

**Visual Arts Assessment Task
Digital Media Task: Memory Collage
Grade 8**

Final Version

2/27/2014



**Connecticut Common Arts Assessment
Initiative**

Connecticut State Department of Education

Contacts

Jackie Coleman
Education Consultant for the Arts
Office of Academics
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06145
E-mail: Jacqueline.Coleman@ct.gov
Phone: 860-713-6592

Digital Media Task: Memory Collage Performance Task and Assessment Description Grade Eight

Task Description:

Students will explore why and how memory is [and has been] a source of inspiration for the artist. We will examine how memory can be represented effectively by symbols and/or metaphors. We will introduce digital medium and discuss why it is well suited for the expression of memories. In this unit students will create a digital collage inspired by a personal memory. The students will then reflect on and evaluate their own artwork

Enduring Understandings/Big Ideas and Concepts/ Skills:

Memory has been a rich source of inspiration and ideas for artists throughout the history of art and culture. While the source of inspiration and ideas have remained the same, the media, techniques, and processes which an artist might use to make art based on memory can now be different. As new media such as digital media are introduced and evolve, artists use them when they can be used to best express their concept and intention.

Essential Questions or Focus Questions:

- Why is memory a good source of inspiration for an artist? What are the characteristics of memory which would make it a good subject for a digital media project?
- Why would an artist use digital media for a project instead of another medium?
- Which elements of art might be the most dominant in a digital media project? Which principles of design might be used for the most dynamic digital media project?
- How has the practice of collage evolved throughout the history of art and culture? How has it been influenced by its contemporary culture? How is it the same throughout the history of art and culture, and how is it different? (optional: see PowerPoint)
- How do symbols and metaphors permit multiple meanings?
- What does it mean to be a good digital citizen in the context of our media culture?

Differentiation: (Extensions)

Differentiation of this unit will take place along a spectrum by simplifying the requirements [less images/layers of the digital collage might be required] or making the requirements more complex [more images/layers might be required or more image/layer transformations may be required.] Written requirements will also be differentiated. The individual and group work described above will also support differentiation. Real differentiation, however, can only take place once students are known.

Content Standards: Connecticut Visual Arts Content and Performance Standards

Content Standard 1: Students will understand, select, and apply media, techniques and processes.

- b. Improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes (including 2-dimensional, 3-dimensional and electronic).
- c. Use different media, techniques, and processes including 2-dimensional, 3-dimensional and electronic- to communicate ideas, feelings, experiences and stories.

Content Standard 2: Students will understand and apply elements and organizational principles of art.

- a. Use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas.
- b. Recognize and reflect on the effects of arranging visual characteristics in their own and others' work.
- c. Select and use the elements of art and principles of design to improve communication of their ideas.

Content Standard 3: Students will consider, select, and apply a range of subject matter, symbols, and ideas.

- a. Consider, select from and apply a variety of sources for art content in order to communicate intended meaning.
- b. Consider and compare the sources for subject matter, symbols and ideas in their own and others' work.

Content Standard 5: Students will reflect upon, describe, analyze, interpret and evaluate their own and others work.

- b. Describe and analyze visual characteristics of works of art using visual art terminology.
- e. Reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities, content).

21st Century Skills:

- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity
- Innovation
- Information Literacy
- Media Literacy
- Information, Communication and Technology Literacy
- Flexibility and Adaptability
- Initiative and Self-Direction
- Productivity and Accountability
- Core Subjects and 21st Century Themes: Art, and within Art, Memory
- Learning and Innovation
- Information, Media, and Technology Skills
- Life and Career Skills

ISTE/National Educational Technology Standards:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem-Solving, and Decision-Making
- Digital Citizenship
- Technology Operations and Concepts

Objectives:

- Students will demonstrate knowledge and skills using graphic software to select, manipulate and composite at least three images and text to create a digital collage.
- Students will demonstrate an understanding of Unity by applying different compositing techniques (i.e. opacity, blending modes, masking)
- Students will demonstrate an understanding of Emphasis by the selection, scale and positioning of their images in the composition.
- Students will learn how to use memory as a source of inspiration and ideas and how to represent memory through symbols and metaphors.
- Through written response students will reflect upon multiple versions of their work, analyze and make determinations about the impact of composition on visual communication.
- Students will demonstrate understanding of digital citizenry by appropriately citing all images and text utilized in their work. (ISTE & 21st Century Skills)

