



“I tried to show that even though there’s darkness in life it will get better. No matter what happens in life, the sun is still going to rise the next day.” -Jessie



“My collage was supposed to show how something tragic, like the deaths in the video, can make you feel so bad that you have this burning, aching feeling inside. The person in my collage is trying to pull apart himself to let the “hurt” out.” –Chelsea



“The thought behind my piece was that when people get hurt in a car accident you feel lost and confused and you grieve with what is going on. So I made it look like pictures and make it seem like you’re reflecting on their memories.” -Jordan



“It inspired me to cherish every moment I have with my loved ones because I don’t know what will happen that day. I incorporated cherish into my work by having my figures hold hands, filled with happy colors. The background is dark and sad to show that we never know when a moment will be our last.” –Rachel



“My collage is based on Kyle Southern. He died from distracted driving. I took the sadness I felt from that and incorporated it.” JoJo



“My collage was based on the sadness the family of the victims of distracted driving feel. I decided to use a tear drop as my main focus and tried to pick sad colors.”  
-Hunter



“The dead flower represented the innocence of some of the people who died from other people texting and driving. The shattered pedal represented the families who were broken and depressed about their family members dying.” –Treva



“One of the mothers said after her daughter died, the world became gray. I incorporated that idea into my work by a hand reaching out to the light that is diminishing; their hand is stuck in the cold gray of their grief.” -Mariah

# Emotion in Art

Using personal feelings and the feelings of others to inspire art

# Ideas for Art

- Inspiration for art can come from ANYWHERE! From what you have eaten, what you have watched, from your life, from the lives of others around you, from the news, from stories, from your imagination.....from any and everywhere!
- Let inspiration take you on an art making journey!

# Inspiration from Others

- For your project, you will be creating a piece of art inspired by your emotions and feelings after hearing other people's life experiences.
- Emotion, Composition, and Color will be key components in your piece.

# What is EMOTION?

- any strong feeling, as of joy, sorrow, or fear





SEPTEMBER, 1954



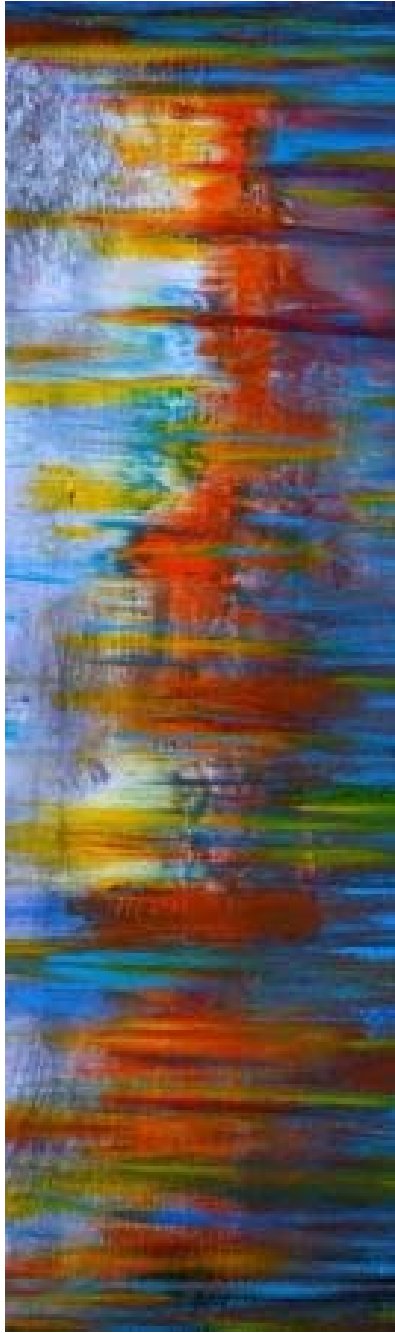


T. Oliver Peabody, 2012  
Small Faces IV





[HelenkaWierzbicki](#)



Nasser Ghaderi, 2012

# Composition

- The arrangement of elements, such as line, value, and form within an artwork.
- Good composition creates a specific flow within the artwork that helps the viewer see the intent of the artist.
- Entire work space should be used for your art, not just random sections of the space.



