

# Lesson Four: Our Green and Gray World

Lesson Four: "Our Green and Gray World" is appropriate for elementary or middle students. Lesson Three: "Mixed Structures in Mixed Media" is appropriate for high school students.

## Objectives

1. Students will be able to distinguish natural structures from structures made by people.
2. Students will be able to create well-crafted collages.
3. Students will be able to collaborate in presenting their artwork to express a theme.

## Preparation

Preview "Our Green and Gray World" PowerPoint. Plan 1) how many class sessions are appropriate for your students; 2) how to pair students to make collages, and 3) whether time is available for several students to collaborate to make their final presentation and, if so, where those presentations might be displayed in the school or in the community.

Assemble a collection of old magazines that include photographs of natural structures and structures built by people.

If possible, collaborate with classroom teachers to help students write a brief statement about the theme of green and gray structures.

## Resources

[Our Green and Gray World PowerPoint](#)

## Supplies

old magazines (*National Geographic*, *Arizona Highways*, *Good Housekeeping*, *Popular Mechanics*, real estate brochures, etc.)

4 1/2" X 6 1/2" green and gray heavy paper or card stock

larger sheets of assorted colored craft paper for groups' presentations

scissors

glue sticks

template for 4 1/2" X 6 1/2" text panel

## Activities

Review: Review the theme in life that "We all have relationships with both natural and built structures every single day" and the theme in art that "Artists connect and contrast the relationships between the 'green' and 'gray' in our world."

Also review the unit's four key questions:

1. SEEK: What ideas can I get from my own life and times? (natural & human-built structures)
2. LOOK: What can I see in the artwork? (organization of parts)
3. CHOOSE: How do I want my artwork to look? (organization of parts)
4. COMPARE: What other artworks are associated with the big ideas underlying this artwork? ("green" and "gray" theme)

Definition and Examples: Display Part 1 of "Our Green and Gray World" PowerPoint slides 1-10 to:

- Define and illustrate "green" and "gray" structures.
- Explain that some structures are natural and others are made by people.
- Identify natural structures that are green --- or other colors
- Identify structures made by people that are gray ---or other colors.
- Compare how parts are organized in various natural and human-made structures.

Step-by-Step Instructions: Display Part 2 of "Our Green and Gray World" PowerPoint slides 13-20 to:

- Guide students in selecting magazine photographs of structures.
- Illustrate how to trim photos to focus on the "green" and "gray" parts. You may wish to demonstrate how to make curved cuts by turning the paper while making one continuous cut with the scissors.

- Ask students to work together to try out several possible ways to organize photos on a background of green or gray paper.
- Focus paired students' attention on careful gluing and trimming as they complete their sets of two collages.

Step-by-Step Instructions: Display Part 3 of "Our Green and Gray World" PowerPoint slides 21-24 to:

- Organize several pairs of students into larger groups to make their final presentation.
- Show several ways that the same collages might be organized.
- Introduce the following two sentence starters for each group to complete for their text panel: 1) Natural structures are important because . . . . 2) Structures made by people are important because . . . .
- Ask each student to write a word or phrase to finish each sentence starter on a sticky note.
- Help students in each group to select three of their words or phrases to use as bullet points on their text panel.
- Offer suggestions, as appropriate, before students glue their collages and text panel on to a large paper background.

Presentation: Ask each group to plan a presentation of their final work, including:

- Names of all students in the group.
- Explanation of how the group decided on their organization of collages.
- Reading of the group statement.

### **Art Vocabulary**

arch  
parallel  
right angle  
collage  
background  
text panel

### **Other Vocabulary**

structure  
organize, organization

### **Extension Activities**

Collaborate with classroom teachers to help students write a brief statement about the theme of green and gray.

### **Assessment Guides**

OBJECTIVE 1: Students will be able to distinguish natural structures from structures made by people.

Exceeds Expectations: Collection of clear examples of photos showing a variety of both green and gray structures

Meets Expectations: Collection of some photos of both green and gray structures

Approaches Expectations: Collection of some green or gray photos OR at least one photo of a structure

Fails to Meet Expectations: Photos collected

OBJECTIVE 2: Students will be able to create well-crafted collages.

Exceeds Expectations: All photos glued to their edges with no photographs sticking out beyond the background paper

Meets Expectations: Most cut photos glued to their edges with minimal or no photographs sticking out beyond the background paper

Approaches Expectations: Some cut photos glued to their edges with minimal photographs sticking out beyond the background paper

Fails to Meet Expectations: Many photos not glued to their edges and/or one large or several photographs sticking out beyond the background paper

OBJECTIVE 3: Students will be able to collaborate in presenting their artwork to express a theme.

Exceeds Expectations: Two collages from each pair of students AND contribution of a reason included in the large groups' text panel AND thoughtful participation in decisions about organizing the collages and text panel

Meets Expectations: Two collages from each pair of students AND contribution to discussion of a reason to be considered for the large groups' text panel AND participation in decisions about organizing the collages and text panel

Approaches Expectations: Two collages from each pair of students AND contribution to discussion of a reason to be considered for the large groups' text panel OR participation in decisions about organizing the collages and text panel

Fails to Meet Expectations: At least one collage from each pair of students OR contribution to discussion of a reason to be considered for the large groups' text panel OR participation in decisions about organizing the collages and text panel