Technology Resources Required:

Teacher:

- Projector
- Projector Screen
- Computer - Desktop PC or MAC or Laptop PC or MAC
- Graphics Software, preferably Adobe Photoshop, Adobe Photoshop Elements, or other graphics software with layers functions
- Digital Camera[s], Camcorder, or Cell Telephone
- Scanner[s]
- USB Cable[s]
- Internet Access
- File Storage – Network Drive, Portable Hard Drive, or Flash/Thumb Drive
- Color Printer
- Printer Paper

Student:

- Computer - Desktop PC or MAC or Laptop PC or MAC
- Graphics Software, preferably Adobe Photoshop, or other graphics software with layers functions
- Digital Camera[s], Camcorder, or Cell Telephone

- Scanner[s]
- USB Cable[s]
- Internet Access
- File Storage – Network Drive, Portable Hard Drive, or Flash/Thumb Drive
- Color Printer
- Printer Paper

Resources:

- Pablo Picasso. http://www.moma.org/m/explore/collection/art_terms/4609/0/1.iphone_ajax?klass=artist
- Pablo Picasso. Still-Life with Chair Caning. 1911/12. Collage of oil, oilcloth, and pasted paper simulating chair caning on canvas. Musée Picasso, Paris, France. http://picasso-paris.videomuseum.fr/Navigart/slide/slide_main.php?so=oeu_nom_prem&it=2&cc=0&is_sel=0
- Romare Bearden. <http://www.beardenfoundation.org/artlife/biography/biography.shtml>
- Romare Bearden. Summertime. 1967. Collage of paper and synthetic polymer paint on composition board. 56 x 44". Romare Bearden Foundation, New York, NY. http://www.beardenfoundation.org/artlife/beardensart/collage/artwork/summertime_i.shtml

Student Handouts:

- Handout 1: Table of Contents
- Handout A1: Vocabulary - Elements of Art
- Handout A2: Vocabulary - Principles of Design
- Handout A3: Vocabulary - Color Theory
- Handout A4: Vocabulary – Digital Media
- Handout B: Memory Research Worksheet (Brainstorming)
- Handout C1: Memory Parts Worksheet: Symbols
- Handout C2: Memory Parts Worksheet: Prompts (optional)
- Handout C3: Memory Parts Worksheet: Text
- Handout C4: Memory Parts Worksheet: Citation
- Handout D: Formative Checklist – Planning
- Handout E: Written Reflection
- Handout F: Summative Rubric – Memory Collage
- Handout G: Summative Rubric – Written Reflection
- Handout H: Data Recording Form

Teacher Presentation:

- Introduction to Traditional Collage and Digital Collage
http://digitalmediatask.files.wordpress.com/2011/11/digital_media_task_digital_collage_-_introductory_presentation_11-15-2011.ppt

Teacher Resources: *[These teacher resources are optional, and can be accessed at <http://digitalmediatask.wordpress.com> .]*

- Teacher Resource 1: Cubism
- Teacher Resource 2: Collage
- Teacher Resource 3: Memory
- Teacher Resource 4: Focus Questions re: Collage
 - Teacher Resource 4A: Links to Task Images for Focus Questions
 - Teacher Resource 4B - Biographies of Task Image Artists for Focus Questions
- Teacher Resource 5: Compare and Contrast – Venn Diagram re: Collage and Digital Collage
 - Teacher Resource 5A: Links to Task Images for Compare and Contrast – Venn Diagram re: Collage and Digital Collage
 - Teacher Resource 5B: Links to Biographies of Task Image Artists for Compare and Contrast – Venn Diagram re: Collage and Digital Collage
- Teacher Resource 6: Memory Brainstorming Questions
- Teacher Resource 10: Links to Art Historical Exemplars – Collage
- Teacher Resource 11: Links to Websites – Collage and Digital Collage
- Teacher Resource 12: Links to Internet Photography and Image Databases
- Teacher Resource 13: Links to Training Support Materials and Training
- Teacher Resource 15: Glossary of Digital Art and Printmaking
<http://www.dpandi.com/DAPTTTF/glossary.html>
- Teacher Reference 16: Bloom’s Taxonomy for the Technology Age
<http://www.techlearning.com/article/8670>
- Teacher Reference 18: Graphic Organizers,
<http://www.eduplace.com/graphicorganizer/>