**The use of color in art can help evoke specific emotions in the viewer.**

# COLOR EMOTION GUIDE







How has the artist worked with emotion, composition, and color to create this collage?

# Collage

- Artwork made from an assemblage of different forms and materials to create a new whole.
- A collage may sometimes include newspaper or magazine clippings, ribbons, bits of colored or handmade papers, portions of other artwork or texts, photography and other found objects, glued to a piece of paper or canvas.





William Steiger





San Felipe



Christian Montane



- 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.

- Artists Georges Braque and Pablo Picasso were the first to use collage as an integral part of their compositions between 1907 and 1914



Pablo Picasso, *Still Life with Chair Caning*

# Romare Bearden

- Worked with his life experiences as an African American during the Civil Rights Movement in the 1960's and as a social worker in New York.
- He used his stories and experiences, as well as other people's experiences to create abstract collages that incorporated magazine clippings and his painting.





*The Block, 1971*





*Summertime, 1967*



# What a Feeling Collage

- We will be watching a few videos of people telling stories about their life experiences.
- As you watch, please take notes on the feelings of the speaker, the things they are saying, your feelings from their stories, and any immediate visual cues you see while listening.
- These notes will help you as you begin your piece.

- Once the videos are done, you will immediately begin brainstorming sketches/writings in your sketchbook.
- Consider your composition, the materials you will be using (collage), and the feelings/emotions you want to convey within the piece.
- Try to avoid cliché use of slogans within your piece and let the emotions show through.

- <http://www.distraction.gov/>
  - Go to the “Faces” link and select the following videos to watch.
- Alex Brown
- Margay Schee
- Jacy Good

# Once Collage is Finished:

- Please write an artist statement that reflects your artistic process in creating this collage.
- Discuss what components from the video you were inspired by and how you incorporated them into your work.
- Discuss the emotion you wanted to portray and how you achieved it.
- Describe changes you would like to do if you were to do the project over again.

Art Safe Driving Lesson Plan

# What a Feeling Collage

Created by Emily Quesenberry  
Stuarts Draft High School, Stuarts Draft, VA

## **What a Feeling Collage**

Art 1

Theme- Emotions, Inspiration from others stories

Media- Collage

### **Lesson Overview:**

Students will choose own media for this project.

Students will address the emotions felt or seen by watching videos of people who have lost loved ones due to distracted driving. They will look at artwork made by numerous artists with a focus on Romare Bearden. They will use what they have previously learned about value and color schemes to create a collage that expresses their emotions, thoughts, or stories told from the videos. Students will create the collage from mixed media.

### **Duration of Lesson:**

6-8 90 minute classes

### **Virginia SOL's:**

- AI.1 The student will maintain and use a process art portfolio (e.g., sketchbook/journal and working portfolio) for planning and as a resource in the art-making process.
- AI.2 The student will identify and use steps of the design process, including brainstorming, preliminary sketching, planning, reflecting, refining, elaborating, and researching, in creative problem solving.
- AI.5 The student will employ a variety of subject matter, including cultural or social concepts, to express ideas in original works of art.
- AI.6 The student will use a variety of traditional and contemporary media (e.g., two-dimensional, three-dimensional, multidimensional) to create works of art.
- AI.11 The student will analyze major art movements and influential artists according to events, places, cultures, and historical periods.
- AI.17 The student will analyze how media and visual organization in works of art affect the communication of ideas.
- AI.21 The student will analyze the functions, purposes, and perceived meanings of works of design.
- AI.23 The student will use personal criteria when making visual aesthetic judgments.

