



## Art Creation: Changing Landscapes

### *Changing Landscapes Mixed Media Collage*

- **Alberta Art Education Curriculum Component:** Reflection, Depiction, Composition and Expression.
- **Alberta Art Education Specific Concept (learning outcome):** 1-9 and 10 (ii)D.

#### Overview:

What is a landscape? How have landscapes changed over time? What is a 21st century landscape? How do we connect to land and place? By using this project, you will explore different texts as they discover the relationship between people and places, challenge the concept of landscape art, and experiment with different ways of sharing stories, art and ideas by creating your own zines (art magazine) and landscape collages.

#### Background Information:

A collage (From the French: coller, to glue) is a work of formal art, primarily in the visual arts, made from an assemblage of different forms, thus creating a new whole.

A collage may include newspaper clippings, ribbons, bits of coloured or hand-made papers, portions of other artwork, photographs and other found objects, glued to a piece of paper or canvas. The origins of collage can be traced back hundreds of years, but this technique made a dramatic reappearance in the early 20th century as an art form of novelty.

The term collage derives from the French "coller" meaning "to glue". This term was coined by both Georges Braque and Pablo Picasso in the beginning of the 20th century when collage became a distinctive part of modern art.

#### Collage Techniques:

- Cutting and pasting
- Multiple viewpoints
- Layering

- Areas of colour
- Transparency and image transfer

#### Your task:

→ You will create a landscape collage that shares your story of place: using photographs, magazines and newspaper clippings, writing, and other media ideas into a mixed media composition. **You will only have two class periods for this so you will need to work quickly.**

#### Project Requirements:

- Use at least 4 images found from magazines, books or newspapers;
- Combine imagery in unexpected ways;
- All found images must be securely attached to the project ground.

→ Complete a student reflection.





Grade 6: Visual Art

## Art Creation: Changing Landscapes

Date: \_\_\_/\_\_\_/\_\_\_ (dd/mm/yyyy)

Term:  1  2

Name: \_\_\_\_\_

Assessment type:  D  F  S

Overall: Mark//Level: \_\_\_//\_\_\_; Class Average: \_\_\_ Parent Signature: \_\_\_\_\_

Level	Excellent Level 4	Proficient Level 3 79%      72%      65%	Adequate Level 2	Limited* Level 1	Insufficient/ Blank*
<b>Display Content</b>  (_/2)	Student created a representation directly related to assigned topic. Display reflects complete understanding of topic.	<b>Student created a representation related to assigned topic. Display reflects understanding of topic.</b>	Student created a representation that is somewhat related to assigned topic. Display reflects little to no understanding of topic.	Student created a representation that is somewhat or not at all related to assigned topic. Display reflects student does not have an understanding of topic.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
<b>Work effort</b>  (_/1)	The work was done well to the best of the learner's ability. Quality time and effort was put into the presentation.	<b>The work was done with good effort that shows what the learner is capable of. It is evident that time was put into this display and presentation.</b>	Work is done with fair effort, but the quality is still not what the learner is capable of. It is evident that the work was rushed or done with lack of effort.	Lack of effort on the learners' part. Work is incomplete. Learner is capable of doing better.	
<b>Creativity</b>  (_/1)	Representation was very creative. Appearance is neat, well thought out, and obvious effort was made to create representation of topic.	<b>Representation was somewhat creative. Appearance is neat, thought out, and some effort was made to create representation of topic.</b>	Representation was somewhat creative. Appearance is neat but not thought out. More time was needed to show effort was made to create representation of topic.	Representation was not creative. Appearance is only somewhat neat or not neat at all. Not thought out or evidence of effort was not made to create representation of topic.	
<b>Days Late</b>  (_/1)	0	1	2	3++	--Not Hand In

### Teacher's Comments – Area for Growth and Action Plans (if below “level 2”):

Please use the given time in the classroom wisely by *asking questions to further clarify the assignment or focus on the task at hand*. Also, you need to follow the sample work shown in the class (*if applicable*) as a guideline to achieve *level 3* in this rubric.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_/\_\_/\_\_\_\_ (dd/mm/yyyy)

## Student Reflections

1. Give a brief description of the project or activity you have completed.
2. **Outward-Looking:** What grade would you give it? Why?
3. **Forward-Looking:** What would you change if you had a chance to do this piece over again?
4. **Inward-Looking:** What did you learn about yourself as you worked on this piece?



Grade 6

**Rubric for Student Reflections:** \_\_\_\_\_

Date: \_\_/\_\_/\_\_\_\_(dd/mm/yyyy)

Term:  1  2

Name: \_\_\_\_\_

Assessment type:  D  F  S

Overall: Mark//Level: \_\_//\_\_ ; Class Average: \_\_ Parent Signature: \_\_\_\_\_

Criteria	Level	Proficient Level 3			Adequate Level 2	Limited* Level 1	Insufficient/ Blank*
	Excellent Level 4	79%	72%	65%			
<b>Reflective Thinking</b>  (_/2)	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	<b>The reflection explains the student's thinking about his/her own learning processes.</b>			The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process..	The reflection does not address the student's thinking and/or learning.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
<b>Analysis</b>  (_/1)	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	<b>The reflection is an analysis of the learning experience and the value of the derived learning to self or others.</b>			The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.	The reflection does not move beyond a description of the learning experience.	
<b>Making Connections</b>  (_/1)	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	<b>The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.</b>			The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences	
<b>Days Late</b>  (_/1)	0	1	2	3++	--Not Hand In		

**Teacher's Comments – Area for Growth and Action Plans (if below “level 2”):**

Please use the given time in the classroom wisely by *asking questions to further clarify the assignment or focus on the task at hand*. Also, you need to follow the sample work shown in the class (*if applicable*) as a guideline to achieve *level 3* in this rubric.