

# Collaborative Value Tiles

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## Basic Information

<b>Title</b>	Collaborative Value Tiles
<b>Summary</b>	Students will collaborate to create one large drawing. One photo will be split into sections and students will be responsible to draw each section individually and then work together to create a united final piece. Students will show a clear understanding of measurement, proportion, and value in charcoal. Each individual drawing that the students create are equally essential to the success of the end product.
<b>Grade/Level</b>	Grade 9, Grade 10, Grade 11, Grade 12
<b>Time Frame</b>	Six classes - each 55 minutes in duration
<b>Subject(s)</b>	Art Foundations/ Drawing I
<b>Modifications</b>	<p>If the class is not split into an even number, the teacher can either finish one of the tiles to make a cohesive piece or assign a second tile to a student for extra credit.</p> <p>Different subject matter can be used for this assignment in the future as long as they are approved by the teacher. For instance, another celebrity could be used.</p> <p>Students who have sensory problems with the feeling of willow or compressed charcoal can use strictly charcoal pencils for this assignment.</p>

## Standards And Key Concepts

### Standards

#### MA- Massachusetts Core Course Objectives (2014)

**Subject:**

The Arts

**Grade Range:**

9-12

**Area:**

Visual Arts

**Objective:**

Students demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

**Indicator:**

Extended: Students make reasonable choices of 2D and/or 3D media, materials, and tools to achieve desired effects in specific projects.

#### MA- Massachusetts Curriculum Frameworks

**Subject:** Visual Arts

**Strand:** The Arts Disciplines

**Standard 1:** Methods, Materials, and Techniques Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

**Grade 9-12:**

**Learning Standard 1.9:**

Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools

**Learning Standard 1.10:**

Use electronic technology for reference and for creating original work

**Learning Standard 1.14:**

Demonstrate a mastery of tools and techniques in one medium  
By the end of extended study in grades 9-12

**Standard 2:** Elements and Principles of Design Students will demonstrate knowledge of the elements and principles of design.

**Grade 6-8:**

**Learning Standard 2.11:**

For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume

**Standard 3:** Observation, Abstraction, Invention, and Expression Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

**Grade 9-12:**

**Learning Standard 3.8:**

Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space

### USA- 21st Century Skills Guidelines

**Content and Skill Area:** LEARNING SKILLS: INTERPERSONAL AND SELF-DIRECTIONAL SKILLS: Students need to think critically, analyze information, comprehend new ideas, communicate, collaborate, solve problems, and make sound decisions. Some critical elements of these thinking and learning skills are:

**Skill:** Interpersonal and collaborative skills. Demonstrating teamwork and leadership; adapting to varied roles and responsibilities; working productively with others; exercising empathy; respecting diverse perspectives.

**Skill:** Self-direction. Monitoring one's own understanding and learning needs, locating appropriate resources, transferring learning from one domain to another.

**Skill:** Creativity and intellectual curiosity. Developing, implementing and communicating new ideas to others, staying open and responsive to new and diverse perspectives.

### USA- NAEA National Visual Arts Standards (2012)

**Grade:** 9 – 12

**Content Standard:**

1. Content Standard: Understanding and applying media, techniques, and processes

**Achievement Standard:**

a. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks

**Content Standard:**

5. Content Standard: Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Achievement Standard:**

a. identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works

### USA- National Core Arts Standards (2014)

**Discipline:** Visual Arts

**Process:** Creating

**Anchor Standard:** Generate and conceptualize artistic ideas and work.

**Grade:** Grade Hs accomplished

**Indicator:** VA:Cr1.1.HSII Individually or collaboratively formulate new creative problems based on student's existing artwork.

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#### Overarching Goal

By the end of this lesson students will have created a collaborate final drawing. Students ability to demonstrate knowledge of changing value and proportion in one tile and then working together to to make one connected piece is the goal. Each individual component that the student creates is equally important to the success of the final product.