### **Lesson Objectives:**

The Student will:

1. View videos from the distraction.gov website and, focusing on emotions, will sketch and explore their feelings, emotions, and ideas inspired by the videos in their sketchbooks to brainstorm and plan their collage.
2. Create a mixed media collage that uses the steps of the design process to creatively problem solve. (e.g. brainstorm sketches, reflecting, refining)
3. Choose specific media to successfully express their ideas in their piece through mixed media collage.
4. View and analyze the work of Romare Bearden and other collage artists to see how life experiences can become inspiration for art.
5. Discover how visual organization (composition) in art affects the communication of ideas in artwork.
6. Examine artwork to come to a conclusion of perceived meaning as a class.

- Develop a personal aesthetic in making visual art (personal choices of composition, media, and subject matter).

**Vocabulary:**

*Emotion:* any strong feeling, as of joy, sorrow, or fear

*Inspiration:* something that makes someone want to do something or that gives someone an idea about what to do or create: a force or influence that inspires someone

*Composition:* The arrangement of elements, such as line, value, and form within an artwork

*Color:* used to express specific emotions

*Collage:* Artwork made from an assemblage of different forms and materials to create a new whole.

*Mixed Media:* the combination of multiple types of materials to create a cohesive piece of art.

*Reaction:* action in response to some influence.

*Creativity:* originality and self-expression of individual artists.

**Visual Culture:**

Visual Culture is the world of images around us. In this lesson, we will be looking at how we are “influenced” with color in visual culture in advertisements, restaurants, and logos. This will help students gain better understanding of how color can influence emotion and emotional responses in their own work. Driving and distracted driving information is prevalent in today’s visual culture and learning how to respond to it emotionally and artistically is essential for student’s to be responsive to making a change.

**Historical/Cultural/Artist Information:**

Romare Bearden is an African American artist whose work was influenced by African American culture, the civil rights movement, and by his work as a social worker. He was one of the first prevalent artists that combined a unique abstract painting style with collage materials.

The history of collage, with it’s emergence as a component of fine art by Georges Braque and Pablo Picasso in the early 20<sup>th</sup> century.

**Image Descriptions:**



Art images from multiple artists with a range of media will be shown to help students see how color, composition, and body/facial positions can help show emotion.



The color emotion charts will be shown and discussed so that students can see what types of emotions can be related to specific colors. One also shows the visual culture connection of color to popular logos/brands.





This image is discussed for its use of color, good composition, and emotion captured in the piece.



Multiple images of collage to show students how artists use collage differently to make art.



Images of Romare Bearden's abstract collages that capture life experiences and stories.

### Questioning Strategies:

- What do you see in this painting?
- What kind of emotion does the subject seem to have?
- Does this painting evoke any emotions in you? What kind of emotions?
- What about this painting makes you feel that way?
- How are colors used in this painting?
- How is this piece organized?
- Is a good composition used? Do your eyes flow all around the piece?
- What kind of colors represent emotions?
- If this color were different (brighter, darker, etc.) would the feeling of the piece be the same?
- How did the artist use collage in their work?
- Do you like how the artist used collage?
- What materials will you bring together to create your collage?
- How will you express emotion inspired by someone else's story in your piece?

### Lesson Procedures:

Day 1-2

1. Present the "Emotion in Art" PowerPoint.
2. Discuss the emotions captured in the artwork shown.
3. Have students, as a class, agree on the emotion and have them explain how the image captures the specific emotions.
4. Introduce students to collage, explaining and showing what it is through images.
5. Introduce students to Romare Bearden, discussing his inspiration for his work and how he captured his life experiences and stories from people he worked with along the way.

6. Show videos from the “Faces” tab on the website [distraction.gov](http://distraction.gov). Have students take notes during the video of things that are said, things they saw, or any visual ideas that come to mind as they watch the video.
7. Begin brainstorming ideas for their emotional response collage. Should create 2-3 sketches.
8. Students discuss ideas with teacher, ideas for materials in the collage and how their idea will be captured in their work.

#### Day 3-6

1. Student begin work on their collage. They are expected to work each day on the collage to ensure completion by the deadline.
2. Teacher will make daily rounds, multiple times a day, to check in with student progress and help with any questions students may have.

