

Cowboy Collage Grades 4-6

This visit involves an art lesson based on analyzing elements of art in Remington flatworks. After a discussion about how Remington created the illusion of depth on a 2D plain, students have some drawing time to try a technique themselves. Through guided practice they create a horizon line and add a large figure(s) in the foreground and a small figure(s) in the background. We will then scour western magazines and cut out figures (can include horses, cowboys, cacti ...) to create a cowboy collage.



Lesson Overview

This lesson is designed for grades fourth through sixth. The subject is Art. The anticipated class length is a normal class period, about 35-40 minutes.

In this lesson, students will acquire and integrate, extend and refine and complete a meaningful use task.

Essential Question(s)

- What subject matter did Remington enjoy portraying in his art work?
- What's the difference between 2D and 3D?
- What is one way artists could create the illusion of depth on a 2D plain?
- How can I arrange a small figure and a large figure to create the illusion of depth in an art work?

Objectives

- Students will carefully and successfully cut out 2-3 western characters from magazines, the characters being of different size scales
- Students will design a composition requiring them to place their characters in the upper and lower parts of their papers
- Students will understand that the different size scales and placement of their figures creates the illusion of depth, making their 2D work look 3D

NY Curriculum Standards

- NY.ART.K-12.1 Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts
- NY.ART.K-12.2
- Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
- NY.ART.K-12.3
- Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- NY.ART.K-12.4
- Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society

Anticipatory Set- Description of the Lesson Launch activity

For this lesson launch activity, students will look at Remington flatworks, including *A Dash for the Timber, Dismounted; the Fourth Trooper Moving the Led Horses* and *The Scout; Friend of Enemies?* *For the lesson you can use any Remington flatwork that has small figures in the background and large figures in the foreground.

Description of how objectives will be communicated to students

Students will be asked to choose two pieces of paper from two baskets. One basket is full of verbs and one is full of nouns. The verb and noun will become the title of a work they will create. We will go around the room and students will say their combined verb and noun, an example would be Charging Cowboy. Then the students will brain storm a flatwork composition through illustration that describes the title of their work. The final step will be to give their work an appropriate color scheme that reflects the feel and mood of their illustration, (calm colors for a calm title and scene, warmer colors that relay more action, darker colors for a night time setting).

Description of the relevance of the learning

Students should know how to relate color to emotion and this lesson will be able to help do that. Also, students become exposed to Remington work and themes.

Connection to standards

Students will actively engage in the processes that constitute creation in the arts by creating a composition using their verb and noun and participate in various roles in the arts when they complete the comparing and contrasting activity.

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts as the lesson they are being taught is being offered by the Frederic Remington Art Museum.

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought- this will be met through the comparing and contrasting activity as we relate their discoveries to the artist who created the pieces we are discussing- Frederic Remington.

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. Students will be exploring two pieces that took place at very particular times in our past- the cowboy era and the Spanish American War. Remington communicated what was current in his time and his work depicts the culture he experienced as an illustrator.

Introduce New Information & New Concepts

Declarative Knowledge:

Will be covered during the lesson-

Frederic Remington was born in Canton NY in 1861.

Remington enjoyed travelling out west and worked as an artist.

Remington liked to portray western scenes and action scenes.

Remington chose to use colors that depicted a feeling to his viewers.

Charge of the Rough Riders is a painting that takes place in the day time with a definitive light source- the sun.

Around the Campfire is a work with a nighttime setting, called a nocturne painting. Its light source is the campfire and stars.

Procedural Knowledge:

Guided Practice

- First, a demonstration of how to properly cut out a figure should be shown to the class- instead of cutting around the figure and leaving background images in their clipping, students should be cutting as close as they can to the figure's shape, getting rid of the excess
- Students will begin by looking through magazines and cutting out either one large figure and one small figure, or a large figure, a medium sized figure, and a small figure- make sure they shape up the figures to get rid of the excess
- Once the pictures are cut out, students will arrange them on their papers in the foreground, mid ground if applicable, and background- the smallest figure will be on the top of the paper and the largest will be on the bottom to create the illusion of depth
- Once the figures are in the correct spots, the students can glue them down
- Next, a demo should be given of how to draw using pencils or crayons, landscapes that help tie the picture together- if you're drawing a road, the road should meander, having parallel curving lines that start from the same point at the top and gradually get further away from each other
- Students will color in their landscapes and sky and then have a complete drawing that not only is a cowboy collage, but illustrates how artists sometimes create the illusion of depth on a 2D surface



Assessments

The assessment activity also serves as the closure of the lesson.

Closure

For closure, students will evaluate each other's works to see if they're accurate with their use of color to depict emotion

Materials Needed

- Prints of *Charge of the Rough Riders* and *Around the Campfire*
- Verbs and nouns printed and cut and placed in a hat
- Pencils
- Paper
- Markers or crayons, colored pencils....
- Drawing references (If needed)