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#### Understandings and Lesson Objectives

1. Students will demonstrate an understanding of measurement and proportion within their tile.
2. Students will demonstrate an understanding in changes of value that range from dark blacks to white highlights with several mid-tones in charcoal.
3. Students will compare their drawings to other students in the class and work together to match values and measurements.
4. Students will assemble the final collaborative piece and create a cohesive final product.

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#### Essential Questions

1. What is proportion?
2. How can collaboration be used in artwork?
3. How can using one material create unity?

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#### Unit (guiding) Questions

1. How do changes in value from dark blacks to white highlights and several mid tones aide in creating representational work?
2. Why is correct proportion and measurement needed to create a unified and collaborative final drawing?
3. How can working collaboratively enhance the abilities of an artist?

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#### Knowledge and Skills

Students have used proportion, measurement and value changes in previous lessons. They are also familiar with charcoal. In the lesson students will utilize this knowledge and apply it to their tile. The main new information students will take from this assignment is the challenge of scaling up the dimensions from the printed tile reference. Students have also not worked together to create one final piece of artwork. This collaboration will challenge students to work efficiently with one another to masterfully demonstrate understanding proportion and measurement as well as matching value changes from one tile to the next.

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### Performance Tasks And Assessment

#### Performance Task/ Activity

In this lesson students are working in charcoal on one section of an entire collaboration. It is essential for the success of the final drawing that all students work together to complete this task. Students will need to communicate with one another and work to accomplish this goal. Each student needs to learn from one another to create an evenly blended final piece. Showing a clear understanding of measurement, proportion and value in each individual drawing will translate to an accomplished final work. Students will need to workshop together throughout the entire lesson and make changes as needed to grow as individuals working side by side for a common objective.

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**Motivation**

The lesson will begin by the teacher introducing the lesson as a collaborative value project. The teacher will have all the materials needed for students at the beginning of the lesson. This includes the pre-cut drawing paper each student will create their drawing on as well as the tiles students will be referencing for the assignment. The teacher will then conduct a demonstration. The teacher will show students how to grid an image. This introduction will lead to the teacher assigning a tile to each student and begin work on the assignment.

**Assessment/Rubrics****Attachments:**

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|---|
| <ol style="list-style-type: none"><li>1. <b>Collaborative_Value_Tile_Rubric.docx</b></li><li>2. <b>Summative_questions.docx</b></li></ol> |
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**Learning Experiences And Resources****Routines**

At the beginning of every class the teacher will present the objectives for the day. This is included in sequence of activities. Each class will begin this way.

On the days where the students are connecting all of the tiles together on a table, the table needs to be completely cleared with chairs pushed in so all students can gather around this table.

For this lesson, allow 10 minutes for students to clean up. Collect all 16 printed tiles from students. This will prevent any tiles from being lost. Have students put away their drawings in their portfolios. Have students return all materials to the cart where all materials are kept. Students are allowed to grab the materials needed for the assignment from the cart where all materials are kept. Each student will also use a sponge to wipe down the area of table they were working every day.

**Instructional Approaches**

Social Constructivist - In this lesson students will work with one another to create a final product. Students will need to work together to solve problems with each tile so the final piece will match correctly.

Constructivism - In this lesson students will be constructing artwork from prior based knowledge about charcoal, proportion and measurement. In combination with new information related to these established concepts, students will create one section of an entire image.

**Sequence of Activities**

Before the lesson begins, the teacher needs to prepare the work for students. Each student will be using a 2in. X 2in. printed tile and 12in. X 12in. piece of white drawing paper. Attached to this lesson is the image that will be cut into 2 inch pieces. The teacher will need to use a ruler to split the image into 4 even rows horizontally and diagonally. This will create the 16 tiles needed. Cut this image with scissors and number each tile in order on the back. Students also need a sheet of 12in. X 12in. white drawing paper. The paper is pre-cut to 18in. X 24in. The teacher will measure and cut sixteen 12in. X 12in. pieces for students to use. Lastly, the teacher will print a second image that will not be cut. This image will be on the board in front of the room for students to reference through the assignment.