#### Day 6

1. Introduce students to what an “Artist Statement” is and have students write, in paragraph form a statement to be attached to the back of the piece.

#### Day 7

1. Have a classroom presentation to present artwork and discuss how inspiration was used and the artistic choices made by each student.
2. Open the floor for comments and questions by other students.

**Evaluation/Assessment:** See attached Rubric

#### **Materials and Preparation:**

Power point of images,

Sketchbook

Pencils, Erasers, pencil sharpeners

12x18 Drawing Paper

Glue

Range of collage materials that may be selected by students: paper, magazine, fabric, tissue paper, ribbon, paint, drawing materials.

#### **Resources:**

[Distraction.org](http://Distraction.org)

*Lesson created by Emily Quesenberry  
Stuarts Draft High School  
Stuarts Draft, VA*



## Evaluation/Assessment: Oh What a Feeling Collage: Emotional Responsive Art

Did the Student:

### 1. Take part in the class discussion of PowerPoint?

0	1	2	3	4
Not Shown	Barely Shown	Minimum	Meets Criteria	Goes Beyond Criteria

### 2. Brainstorm 2-3 ideas in sketchbook for emotional response collage?

0	1	2	3	4
Not Shown	Barely Shown	Minimum	Meets Criteria	Goes Beyond Criteria

### 3. Create a Emotional Collage that meets criteria:

- Is inspired by the videos from distraction.org

0	1	2	3	4
Not Shown	Barely Shown	Minimum	Meets Criteria	Goes Beyond Criteria

- Contains collage material (is not just a drawing)

0	1	2	3	4
Not Shown	Barely Shown	Minimum	Meets Criteria	Goes Beyond Criteria

### 4. Use personal expression to create an Emotional Collage that:

- Has creative presentation/composition; shows thought to placement and color.

0	1	2	3	4
Not Shown	Barely Shown	Minimum	Meets Criteria	Goes Beyond Criteria

- Works to communicate the artists' original idea (has carry through from idea to final product and doesn't lose intent),

0	1	2	3	4
Not Shown	Barely Shown	Minimum	Meets Criteria	Goes Beyond Criteria

- Has creative use of media,

0	1	2	3	4
Not Shown	Barely Shown	Minimum	Meets Criteria	Goes Beyond Criteria

- Works to use the elements and principles of design to create a visually pleasing design.

0	1	2	3	4
Not Shown	Barely Shown	Minimum	Meets Criteria	Goes Beyond Criteria

### 5. Show ambition in the planning and implementation of ideas. (Uses own ideas and avoids cliché poster/slogans)

0	1	2	3	4
Not Shown	Barely Shown	Minimum	Meets Criteria	Goes Beyond Criteria

### 6. Use craftsmanship? Is it well crafted and neatly presented?

0	1	2	3	4
Not Shown	Barely Shown	Minimum	Meets Criteria	Goes Beyond Criteria

### 7. Use class time wisely? Participating actively during each day of class and discussion?

0	1	2	3	4
Not Shown	Barely Shown	Minimum	Meets Criteria	Goes Beyond Criteria

### 8. Complete the Emotional Collage to the best of their ability?

0	1	2	3	4
Not Shown	Barely Shown	Minimum	Meets Criteria	Goes Beyond Criteria

### 9. Write an artist statement that reflects on artistic process, inspiration, and success of final piece?

0	1	2	3	4
Not Shown	Barely Shown	Minimum	Meets Criteria	Goes Beyond Criteria

Grades are based on a 10 point grading scale and correlates to the following:

51-52 points= 98-100 A+

43-50 points= 92-97 A

41-42 points= 90-91 A-

39-40 points= 88-89 B+

30-38 points= 82-87 B

28-29 points= 80-81 B-

26-27 points= 78-79 C+

17-25 points= 72-77 C

15-16 points= 70-71 C-

13-14 points=68-69 D+

5-12 points= 62-67 D

3-4 points= 60-61 D-

0-2 points= 50-59 F

