

Amy Oestreicher

**Methods of Teaching Art to Children
Inchies Lesson Plan with children**

Title of the Lesson Making Inchies for Thanksgiving Gratitudes

Unit of Study: Geometric Design, Collage, Gratitude

Grade 5th Grade

The Big Idea:

Inchies are a type of tiny collage art that are quick and easy to make, but have an infinite amount of options. They are miniature collage squares that are 1 inch by 1 inch – you can do as many as you want at a time, and they can all center around a certain subject. You can trade them, create mosaics, make magnets, gift card tags, greeting cards, photo cubes, charms, etc. In this lesson, we will be creating a large collage which will then be divided into the background for nine small (inchie) collages. The focus of the collage will be Thanksgiving-themed. Each inchie will represent something that the student is grateful for this year.

Specific Content Standards addressed in this lesson:

- creating design, shape, and colors
- working with acrylic paints, puff paints, markers, and blending various other mediums together
- free-expression and improvising at the art table
- self-reflection and lessons in gratitude
- assembling a greater structure out of smaller pieces
- the concept of creating a collage and a mosaic piece

Specific Essential Questions addressed in this lesson (What leading questions can you ask of students to get them to understand the Big Ideas?):

- How can multiple smaller pieces contribute to a whole work of art?
- What are you grateful for this year?
- What symbols can visually represent your gratitude?
- What are multiple uses for smaller squares of art?

Learning Outcomes/Expectations/objectives:

As a result of this lesson, students will understand that:

- They have a lot to be grateful for this year
- An inchie is a small miniature collage
- A collage can contain multiple mediums

- A collage can be three-dimensional and have multiple layers
- An abstract painting and what it can encompass

As a result of this lesson, students will be able to:

- Create both a large collage and multiple miniature ones
- Work with many mediums including acrylic paints, copic markers, puff paints, and three dimensional embellishments
- Extract what they want to express from magazines and various already-printed forms
- Fit an intended design onto a small inch by inch square
- Create abstract paintings using acrylic paints
- Using rolling stamps, brayers, stains, and tissues, cotton swabs, etc. to play with paint on their collage paper and experiment with how the paint reacts to various mediums and tools

Learning Activities: Step-by-step description of the lesson components as follows:

- 1.) We will start off by discussing what we are grateful for this year
- 2.) I will show them examples of various collages and explain that collages can involve various types of mediums and can be all sorts of shapes and sizes
- 3.) Have the children paint a canvas paper cut to be a 9 inch by 9 inch square with a variety of acrylic paints. I will tell them to just experiment with the colors – the goal is to create an abstract background. I will define “abstract” for them and show them examples of abstract paintings that play with color
- 4.) The children will play with their painted backgrounds in a variety of ways: using rolling stamps, brayers, tissues, tissue paper, and stains to move the paint around and create an even more interesting background
- 5.) While paint is drying, the children will list nine things that they are grateful for this year, in the spirit of Thanksgiving
- 6.) While the paint is still drying, the children will look through magazines and find small words, phrases and pictures that show what they are grateful for. They will set these clippings aside
- 7.) After the paint has mostly dried (this can be assisted with a hair-dryer), the students will cut up the canvas paper into 9 squares that are each one inch by inch
- 8.) Using a glue gun which I will assist them with, the children will decorate each of the nine squares to symbolize nine things that they are grateful with. They will start the decorating process by gluing on what they chose from magazines, after seeing which words and images will fit
- 9.) The students will embellish the squares with various things I have pulled out for them: these include buttons, small jewels and beads, a variety of felt and ribbons, pom-poms, colored construction paper, etc.
- 10.) The students will add any finishing touches to their squares with puff-paints after I give a brief tutorial on how to best use them
- 11.) We will clean up our work space and put everything away except the inchies and glue gun

- 12.) The students will pick out a large colorful piece of cardstock paper to lay out their inchies on.
- 13.) The students will decide how they want to lay out their inchies after I show them a few examples of my own inchie art work
- 14.) I will assist them in hot-gluing their inchies to the cardstock
- 15.) They will add any finishing touches and a title to their final artwork – 5 minutes
- 16.) We will all sit and discuss why we chose the nine things we are grateful for, and how the magazine cut-outs/designs/embellishments expressed this
- 17.) We will discuss what it was like making the larger abstract painting versus cutting it up and making 9 smaller miniature paintings

Pacing – how much time will each component take?