**Day One**

1. Greet the class and tell students to have a seat. Take attendance.
2. The teacher will begin by telling students the assignment.
3. Students will be creating a collaborative piece. Each student will create one tile. Each tile will be put together to reveal a bigger image. Students need to work together throughout the entire project to create one unified piece. For this assignment, students will be using charcoal. All students need to use the same medium so the piece will be cohesive. Focus will be on creating proportioned work that includes a whole range of value from dark black to white highlights.
4. Inform students at the beginning of day three, there will be a progress critique. The progress critique is to tell students how far they should be with the assignment. This will be conducted past the half way point of this assignment. Students should be 50% finished with their work by then. During the critique, the class will put all tiles together and workshop with each other to line up their tiles and match values.
5. At the end of the lesson on day five, the class will put all tiles together. Students will gather around the finished work and be prompted to verbally communicate about the assignment. This is the final summative evaluation of the work created by the students. The teacher will ask students about the strengths and weaknesses of the final piece. (Attached to the end of the lesson in the appendices are summative questions to be asked by the teacher during this final day.)
6. To aide students in creating a proportioned piece, the teacher will demonstrate to students how to grid an image. Take the 2 in. X 2in. printed tile and fold it in half horizontally and vertically. The printed tile will be split into 4 even sections. Each paper the student is using is 12in X12in. This is twelve times larger than the printed tile. Get a pre-cut 12in. X 12in. square of white drawing paper. Use a ruler to measure the center of the page horizontally and vertically and draw a grid in pencil to split the paper into 4 even sections. Gridding the image will help students break down their tiles and focus on each section to make a final proportioned piece. Students can use the gridding method in their work. Rulers and pencils are on the cart with all the materials. Tell students this assignment is due in 4 class periods.
7. After demonstrating the gridding of the image, pass out one printed 2in. X 2in. tile to each student and one 12in. X 12in. white paper tile to students. After passing out papers, pin the full printed image onto the white board using the magnetic clips on the board. This will stay on the board for the entire assignment. Students can reference
8. Students can retrieve all charcoal and erasers from cart with materials. Rulers and pencils are also on the cart of materials.
9. Students will work for the entire period. Walk around and help students to make sure they are evenly gridding their white paper and printed image before starting to draw. Students are not required to use a grid for this assignment but this tool is introduced to help with proportion.
10. Tell students they have this class as well as the next four classes to complete this assignment.
11. Remind students of progress critique in two days.
12. Allow 10 minutes for students to clean up. Have students write their names and numbers on the backs of their drawings. Also have students write their names on their printed tile. Collect all 16 tiles. Count to be sure you have all the tiles. Have students put away their drawings in their portfolios. Have students return all materials to the cart where all materials are kept. Each

student will also use a sponge to wipe down the area of table they were working. Dismiss class at the bell.

#### Day Two

1. Greet the class and tell students to have a seat. Take attendance.
2. The teacher will begin by introducing the daily objectives. Students will continue work on the collaborative value assignment. Students will work individually today. On Day Three after the progress critique, students will work collaboratively for the remainder of the assignment.
3. Pass out the 16 printed tiles. Each tile was labeled last class with the student's name.
4. Students will get their drawings from their portfolios.
5. Students can retrieve all charcoal and erasers from cart with materials.
6. Allow students to work for 10 minutes before walking around the room. This will insure that students have started to draw. Talk with students one on one to help them with their tile.
7. The teacher can read directly from the rubric for students to understand what they need to accomplish in this assignment.
8. Students will work for the entire class. At the beginning of day three, there will be the progress critique. Remind students of this. The progress critique is explained on number 4 of "Day One."
9. Allow 10 minutes for students to clean up. Collect all 16 tiles. Count to be sure you have all the tiles. Have students put away their drawings in their portfolios. Have students return all materials to the cart where all materials are kept. Each student will also use a sponge to wipe down the area of table they were working. Dismiss class at the bell.

