marita Dingus

Lesson Title / Project:	Grade Level:
See Me - Don't Discard: Found Treasures Self-Portrait by Mari Atkinson maribethmba@gmail.com	K-6
Art Media Used:	
Assorted Found objects, photos, magazine clippings for Assemblage	
Lesson Objectives:	
<p>Artists choose, change, and arrange recycled materials in ways that can communicate ideas.</p> <p>Student learning outcomes:</p> <p>I can analyze artistic choices.</p> <p>I can choose collage materials that have meaning to me.</p> <p>I can arrange shapes and materials in a composition to create a self-portrait.</p> <p>I can use craftsmanship in making my collage.</p> <p>I can explain my artistic choices.</p>	
Art Standards:	Vocabulary:
<p>CREATING: Conceiving and developing new artistic ideas & work.</p> <p>PRESENTING (visual arts): Interpreting and sharing artistic work.</p> <p>RESPONDING: Understanding and evaluating how art conveys meaning.</p> <p>CONNECTING: Relating artistic ideas and work with personal meaning and external context</p>	<p>Collage – 2D artwork is a collection of various materials stuck to backing</p> <p>Assemblage – 3-D artwork has objects projecting out of a base</p>
Recommended Materials:	
<p>Various recycled materials (basically anything), tacky glue, scissors, tape, string</p> <p>Managing Materials</p> <p>In collage, ideas can spark materials choices, and materials choices can spark ideas. Limiting materials and tools to just scissors will push students to become more creative. Set out enticing collage materials on a long counter or table. Model the artistic selection process, as choices are as important as cutting and gluing. Set an initial time limit for “shopping for materials” to 3 to 5 materials to start. Students can return later for different materials. Avoid endless searching through old magazines by tearing out certain pages that could be inspirational - not just giving students a stack of old magazines.</p>	
Instructional Sequence:	
<p><u>Discuss:</u></p> <p>> Have you ever felt like others don't notice you? Have you ever felt overlooked or left out of a game or a conversation? Sometimes people (adults) can make us feel as though we don't matter. Maybe you have a friend who has experienced this or you would like to share your opinion of how slaves were treated in history - or how children of minorities have been kept from experiences in society before the Civil Rights Movement, as well as in current events regarding immigration.</p>	

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1. Introduce Marita Dingus and show examples of her artwork along with her stories of inspiration / why she creates artwork from 'discarded' items.
2. Think about the shapes we see in a face: Ovals, circles, curvy shapes for lips, noses, and eyebrows. (Optional: Facial proportion can be a concept built into this lesson.) Cut out or find shapes for your face and features. You can **layer** shape upon shape.
3. The project for today may be made into a pendant or a pin. Start by selecting something to use as a face shape (cardboard, coaster, box, etc.).
4. Find things that are flat or could be used to represent your face and/or facial features. Look for pictures of things that are meaningful to you or resemble your features (ice cream cone, a basketball, a cat, a mountain, a bicycle wheel, or a flower, etc.). Glue your flat objects together first.
5. Next, find objects that hold a memory for you or symbolize something meaningful in your life. You may need to cut or adjust your items to get things to fit and glue together. You may want to use wire or string to connect items together.
6. Have students arrange and re-arrange their compositions and tell them their faces do not need to be in the middle of their work; encourage overlap of other shapes or pictures. Collage lets us move things around before we commit to a final composition (unlike other art processes).
7. Decide how you want to 'wear' your "Found Treasures Self-Portrait" - attach yarn or string for wearing a necklace, or a pinback for wearing as a pin. These may also be hung on the wall.
8. Have students go through the reflection worksheet for closure, and take a gallery walk to view everyone's work.

Helpful Resources:

Excellent Video -

<https://www.visitseattle.org/things-to-do/arts-culture/creative-city/marita-dingus/>

Look Again - written by Marita Dingus

"Artistic Choices" by ArtsWA, the Washington State Arts Commission
Seattle Art Museum

Adaptations: This project can be adapted for various grade levels by:

- Materials: Prepare for younger students by using pre-cut circles or found circles (e.g. plastic drink covers) candy wrappers, pre-cut pictures, stickers and safe objects with no sharp edges;
- Methods for attaching include glue for younger students - no wires or strings.
- Students could be asked to bring in their own meaningful objects.
- Students could create an image of their hand as a portrait of self.
- Students could create a setting or place that has personal significance using recycled materials with personal meaning.

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Project Example:



Artist: Marita Dingus, Face with Caps, Francine Seders Gallery

ARTISTIC CHOICES: See Me - Don't Discard: Found Treasures Self-Portrait Student

Name _____

1.) Analyze artistic choices seen in art.

Face with Caps: Make a list of what you see:

How did the artist arrange or organize the parts of the composition?

Do you see something that might be found or recycled in the art? What do you think it is?

2.) Explain your artistic choices.

Describe at least three recycled materials or pictures that you used in your collage and explain why they have meaning to you.

1. _____

2. _____

3. _____

Self-assessment checklist:

- I identified lines, shapes, textures, and materials in art and how they were used in composition.
- I chose materials and pictures for my collage that reflect who I am.
- I arranged shapes for my face and features in my portrait.
- I cut and glued materials down securely.
- I described the materials I used and wrote about what they communicate about me.