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2013

## Collaborative Mural And Collage

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### Recommended Citation

Linder, Allison; Dawes, Jay; and Torres, Noe, "Collaborative Mural And Collage" (2013). *Crafts*. 1.  
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Allison Linder  
Kloe Torres

Learning Outcomes:

To develop, explore, and emerge children's inner artist

Essential Question:

Why is it important to bring out the children's inner artist in fine arts activities?

How does art expand and enhance our thinking?

# Materials

books, magazines, calanders, glue sticks, scissors, paper, pencils, pens, charcoal, beads, etc.

# Age Level

Ages: Pre-K/K  
CVACS:  
Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Discuss visual and tactile perceptions of the

# OUTLINE

- Meet/ know students
- Show inspirations
- Show project
- Handout materials
- Work on project
- Have a new project weekly

# Inspiration

Show examples of mural/collage  
Mexican Muralists: Diego Rivera  
Contemporary Collagists

# Collaborative Mural & Collage

# Content

Exploring weekly themes  
Show examples

# Other

Give more examples/history of mural/collage  
Using music to inspire

Allison Linder

Noe Torres

Jay Dawes

ART 496

### **Introduction: First Day Class**

#### **Goal:**

To introduce and explore various art materials for the duration of the collaborative mural/collage, and build the foundation for the 8 week project.

#### **Visual Arts Standards:**

experiment enthusiastically with art materials and investigate the ideas presented to them through visual arts instruction.

Students learn to work with various tools, processes, and media.

To reinforce teamwork and sharing in the classroom

They learn to coordinate their hands and minds in explorations of the visual world

**Materials:** large white paper, pencils, pastels, oils, scissors, glue sticks, mags, books, etc.

#### **Procedure:**

To introduce the 8 week project, explain intent, and materials

To show inspirations of collage and collaborative mural through images and books relating to those topics.

To introduce children to materials and exploring the use of each materials and to use them correctly in a way for the children to be expressive in a way that can create something more than a single drawing or image and have a visual expressed thought process.

#### **Assessment:**

To observe and investigate the children as they are exploring these materials, and watch that they are staying on task and working within the lesson construct.



Allison Linder

Jay Dawes

Noe Torres

Lesson 2: January 30, 2013

Object Observation and Exploration: Natalie's Writing Assignment Day

**Goal:** Have children use their imaginations to view certain object as something else. Draw what they envision.

**Materials:** chalk pastels, colored pencils, blank pieces of paper, variety of objects to show: flowers, leaves, plants, etc.

**Procedure:**

- Set up pass out materials- before kids get up from their nap
- Introduce and explain game-2 minutes
- Hold up objects one at a time have each child say out loud what they see out of the objects
- Have children draw on their papers what they envision- 3-5 minutes
- Once all objects have been held up and discussed children are free to draw what they want
- Clean up- 5 minutes before 4:00pm

**Assessment:** Observe students while they work. See what connections are made between what they envision and the objects displayed. Observe how well they work with the game. Who was able to understand the process and who didn't understand the game? Observe originality and interests of the children. Many of the children came up with wonderful ideas with each object that was held up. Many of the smaller children copied the older children or just said what the object was instead of what they thought the object looked like. Some changes that might be made for next time would be to separate the younger children with the older ones. That way they are with the same kind of cognitive development area as their peers.



## Collaborative Mural

Noe Torres

Allison Linder

3<sup>rd</sup> Day: Color

**Goal:** Students will learn about their favorite color and its importance in nature as well as the contrast they make with other colors, they will also learn different techniques about coloring.

**Materials:** White drawing paper and oil pastels.

**Procedure:** We will set up the working station.

We will show students a drawing of a particular color as inspiration for them.

We will explain the lesson and hand out materials as well as make a demo of the work for them.

Students will be asked to make a drawing using their favorite color, after a while they will be asked to choose another color and put it next to the other and analyze it.

At the end, pictures will be taken for documentation; some of the work will be collected and discussed.

**Assessment:** Students will be observed while they are working to see for understanding of the lesson and to see if they are able to recognize the difference that color makes physically and emotionally. Students will be asked to hold up the color they are using and asked what they are coloring and why?



Allison Linder

Jay Dawes

Noe Torres

Lesson 4: February 13, 2013

### Valentine Flower Hands

**Goal:** Have the children use their creativity and imaginations to make Valentine Pictures for their loved ones.

**Materials:** oil pastels, blank pieces of paper

**Procedure:**

- Set up pass out materials- before kids get up from their nap
- Introduce and explain what we were doing for the day.
- Demonstrate how to trace our hands on our papers.
- Children free to decorate and continue with their valentines.
- Clean up- 5 minutes before 4:00pm

**Assessment:** Have the children trace their hands wherever they wanted to on their paper. Make their hands into flowers by adding stems and leaves. Children are open to choose any color they want and any placement of any objects. All of the children were able to trace their hands on the blank piece of paper. Many of the children said they were making the Valentines for their moms and dads. Many children made different Valentines for their loved ones. Here are some examples of the kids' artwork



Cicia, Age 4

Caliber, Age 5

## Collaborative Mural/Collage

Noe Torres

Allison Linder

5<sup>th</sup> Day: Collage.