#### Day Three

1. Greet the class and tell students to have a seat. Take attendance.
2. Begin by describing the objectives for the day. This class will begin with the progress critique. After the critique students will work on the weaknesses discussed during the critique. The critique should last fifteen minutes.
3. For this critique, one of the classroom tables needs to be completely cleared. This will be the spot where the drawings will be placed side by side. Have students take out their drawings. The teacher will stand at the front of the room and call numbers in order. Each student will come up with their drawing and the teacher will place it in order on the table to recreate the entire image. The teacher will take all the printed tiles and put them together next to the student's drawings.
4. After this, students will gather around the table. Have students verbally communicate with one another about their progress this far. The teacher will start out by saying that at this time, the project is half way finished.
5. Remind the students about measurement and value. These are important concepts for students to know so they can create a collaborative and cohesive final work. The students will workshop with one another to make sure they are lining up the tiles. For example, tiles 1 and 5 are not lining up. Talk with students drawing tiles 1 and 5 individually. Take the printed 1 and 5 tile and assess where the issues are happening. Common issues are students are drawing too small. The teacher will remind students about gridding. (Day 1, number 6.)
6. For students who are having issues with value, grab one printed tile. Ask students to identify the darkest parts of the tile. Then ask students to identify the lightest part of the tile. Students should use this when working with their own piece. Understanding where the darkest and brightest parts are and then incorporating a range of several mid-tones is the goal for the drawing.
7. The progress critique will take up the first 15 minutes of class. For the remainder of class students will work on their drawings.
8. Students will workshop with one another to make sure the drawings are lining up correctly.
9. After the critique, students can retrieve all charcoal and erasers from cart with materials.
10. The printed tiles have already been placed on the table so students can grab their tiles as well.
11. Allow students to work for the remainder of the class. The teacher will answer any questions by students.
12. Allow 10 minutes for students to clean up. Collect all 16 tiles. Count to be sure you have all the tiles. Have students put away their drawings in their portfolios. Have students return all materials to the cart where all materials are kept. Each student will also use a sponge to wipe down the area of table they were working. Dismiss class at the bell.

#### Day Four

1. Greet the class and tell students to have a seat. Take attendance.
2. The teacher will begin by introducing the daily objectives. Students will continue work on the collaborative value assignment. Students will work with one another to make sure their tiles are lining up and they are matching values.
3. Tell students they have this class as well as next class to finish. For the last 15 minutes on day five, the students and teacher will put together every ones tile. Students will reflect on the final product. This is where the teacher will ask the summative questions. (Summative questions at end of lesson in the appendices.)
4. Pass out the 16 printed tiles. Each tile is labeled with the student's name.
5. Students will get drawings from their portfolios.
6. Students can retrieve all charcoal and erasers from cart with materials.
7. Allow students to work for 10 minutes before walking around the room. This will insure that students have started to draw. Always answer student's questions even if they ask for help before the first 10 minutes of class. Talk with students one on one to help them with their tile.
8. Issues with proportion and value are discussed on "Day Three." Please refer to numbers 5 and 6.
9. The teacher can read directly from the rubric for students to understand what they need to accomplish in this assignment.
10. Students will work for the entire class. Remind students they have one last class before the assignments are due.
11. Allow 10 minutes for students to clean up. Collect all 16 tiles. Count to be sure you have all the tiles. Have students put away their drawings in their portfolios. Have students return all materials to the cart where all materials are kept. Each student will also use a sponge to wipe down the area of table they were working. Dismiss class at the bell.

