

Backward Design Unit Plan: Appropriation Collage: Redirecting the Spotlight

Grade: Three

Time: 7 – 8, 35-minute Class Periods

Resources: Marcel Duchamp, Barbara Kruger, Sherrie Levine, Robert Rauschenberg, Andy Warhol

Stage 1 – Desired Results	
Big Idea One artist’s art and ideas inspire another’s, but for a creative idea to be your own, it should be reinvented in some way that gives it something new such as a new meaning, understanding, purpose, or context.	
National Core Arts Standards Cr.2.a. Cr.2.c. P.5.b. R.7.a. R.8.a. Cn.10.a. Cn.11.a.	
Enduring Understandings <ul style="list-style-type: none">• Artists get inspiration from many different sources.• Artists can reinvent the meaning of somebody else’s artwork by changing its context even without much or any change to the physical work itself.• Artwork and artmaking can be used to explore old ideas through experimentations with new ideas.• Creative ideas can be expanded through collaboration and observation.• Artists enhance the meaning of their work through careful presentation decisions.• Talking about and critiquing art leads to greater insight into the work's meaning.• Collage is one art making approach that allows artists to interact with cultural objects.	Essential Questions <ul style="list-style-type: none">• What happens when you change and reinvent the work of somebody else for your own purposes?• What happens when you reinvent the meaning of somebody else’s artwork with out changing it much or at all?• How does one decide the level of success achieved in an artwork?• What do I need to be aware of when preparing artwork for presentation?• What value can be found in everyday objects through art?
Students will know... <ul style="list-style-type: none">-creativity is expanded through experimentation of concepts and artmaking approaches.-artists sometimes use, borrow, or rework other artists’ ideas for their own purposes.-the difference between copyright infringement or plagiarism and appropriation can be tricky.-adding or taking away meaning from an artwork can be achieved through changes in context and perspective.-the context of an artwork is important factor in determining the work’s meaning.	Students will be able to... <ul style="list-style-type: none">-develop and apply a set of criteria for evaluating artwork.-create a meaningful artwork independently.-expand a creative idea through experimentation of a concept and artmaking approach.-present their art in a meaningful way.-determine when and where details need to be added or taken away in order to better enhance the artist’s intended meaning in the work.
Stage 2 – Assessment Evidence	

<p>Performance Tasks</p> <ul style="list-style-type: none"> -Students will work independently to experiment with collage and the concept of appropriation. -Students will discuss and apply a set of criteria for evaluating art. -Students will share their art with peers in a meaningful way. -Students add or take away details from another artist's work to reinvent their own meaningful collage. 	<p>Other Evidence</p> <ul style="list-style-type: none"> -Students will retain evidence of the original artwork in their reworking process. -Students will self-assess their work. -Students will create an art display in the hallways. -Students will share their artwork with others. -Students will discuss the concept of appropriation and their ideas for investigating it.
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Stage 3 – Learning Plan

Learning Activities and Objectives
 Students will develop a concept of what appropriation is and an understanding of what it achieves through viewing and discussion teacher-provided examples of it through art, objects, and storytelling. They will list cultural objects that are a common, taken-for-granted part of their lives and then decide which one will work best to define something important about them. They will use that cultural object or a picture of it to create a collage artwork in which they express how this object is a part of their lives but by representing this object in a new context. Finally, they will write an artist statement that explains how they made the work (technique), what they used to make it (media), what it expresses about them (analyze), and how it expresses such about them (interpret). This artist statement will be displayed with the collage artwork in the school halls.

What will students have to know, understand, and do to achieve success in these learning activities?
 Students will have to understand what appropriation is, what it achieves, and that it is accomplished through a complete change in the object's originally intended context. They will have to know how plagiarism is different than appropriation, how other artists have addressed and explored appropriation, and what their own ideas and approaches could entail. They will have to make a personally meaningful collage that successful model appropriation of an object that truly holds a significant place in their lives.

Know (vocabulary, media, resources)	Understand (concepts, strategies, goals)	Do (tasks, skills, behaviors)
<p>tier 1 words details display tier 2 words constructive criticism mixed media tier 3 words context intention perspective</p>	<p>tier 1 words layer original background tier 2 words collage plagiarism tier 3 words appropriation reinvent</p>	<ul style="list-style-type: none"> -discuss, analyze, interpret art -create a mixed-media collage -change the meaning or context of another's work -evaluate own work -present work to others

Assessment Plan

Formative Assessment Plan	Summative Assessment Plan
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Holistic Checklist	Holistic Rubric
Instruction Plan	
<ol style="list-style-type: none"> 1. Students will view and discuss art, objects, and design that help explain appropriation art. Through discussion students will develop an understanding of what appropriation is, how other artists have approached it, and what it achieves through art. <ol style="list-style-type: none"> a. Students will view artwork by Salvador Dali (1930's), Marcel Duchamp (1920's <i>ready-mades</i>), Barbara Kruger (1980's <i>consumerism</i>), Sherrie Levine (1980's <i>almost same</i>), Robert Rauschenberg (1950's <i>combines</i>), and Andy Warhol (1970's Pop Art). b. Students will discuss how each artist changed the context and perspective of the appropriated object. They will compare/contrast the object's original meaning and context to the artists' reinvented ones. c. Students will list cultural objects that are a common, taken-for-granted part of their lives. They will choose one that seems to hold particularly significant meaning to themselves and then use that object or an image of it to create a personally meaningful collage artwork. 2. Students will create a personally meaningful collage that incorporates a common culture object but notably changes the object's original meaning and context to something completely different. <ol style="list-style-type: none"> a. Students will create a collage artwork using mixed media. Their art will include a very recognizable cultural object that is clearly and obviously used in a completely different context than the one it was originally intended for. b. Students will show something significant about themselves in their artwork that adds to the meaning of the cultural object. 3. Students will further their understanding of appropriation and how one's perception of an object can be challenged through interactions with art. By affecting the object's meaning through notable changes in the object's context, students will demonstrate an awareness of culture's influence on them through common objects. <ol style="list-style-type: none"> a. Students will write an artist statement that explains their use of appropriation in their art. b. They will explain how they made their mixed-media collage, what it is made with, what it expresses about them, and how it expresses such about them. 4. Students will share their work with others in a meaningful way. <ol style="list-style-type: none"> a. Students will display their mixed-media collages with their artist statements in the school halls. 	
Resources and Materials (Art/Artists, Artifacts, Objects)	
<p>Dali, S. (1936). <i>Lobster Telephone</i>. Retrieved from http://www.tate.org.uk/learn/online-resources/glossary/a/appropriation</p> <p>Duchamp, M. (1917). <i>Fountain</i>. Retrieved from http://www.tate.org.uk/learn/online-resources/glossary/r/readymade</p> <p>Kruger, B. (1987). <i>Untitled (We don't need another hero)</i>. Retrieved from http://www.maryboonegallery.com/artist_info/pages/kruger/detail2.html</p> <p>Levine, S. (1981). <i>After Walker Evans: 4</i>. Retrieved from http://www.metmuseum.org/collection/the-collection-online/search/267214</p> <p>Rauschenberg, R. (1954/1955). <i>Collection</i>. Retrieved from</p>	

<http://www.sfmoma.org/explore/collection/artwork/262>
Warhol, A. (1962). *Campbell's Soup Cans*. Retrieved from
https://www.moma.org/learn/moma_learning/andy-warhol-campbells-soup-cans-1962