Prior Learning Required:

Teacher:

It is expected that teachers will have basic-to-intermediate skills in using graphics software that offer layers features (such as Adobe Photoshop or Elements), and also have the computer technology skills to instruct students in the following, if needed:

- Basic computer usage (login, locating software, etc.)
- Understand file organization and saving protocols
- Basic understanding of the software program (tutorials are readily available online)

Student:

It is expected that students will have participated in a K-7 visual arts curriculum through which they learned:

- traditional subjects of the visual arts, e.g., still life, portrait, landscape, etc.;
- different media, e.g., painting, drawing, collage, etc.;
- elements of art and the principles of design, visual arts vocabulary; and,
- the responding process.

It is also expected that students will have basic computer technology skills, such as:

- logging on and off,

- opening a software program,
- making a new folder,
- opening a file, saving a file, saving a file as, printing a file; and,
- closing a program, and closing a software program.

Individual/Group Work:

Students will work on their projects individually and in pairs when needed. Peer partners and table teams will also be involved in formative assessments. It is expected that collaboration take place among table teams or among students with similar needs to learn and apply particular tools and functions.

Differentiation: (Extensions)

Differentiation of this unit will take place along a spectrum by simplifying the requirements [less images/layers of the digital collage might be required] or making the requirements more complex [more images/layers might be required or more image/layer transformations may be required.] Written requirements will also be differentiated. The individual and group work described above will also support differentiation. Real differentiation, however, can only take place once students are known.

Suggested Learning Sequence [Based on 40-45 Minute Classes]:

Phase One:

Objective 1: Students will be introduced to the Task.

Objective 2: Students will participate in a response activity through a PowerPoint presentation introducing traditional and digital collage.

Teacher will introduce students to the unit subject, “Digital Media Task: Memory Collage,” optionally using the linked PowerPoint presentation highlighting the evolution of the practice of collage from its beginnings in Cubism [e.g., Picasso, Gris, and Braque] to the collage practices of Cornell, Bearden, Rauschenberg, etc., and, finally, to the more contemporary practice of digital collage, similar to the digital collages they will be making. Art historical and student exemplars integrating text will be shown. This presentation and the related teacher-student dialogue will also stress the translation of images to symbols and metaphors.

Prior to the presentation, teacher will review task-related vocabulary on handouts for elements of art [A1], principles of design [A2], color theory [A3], and digital media [A4].

One or more examples of collage can be shown to students to help them understand the unique characteristics of a traditional [physical] collage and a digital collage.

Phase Two:

Objective 1: Students will learn to apply the criteria for the Formative Checklist – Planning [Handout D].

Objective 2: Students will brainstorm general ideas about memory.

Objective 3: Students will brainstorm specific ideas about memory for their own digital collage.

Objective 4: Students will identify adjectives descriptive of their memory

Objective 5: Students will write a narrative about their memory.

Teacher will distribute and review the Formative Checklist – Planning [Handout D].

Teacher will distribute and review the Memory Research Worksheet (Brainstorming) [Handout B], to facilitate a dialogue about memory – its unique characteristics, its use as a source of inspiration for ideas, and its visual representations. Teacher will then explain the process of arriving at ideas for use in a digital collage. If a student is having difficulty thinking of a memory, the teacher may distribute the The Memory Parts Worksheet: Prompts (optional) [Handout C2] to help.

Students will list four different ideas for a memory that they might use for their digital collage, and then select the memory with the most meaning for them.

Students will identify 20 adjectives describing the sensory experience of their memory.

Students will write a narrative of the memory using the prompt questions on page two of the Memory Research Worksheet and at least 10 of the descriptive adjectives they identified.

Phase Three:

Objective 1: Students will plan the images and text for the four parts of their digital collage.

Teacher will distribute and review the Memory Parts Worksheet: Symbols [Handout C1] and Memory Parts Worksheet: Text [Handout C3] that students will use to identify the images and text for each of the four parts of their digital collage based on their brainstormed ideas and written narrative.

Teacher will review how to convert images to symbols and metaphors.

Students will identify at least three different possible images for each part, convert each image to a symbol or metaphor, identify the possible source of each image and text, describe their intended meaning, how each of their images support their intended meaning, and identify the text for part four of their memory.