#### Day Five

1. Greet the class and tell students to have a seat. Take attendance.
2. The teacher will begin by introducing the daily objectives. Students will finish work on the collaborative value assignment. Students will work together on this assignment for the last time. For the last 15 minutes on class, the students and teacher will put together every tile. Students will reflect on the final product. This is where the teacher will ask the summative questions. (Summative questions at end of lesson in the appendices.)
3. Students need to clean up before the final reflection so that the class can verbally communicate until the bell. Allow students need to clean up 10 minutes before the final reflection. This means that students need to stop working and follow the clean up

- procedures from the previous classes. Together this will take 25 minutes total. The teacher needs to keep the time.
4. Review with students all the components needed for this assignment. Students need to have correct measurement and proportion as well as a complete scale of value in their charcoal drawings. This scale ranges from dark to light with several mid-tones.
  5. Pass out the 16 printed tiles. Each tile is labeled with the student's name.
  6. Students will get drawings from their portfolios.
  7. Students can retrieve all charcoal and erasers from cart with materials.
  8. Once there are 25 minutes remaining in class, students need to clean-up. Have students return all materials to the cart where all materials are kept. Each student will also use a sponge to wipe down the area of table they were working.
  9. Next, the teacher will put together all the drawings. One of the classroom tables needs to be completely cleared. This will be the spot where the drawings will be placed side by side. The teacher will stand at the front of the room and call numbers in order. Each student will come up with their drawing and the teacher will place it in order on the table to recreate the entire image. The teacher will take all the printed tiles and put them together next to the student's drawings.
  10. After this, students will gather around the table. Have students verbally communicate about the final product. The teacher will ask the summative questions at the end of this lesson. Call on students to be sure they are all participating in the final discussion.
  11. Students can leave drawings on the table. The teacher will collect the final drawings at the end of class for grading. Dismiss the students at the bell.

**Differentiated Instruction and Adaptations**

It is the teachers legal responsibility to always follow all mandated Individualized Education Programs (IEP's) and 504's for each student within the classroom.

For students with auditory needs, the teacher will always speak with these students individually to make sure all communication for the task at hand has been understood. The teacher will always print all the information for the students and meet with students one on one for any additional questions.

For English language learners, the teacher will always speak with these students individually to make sure all communication for the task at hand has been understood. The teacher will always print all the information for the students and meet with students one on one for any additional questions.

Advanced learners, for instance students enrolled in Advanced Placement Art (AP), will be assigned to draw two tiles if the number of students in the class is uneven because the printed image will always be cut into an even amount of sections. If there are no extra tiles, advanced learners will be given a separate smaller value tile assignment. The teacher will cut a new printed image into sections and give the students another tile to work on. If there is more than one gifted learner in the class, they can collaborate. If there is one advanced student in the class the teacher will mix the tiles and the final image will be revealed after completion of the final product. This added work and keeping the same deadline of all students will prepare these particular gifted learners for future artistic endeavors.

Any other additional accommodations that help the students succeed in the lesson not yet discussed will be followed by the teacher.

**Resources**

- Technology resources:  
Teacher will use department printer to print image for this assignment.

**Attachments:**

1. Collaborative\_Value\_Tile\_Printed\_Image.jpg

**Materials**

- 16 – 12in. X 12in. cut pieces of Strathmore 400 Series White Drawing Paper (Pages are pre-cut to 19in. X 24in. Teacher will measure and cut pages to 12in. X 12in.)
- 2 boxes – 25 per box sticks of Coates Medium Willow Charcoal
- 50 - sticks of 4B General's Compressed charcoal
- 25 – 4B General's Charcoal pencils
- 1 box - 18 per box Facticis Magic Latex Free Black Erasers
- 1 - Printer for printing images
- 2 – sheets of 8 ½in. X 11 in. computer paper
- 1 – pair of scissors
- 20 – 12 inch rulers
- 2 packs – 12 per pack of General's Layout Pencils
- 1 – magnetic clip to hang printed image on white board

**Appendices**

**Attachments:**

1. Collaborative\_Value\_Tile\_Rubric.docx
2. Summative\_questions.docx