**Goal:** Students will learn to use glue sticks and to do collage, they will also learn to share and respect others place.

**Materials:** Color pencils, oil pastels, glue sticks, white drawing paper, and magazine's images.

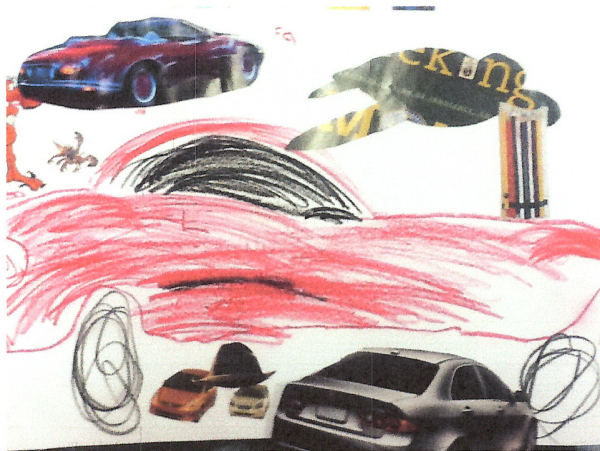
**Procedure:** Instructors will explain the activity to the students and give a demo in how to work with the materials.

Materials will be handed out to the students and they will decide the content of their art pieces and they will start working while we will work individually with those that need more help with the use of glue sticks.

Students will be asked to identify shapes and materials while they are working in their art pieces.

After the class is over, we will take pictures of the students' work and collect any work that children don't want to take home for further project.

**Assessment:** Students will be observed while they are working to see their understanding of materials and their level of creativity they will also be asked to reflect about their work and their choice of imagery.





Allison Linder, Jay Dawes, Noe Torres

Lesson 6: February 13, 2013

### Our Favorite Food

**Goal:** Have the children think of their favorite foods to eat and use their creativity and imaginations to draw them out.

**Materials:** oil pastels, colored pencils, and blank pieces of paper

#### **Procedure:**

- Set up pass out materials- before kids get up from their nap
- Show students example artists:



1. Wayne Thiebaud, *Cake* 2. Diane Mannon, *Last Cupcake* 3. Mollie Moore Armstrong, *Still Life With Food*

- Introduce and explain what we were doing for the day.
- Show demonstration sketches of food
- Children free to think of their own favorite foods
- Say out loud what their favorite foods are
- Help children if they need assistance with their drawings.
- Clean up- 5 minutes before 4:00pm

**Assessment:** Have the children think of their favorite types of food to eat. Have them choose the colors they want to use to draw their favorite foods. Have sample images ready for children who are struggling. Assist children in their drawings by either explaining and breaking down what the food shapes are. Ex. A piece of pizza is a triangle, with circles on top for the pepperoni. Have children use their creativity and imaginations to express what type of food they love to eat.

## Collaborative Mural/Collage

Noe Torres

Allison Linder

7<sup>th</sup> Day: Texture and 3-D design.

**Goal:** Students will learn to use glue sticks, use textural objects and 3-D objects. They will also learn to share and respect others place.

**Materials:** Oil pastels, glue sticks, white drawing paper, textural images, cotton balls, strings, foam board, feathers, and shelf liner.

**Procedure:** Instructors will explain the activity to the students and give a demo in how to work with the materials.

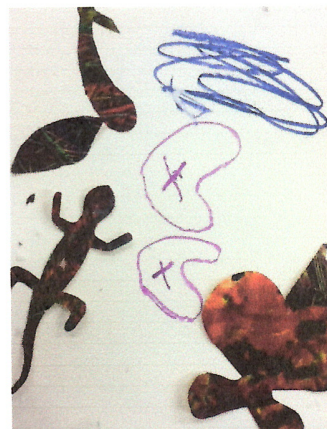
We will show to students work done by other people using collage as inspiration for them.

We will also show them different techniques in how to use the materials as well as how to make them look three-dimensional.

Materials will be handed out to the students and they will decide the content of their art pieces.

After the class is over, we will take pictures of the students' work and collect any work that children don't want to take home for further project.

**Assessment:** Students will be observed while they are working to see their understanding of materials and their level of creativity they will also be asked to reflect about their work and their choice material and imagery, they will also be asked to reflect on their work and the materials used.



**Goal:** Have the children create drawings that will magically appear with the watercolors.

**Materials:** Candles, Watercolor, Watercolor Paper, Water Cups,

**Procedure:**

- Set up pass out materials- break up candles for children, set out watercolors, paper cups, fill paper cups with water
- Introduce and explain art project as children come
- Hand out paper as each child comes to join us at the table
- each child draws with the candles an image they want to have appeared on their paper
- once they are done with drawing with the candles give the children a paint brush to paint with watercolor
- Clean up- 10 minutes before 4:00pm

**Assessment:** Observe students see what they draw out on their papers. See what colors they choose for the watercolors and images they draw with their candles. Help students if they need assistance with their art work. Here are some of the images the children came up with.



James, Age 4



Angelica, Age 5