

# LESSON PLAN: MIXED MEDIA ART

<b>Date:</b>	<b>Class:</b>	<b>Unit:</b>
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<b>LESSON TOPIC:</b>	Creating mixed media art with <i>Smack Dab in the Middle of Maybe</i>
<b>AIM:</b>	In the novel <i>Smack Dab in the Middle of Maybe</i> , Cricket finds the bird room in Miss V's house. The walls are painted with murals the include tanagers in different seasons. Students can use the description of the room as inspiration to create their own mixed media artwork featuring tanagers in different seasons.
<b>OBJECTIVES:</b>	Students will be able to: <ol style="list-style-type: none"> <li>1. Identify a scarlet tanager.</li> <li>2. Provide a definition for mixed media art.</li> <li>3. Create their own mixed media art.</li> </ol>
<b>GET STARTED/ DO-NOW:</b>	Provide the students with the article from Audubon.org about scarlet tanagers. Instruct the students to read the article and write down five things that they did not already know. Ask the students to share their answers with the class. <a href="https://www.audubon.org/field-guide/bird/scarlet-tanager">https://www.audubon.org/field-guide/bird/scarlet-tanager</a>  As a class, view the web page about scarlet tanagers on The Cornell Lab. Look at the pictures of the birds and listen to their song. <a href="https://www.allaboutbirds.org/guide/Scarlet_Tanager/id">https://www.allaboutbirds.org/guide/Scarlet_Tanager/id</a>
<b>MINI-LESSON:</b>	<ol style="list-style-type: none"> <li>1. Discuss the meaning of the word "media" in visual art. As a class, think of different types of media artists use and list them on the board. Examples may include clay, charcoals, crayons, markers, watercolor paint, acrylic paint, oil paint, pastels, pens, sandpaper, tea bags, scrapbook paper, string, yarn, wire, cardboard, wood, magazines, newspapers, glass, metal, beads, photos, old books, cardstock, used greeting cards, magazines, newspapers, ribbon, cotton balls, paper lunch bags, etc.</li> <li>2. Provide students with the definition of mixed media art: artwork that combines more than one medium in a single piece.</li> </ol>

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	<p>3. Choose some examples of mixed media art from the Smithsonian American Art Museum to show the students. <a href="https://americanart.si.edu/classifications/mixed-media">https://americanart.si.edu/classifications/mixed-media</a> Ask students to guess what materials the art might be made from. Then read the descriptions of the artwork and compare those descriptions with the students' answers.</p>
<b>MAIN ACTIVITY:</b>	<ol style="list-style-type: none"><li>1. Ask the students to read Cricket's description of the murals in the bird room again in Chapter 33 of <i>Smack Dab in the Middle of Maybe</i> (pp. 148-149). Discuss as a class the artist's choices in color, medium, palette, images and shapes used in the piece.</li><li>2. Next, ask the students to take out a piece of paper and divide it into four sections by drawing a line down the center vertically and a line across the center horizontally. In each section, the students will write the name of a season: spring, summer, fall, and winter.</li><li>3. In the "spring" section, ask the students to list aspects of the "spring" wall of the mural that represent the season. Examples include bright green leaves, red tanagers, snap peas growing, etc.</li><li>4. Continue the same way with the next three sections. Be sure the students take note of the tanagers in each scene.</li><li>5. As a class, discuss the students' lists. What other seasonal characteristics could they add to each list? Ask students to write these down as well.</li><li>6. Students are now going to create their own piece of art featuring a scarlet tanager in one of the seasons. However, instead of just using paint, they will be using at least two forms of media to create their pictures. Provide students with a variety of materials to choose from. These may include clay, charcoals, crayons, markers, watercolor paint, acrylic paint, oil paint, pastels, pens, sandpaper, tea bags, scrapbook paper, string, yarn, wire, cardboard, wood, magazines, newspapers, glass, metal, beads, photos, old books, cardstock, used greeting cards, magazines, newspapers, ribbon, cotton balls, paper lunch bags, etc.</li><li>7. Provide each student with the sample drawing of a tanager. Students may choose to use this sample as part of their piece, or they may draw their own bird freehand.</li></ol>

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	<p>8. Next, ask the students to choose the season they want to depict, using their seasonal lists for ideas. Using a ¼ sheet of poster board as the support, each student will then create their scarlet tanager seasonal piece from a variety of media.</p>	
<p><b>CLOSING ACTIVITY:</b></p>	<p>Students present their pieces to the class, explaining what materials they used, how they made their piece, their choices in color, medium, palette, images and shapes used in the piece, what they wanted the piece to convey to the viewer, and what they learned from making it.</p>	
<p><b>EXTENSIONS:</b></p>	<p>Ask students to create another mixed media piece featuring the season opposite of the one they already made.</p> <p>Ask students to create a mixed media piece depicting a scene in the book <i>Smack Dab in the Middle of Maybe</i>.</p>	
<p><b>CHECK FOR UNDERSTANDING:</b></p>	<p>Students' presentation of their work.</p>	
<p><b>MATERIALS:</b></p>	<p><i>Smack Dab in the Middle of Maybe</i> by Jo Hackl</p> <p>Article about Scarlet Tanagers from Audubon.com  <a href="https://www.audubon.org/field-guide/bird/scarlet-tanager">https://www.audubon.org/field-guide/bird/scarlet-tanager</a></p> <p>¼ Sheet of poster board per student</p> <p>Glue or glue sticks and a variety of art and craft materials. Ideas include clay, charcoals, crayons, markers, watercolor paint, acrylic paint, oil paint, pastels, pens, sandpaper, tea bags, scrapbook paper, string, yarn, wire, cardboard, wood, magazines, newspapers, glass, metal, beads, photos, old books, cardstock, used greeting cards, magazines, newspapers, ribbon, cotton balls, paper lunch bags, etc.</p>	
<p><b>TECHNOLOGY:</b></p>	<p>Websites for discussions:            “Scarlet Tanager on <a href="https://www.audubon.org/field-guide/bird/scarlet-tanager">https://www.audubon.org/field-guide/bird/scarlet-tanager</a>            “Scarlet Tanager” on The Cornell Lab  <a href="https://www.allaboutbirds.org/guide/Scarlet_Tanager/id">https://www.allaboutbirds.org/guide/Scarlet_Tanager/id</a></p>	

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	The Smithsonian American Art Museum <a href="https://americanart.si.edu/classifications/mixed-media">https://americanart.si.edu/classifications/mixed-media</a>
<b>NATIONAL CORE ARTS STANDARDS</b>	Students will: <ul style="list-style-type: none"><li>• Generate and conceptualize artistic ideas and work</li><li>• Organize and develop artistic ideas and work</li><li>• Refine and complete artistic work</li><li>• Develop and refine artistic techniques and work for presentation</li><li>• Convey meaning through the presentation of artistic work</li><li>• Synthesize and relate knowledge and personal experiences to make art</li></ul>

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