- 1.) We will start off by discussing what we are grateful for this year – 5 minutes
- 2.) I will show them examples of various collages and explain that collages can involve various types of mediums and can be all sorts of shapes and sizes – 10 minutes
- 3.) Have the children paint a canvas paper cut to be a 9 inch by 9 inch square with a variety of acrylic paints. I will tell them to just experiment with the colors – the goal is to create an abstract background. I will define “abstract” for them and show them examples of abstract paintings that play with color – 20 minutes
- 4.) The children will play with their painted backgrounds in a variety of ways: using rolling stamps, brayers, tissues, tissue paper, and stains to move the paint around and create an even more interesting background – 10 minutes
- 5.) While paint is drying, the children will list nine things that they are grateful for this year, in the spirit of Thanksgiving – 5 minutes
- 6.) While the paint is still drying, the children will look through magazines and find small words, phrases and pictures that show what they are grateful for. They will set these clippings aside – 10 minutes
- 7.) After the paint has mostly dried (this can be assisted with a hair-dryer), the students will cut up the canvas paper into 9 squares that are each one inch by inch – 3 minutes
- 8.) Using a glue gun which I will assist them with, the children will decorate each of the nine squares to symbolize nine things that they are grateful with. They will start the decorating process by gluing on what they chose from magazines, after seeing which words and images will fit – 25 minutes
- 9.) The students will embellish the squares with various things I have pulled out for them: these include buttons, small jewels and beads, a variety of felt and ribbons, pom-poms, colored construction paper, etc. – 10 minutes
- 10.) The students will add any finishing touches to their squares with puff-paints after I give a brief tutorial on how to best use them – 10 minutes
- 11.) We will clean up our work space and put everything away except the inchies and glue gun – 5 minutes
- 12.) The students will pick out a large colorful piece of cardstock paper to lay out their inchies on – 5 minutes

- 13.) The students will decide how they want to lay out their inchies after I show them a few examples of my own inchie art work – 5 minutes
- 14.) I will assist them in hot-gluing their inchies to the cardstock – 10 minutes
- 15.) They will add any finishing touches and a title to their final artwork – 5 minutes
- 16.) We will all sit and discuss why we chose the nine things we are grateful for, and how the magazine cut-outs/designs/embellishments expressed this – 10 minutes
- 17.) We will discuss what it was like making the larger abstract painting versus cutting it up and making 9 smaller miniature paintings – 5 minutes

Introduction/Opening:

(How will you begin to lead the students towards the outcomes you expect of them?)

By showing them examples of inchies, collages, and abstract paintings using acrylic paints and other mediums. Showing them one-dimensional paintings and collages as well as collages with added three-dimensional mixed media elements added to it. I will lead them to think about what they are grateful for this year and how they can represent that simplistically and visually on a small medium. I will also be very hands-on with the students and physically help them with the tools and materials. I will encourage discussion and questions to be asked.

Demonstration:

(Does something need to be demonstrated to make these expected outcomes clearer?)

I will show them many visual representations of collages and inchies – both from photographs and my own actual work. I will demonstrate how to use a brayer, rolling stamps, tissues, and other mediums that move the acrylic paint around on the canvas paper. I will also help the students to use a glue gun. I will demonstrate how to use puff-paints. As the students are creating their own inchie collages, I will also make one at the same time and work step by step with them.

Body

Activity #1

- Discussion of abstract paintings, collages, mixed media, assembly of various mediums, and showing of examples. Talking about how a few small pieces can contribute to a larger piece
- Discussion of things we are grateful for this season and how our art can best represent this

Transition

Time for students to ask questions, share their opinions of the artwork, ask more about inchies, talk about gratitude, familiarize themselves with the various media that is about to be used

Activity #2

- Creating an abstract background from acrylic paints, playing with the paints with brayers, etc.
- Cutting up the canvas paper to serve as the background for nine separate inchies
- Designing each individual inchie to represent a token of gratitude
- Laying out each inchie into a finished, complete work of art

Transition

After cleaning up, the students will discuss and share the things they are grateful for, what they learned about collages, inchies, and abstract paintings, share things that surprised them in terms of difficulty or things they enjoyed.

Closure

Discussion, check-in, more sharing what they learned and what they are grateful for. What do their nine grateful items say about them? What was it like for them working with so many different media? Would they rather work with multiple media or just one, like drawing? What's the difference for them?

Materials needed for the lesson: (List these materials per student):

Attach handouts (if any).

- Lines paper to list their gratitudes
- Magazines
- Scissors
- How glue gun
- Various embellishments (buttons, jewels, pom-poms)
- Construction paper and felt to cut out
- Canvas paper
- Acrylic paints
- Brayers
- Rolling stamps
- Tissues, cotton swabs/balls, tissue paper
- Markers, crayons
- Brushes and cups with waters, napkins and paper towels
- Large cardstock

Teacher Materials needed for demonstration:

- All the materials listed above (I intend to do the project along with them)

- Examples of my own artwork
- Photographs of other artwork (abstract paintings and collages)

Modifications/Extensions (for students on IEP's or language differences.)

- Extra assistance and explanation
- Supplementary handouts
- Student peer mentor
- Doing the hot glue gun for certain students
- Have them sit in front of class if they have any additional questions
- Write key words on white board
- Help them write their name in hieroglyphics

Assessment of Student Understanding

(How will you assess student understanding of the content of the lesson?)

- › Authentic, performance based tasks that have students apply what they have learned and demonstrate their understanding.
 - › includes pre-assessment, formative assessment, and summative assessment evidence
 - › Can be individual or group based
 - › Can include informal methods (such as thumbs up, thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay
- Students will discuss what this lesson was like for them (how it was to use different mediums)
 - I will give them an informal spoken quiz where they have to identify which tool is the brayer, rolling stamp, puff paint, etc.
 - Students will write down the differences between creating the abstract painting at the beginning and then creating miniature collages for the second part of the project
 - Students will write a few short sentences on how their chosen visual elements best represent what they are grateful for
-