Phase Four:

Objective 1: Students will review the traits and criteria required for the Citation Worksheet and the Summative Rubrics.

Objective 2: Students will learn to set up their digital project folders for the management of their digital collage materials.

Objective 3: Students will learn key digital media vocabulary.

Objective 4: Students will research and identify different possible sources for their images and text (original artwork or writing, digital photo or writing, copyright free images, or scanned material) and decide which source would best communicate the meaning of their digital collage.

Objective 5: Students will learn and apply principles of “digital citizenship” related to permissions, copyright, and appropriation.

Teacher will distribute the Memory Parts Worksheet: Citation [C4] and the Summative Rubrics for the Memory Collage and the Written Reflection, and review the traits and criteria with the students (at this point emphasizing the Collage rubric).

Teacher will demonstrate how to set up a project folder.

Teacher will review digital media vocabulary.

Teacher will review different possible sources of images and text.

Teacher will demonstrate the different means of capturing images for the image research -- digital camera, scanner, Internet, etc. Websites for images which can be used by teachers and students will be reviewed.

Teacher will review the responsibilities of digital citizenship along with specific information regarding appropriation, copyright law, permissions, and attributions. The teacher will demonstrate how to appropriately cite all images including their own digital photographs.

Students will begin the actual process of capturing images and text, using one or more of the methods for image capture (digital photography, scanning, etc.). There will be ongoing formative assessment and oral feedback by teacher and between peers (students). [Depending on the class, student mentors might be assigned to each table team or specific collaborative partners might be assigned.]

Phase Five:

Objective 1: Students will be introduced to the graphics software environment.

Objective 2: Students will learn the task-related digital compositing techniques needed for their digital collage.

Teacher will introduce the graphics software environment [Adobe Photoshop], its workspace, tools, and functions.

Teacher will demonstrate task-related digital compositing techniques needed for the digital collage:

- Selection tools, may include masking.

- Blending options, including opacity/transparency tool.

Teacher will demonstrate use of the Type tool, including font, size, color, shape, text to path masking, and vector to raster.

Students will practice using specific tools and functions.

Phase Six:

Objective 1: Students will assess their planning and revise, as needed.

Students will fill out the Formative Checklist – Planning [Handout D] to assess their progress and revise their project going forward.

Phase Seven:

Objective 1: Students will begin to prepare the images and text for each of the four parts of their digital collage.

Objective 2: Students will begin construction of their digital collage.

Students will begin construction of their digital collage by preparing the images and text for each of the four parts. Preparation could include resolution, sizing, coloring, texturing, etc. Toward the conclusion of each class, students will view the collaborative database of projects and engage in group critiques using part of the Summative Rubric – Memory Collage [Handout F]. The recommendations could lead to revisions the next day.

Phase Eight:

Objective 1: Students will continue to construct their digital collage.

Phase Nine:

Objective 1: Students will make three versions of their digital collage.

Teacher will guide students toward the making of three significantly different versions of their digital collage, using the same images and text.

Phase Ten:

Objective 1: Students will finalize the construction of their digital collage.

Teacher will guide students toward the completion of their final digital collage as students continue to transform layers and the whole digital collage into a unified art work. The final digital collage and the other one or two versions of the collage must be saved as .PSD files with all of the layers visible [no merging or flattening or saving as .JPG file].

Teacher will guide students in a group critique as students view a collaborative database of completed digital collages. Recommendations, suggestions, etc. from other students will help students to “tweak” their work.

Phase Eleven:

Objective 1: Students will assess their digital collage using a Summative Rubric for their Memory Collage [Handout F].

Teacher will distribute the Summative Rubric – Memory Collage [Handout F], and review with the students.

Teacher will guide students through the assessment process.

Phase Twelve:

Objective 1: Students will review and learn to apply the traits and criteria for the Summative Rubric for their Written Reflection.

Objective 2: Students will complete a Written Reflection [Handout E] about their digital collage and process of creating it.

Teacher will distribute the Summative Rubric – Written Reflection [Handout G], and review with the students.

Teacher will distribute the Written Reflection form [Handout E], and explain each question with an example.*

* Ideally, this should be done digitally.

Phase Thirteen:

Objective 1: Students will assess their Written Reflection [Handout E] on their digital collage and the process of making it.

Teacher will guide the students through the self-assessment process.