Pacing: Four, 40-minute class periods  
GRADE: 1

LESSON ACTIVITY TITLE: Tomorrow Your Nation

ESSENTIAL QUESTIONS:
- What is a collage?  
- How does a radial design create emphasis in an artistic composition?  
- How does art provide an opportunity to look at issues important to ourselves and the world?  
- What can you do to help make your nation what you want it to be?

ENDURING UNDERSTANDING: Art with a purpose provides an opportunity to look at issues important to ourselves and the world.

PICTURE THE DREAM REFERENCE BOOK: *Hey Black Child* by Useni Eugene Perkins, illustrated by Bryan Collier

VISUAL ART GSE TO ADDRESS IN ACTIVITY:

**VA1.CR.1:** Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

**VA1.CR.2:** Create works of art based on selected themes.

**VA1.CR.3:** Understand and apply media, techniques, and processes of two-dimensional art.

**VA1.CR.5:** Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

**VA1.RE.1:** Discuss personal works of art and the artwork of others to enhance visual literacy.

**VA1.CN.1:** Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.

**VA1.CN.2:** Integrate information from other disciplines to enhance the understanding and production of works of art.

**VA1.CN.3:** Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).
MAJOR CONCEPTS AND VOCABULARY:

- collage
- emphasis
- balance
- radial design
- symmetrical
- asymmetrical

DIFFERENTIATED LEARNING (OPPORTUNITIES FOR SCAFFOLDING AND EXTENSION):

SCAFFOLDS:
Students may use mixed-media techniques such as watercolor and oil pastel to complete their composition.

EXTENSIONS:
Students may use adaptive art tools.

MATERIALS:

STUDENT SUPPLIES:
- 12” × 12” drawing paper
- 4” × 6” inch white drawing paper
- black-and-white printout of classmates’ faces or magazines with children’s pictures
- scissors
- glue sticks
- ruler
- pencils
- markers
- sponge roller
- tempera paints
- sticky notes

TEACHER SUPPLIES:
- *Hey Black Child* by Useni Eugene Perkins, illustrated by Bryan Collier
- *Picture the Dream* PPT resource (available at High.org)
- If magazines with children’s pictures are not available, teachers can photograph their students individually. Using approximately eight to ten photos of the students per sheet, create black-and-white copies for the students to use for collage materials. Make sure each student has a copy of their classmates’ photographs in order to cultivate a sense of community and inclusivity.
OPENING

HOOK/INTRODUCTION ACTIVITY:

The students will view and discuss the artworks of illustrator Bryan Collier.

- View Bryan Collier’s artwork with the class at the following link: [http://www.bryancollier.com/gallery.php](http://www.bryancollier.com/gallery.php).
- Read *Hey Black Child* to the class.
  - Link to read aloud if you don’t have the book: [https://www.youtube.com/watch?v=ca9aqf1kY4](https://www.youtube.com/watch?v=ca9aqf1kY4).
- Discuss how art provides an opportunity to look at issues important to ourselves and the world.
- How has the artist shown issues that are important to him through the illustrations in the book?

WORK PERIOD

STUDENT AND TEACHER PROCEDURES:

Class One:

- Introduce to the students the concepts of collage, radial design, balance, and emphasis, using the illustration from the *Picture the Dream* exhibition, “And tomorrow YOUR NATION... will be what you want it to be” (available in PPT resource).
- Using tempera paint and a foam roller, work with students individually to create a print of their hand onto a 4” × 6” piece of drawing paper while the students work on their collages.
- Students will write their name on the back of a 12” × 12” and a 4” × 6” piece of drawing paper.
- Fold the 12” × 12” piece of drawing paper into fourths.
- Open up the 12” × 12” drawing paper, and put a dot in the center with a pencil.
- Using scissors, glue sticks, and magazines or printouts of classmates, cut out children's faces.
- Create a collage by gluing the face images onto the 12” × 12” drawing paper to create a balanced composition.

Class Two:

- Create an asymmetrical or symmetrical radial design over the students’ collages by drawing lines from the center to the edge of their paper with a pencil and ruler.
- Color different sections of the radial design with markers. The students may use color to create a random or patterned composition.

Class Three:

- Using magazines and scissors, have students cut out words that describe what they would like their country to be in the future.
- Glue the words in a radial direction onto the collage.
- Cut out and glue a handprint in the center of the composition to create emphasis.
Class Four:
Classmate critique:
• Pass out the finished artworks to the students.
• The students will trade their artwork with the person sitting next to them. Using a sticky note and the vocabulary they learned in this lesson, have the students write a positive statement about their classmate’s artwork.

Student critique:
• The students will reflect, identify, and discuss their work compared to the criteria of the assignment. Students may also reflect on what they might do differently if they were going to make this artwork again.

Ivey Coleman has made her home in Georgia teaching visual arts to students of all age groups and walks of life for twenty-five years. She was honored to have been selected to receive the 2020 National Art Education Association’s Peter J. Geisser Special Needs Art Educator of the Year Award. As an art education advocate, she has served on the Georgia Art Education Association and the National Art Education Association’s boards in many capacities since 2005. She has also written curriculum and assessments for Columbia and Richmond Counties’ boards of education and the Georgia Department of Education. She provides all her students with a visual arts curriculum that promotes student achievement and helps guide awareness of their natural surroundings while building knowledge, skill, and self-esteem—tools necessary to cultivate a successful future, one where they can correlate their personal voice and sense of self and use art to effectively communicate their needs.