

Found Object Assemblage

Discipline

Visual Arts

Grade and/or Course Level(s)

Kindergarten

Overview

Students will learn about artists who create assemblages using found objects. After learning about colors and spatial relationships in composition, students will create an assemblage using found household objects in the color of their choice.

Essential Understanding, Knowledge, Skills, and/or Processes

- Artists use a variety of materials to create art, including found objects.
- Artists make choices in the placement of elements in their artwork for composition.

Outcomes

- Students will create a found object assemblage with items from their environment depicting the color of their choice.

SOLs

- K.1 The student will apply creative thinking to artmaking.
 - b) Create works of art that represent personal responses to art-making challenges
- K.12 The student will identify and use the following in works of art:
 - a) Color- red, blue, yellow, green, orange, violet, brown, black, white.
- K.13 The student will identify spatial relationships for composition.
 - a) Identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.
 - b) Make observations of objects in space.

Materials

- Construction paper
- Found objects from their environment (e.g.: small toys, school supplies, popsicle sticks, buttons, magazine clippings, cardboard shapes, hair accessories, natural materials, etc.)
- Coloring tools (markers, crayons, colored pencils, etc.)
- Scissors (optional)
- Camera

Student/Teacher Actions

1. Teacher will play a “Go find” color game by naming a color and giving students 5-10 seconds to find something in that color and show on camera. Use the following colors as prompts: red, blue, yellow, green, orange, violet, brown, black, and white. Teacher can add additional components to the game, such as sorting, and provide directions of how to arrange the objects using spatial relationship vocabulary (left, right, top, bottom, side, center, front, back, over, and under).
2. Teacher will introduce the term “assemblage” and present images of assemblages (e.g.: Louise Nevelson, Thornton Dial). Teacher will facilitate a discussion on the objects used in the works, the placement of the objects (left, right, top, bottom, side, center, front, back, over, and under), and explore reasons why objects are painted the same color.
3. Teacher will demonstrate choosing one color of construction paper as a base and to collect small objects of that chosen color from their environment (e.g.: small toys, school supplies, buttons, popsicle sticks, scraps of paper, hair accessories, natural materials, etc.). Optional: Demonstrate how to choose magazine pictures with that color, or how to color a scrap of paper or cardboard to match the chosen color to fill empty space. (Choices can be limited to only use primary colors, secondary colors, or all as options). Students will collect materials in the color of their choice.
4. Teacher demonstrates multiple ways of arranging collected objects on top of a piece of matching color construction paper; narrating different types of spatial relationships and explaining composition.
5. Teacher demonstrate how to take an aerial view (from above) photograph of the completed assemblage and submit the file on the platform of the teacher’s choice.
6. Students will be asked to arrange their objects in multiple ways. Once satisfied with an arrangement, students will take a photo or video of their final work and explain reasons for the color chosen and identify the spatial relationship of the objects in a format of the teacher’s choice (live in-class sharing, recorded responses, etc.)

Assessment Strategies

- Partner talk/critique
- Self-reflection video submission of students explaining why they chose the final arrangement and identifying the spatial relationships of the objects used on a collaborative platform like Flipgrid or Padlet.
- Rubric

Differentiation Strategies

- Include a visual of the colors that students may choose.
- Visual demonstrations of all processes.
- Incorporate a variety of found object materials into sample assemblages.

Extensions and Connections

- Students may complete assemblages of additional colors or even an entire color wheel of found objects (all primary colors, all secondary colors, a gradation of colors, etc.).
- With parent supervision, students can create another assemblage by gluing recycled objects into a shoe box and painting the entire work one color.
- Students can look for other artists who use the assemblage technique while virtually exploring an art museum, such as the Virginia Museum of Fine Arts.

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