

Mixed Media Map Art

Essential Question:

How do we create works of art that communicate meaning?

Provoking Questions:

Where do you want to travel to? What is a favorite place you have visited?

Grade Level:

9th – 12th grades

Time Span:

One fifteen-minute introduction with three to four full class periods of working time (2 hours each).

Objective:

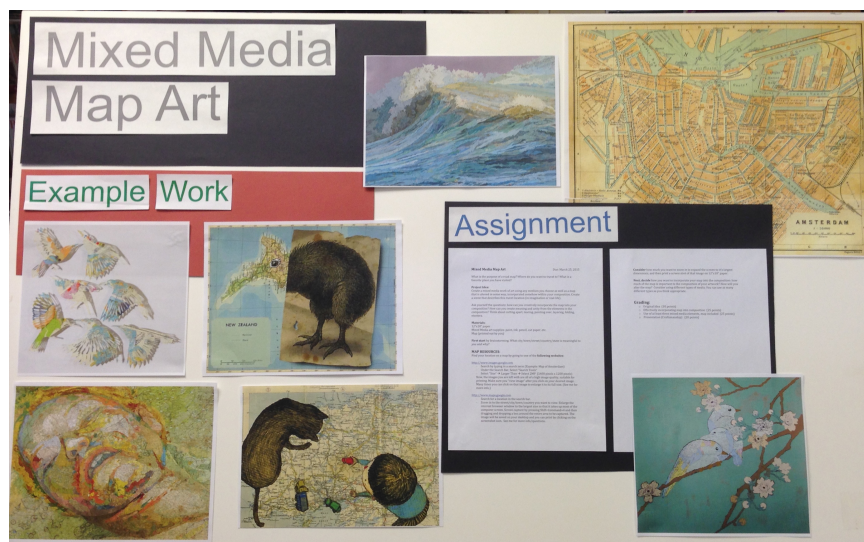
The student will create a mixed media work using a road map as the basis for exploration. The map should be altered from its original form and incorporated into the artwork in a meaningful way.

Vocabulary and Visual Provocations:

- + Collage (from the French; literally *gluing*)
- + Mixed Media
- + Unity/Balance
- + Craftsmanship

For Visual Provocations please see Google Slideshow located here:

https://docs.google.com/a/meca.edu/presentation/d/1MswW-Qy25mha9hcwCyQUkv6dcpyd_LCQHY5d1jLB-iQ/edit?usp=sharing



Visual for students

Materials:

- + 12"x18" cardstock paper
- + Mixed Media art supplies: paint, ink, pencil, cut paper, digital component, fabric, etc.
- + Map (printed out by you)
- + Computer
- + Color Printer
- + Scanner (optional)
- + Photocopier (optional)

Direct Instruction:

1. Begin with a slide show. (First slide – Crashing Wave) What is the first image of? What is it made of? How do you think it was created/laid out? Move on to next slides, focusing the conversation on technique/media/message.
2. Discuss with students that they will create a mixed media work of art using any medium they choose as well as a map that is altered in some way, incorporated within the composition. The challenge is to create a scene that describes this travel location (in imagination or real-life). *Ask:* As a starting point, where is someplace you have traveled to and want to revisit? Where is someplace you want to visit in the future? Is it someplace you can fly to or somewhere impossible to visit at this time (Middle Earth, Saturn, Italy during the Renaissance, etc.).
3. Students can use this brainstorming as a jumping off point for what kind of map they might search for which will establish the foundation for their mixed media piece.
4. Students will be asked to think about the following questions: how can you creatively incorporate the map into your composition? How can you create meaning and unity from the elements in the composition? Think about cutting apart, tearing, painting over, layering, folding, etcetera.
5. Instruct students that they will be required to **use at least three different types of media** in their work, including the map.
6. Go over **Map Resources** so that students are able to obtain high-quality images of their map.

MAP RESOURCES:

Find your location on a map by going to one of the **following websites:**

<http://www.images.google.com>

- Search by typing in a search term (Example: Map of Amsterdam)
- Under the Search Bar, Select "Search Tools"
- Select "Size" → Larger Than → Select 2MP (1600 pixels x 1200 pixels)

Now, the images you are left with are all of a high image quality, suitable for printing. Make sure you “view image” after you click on your desired image. Many times you can click on that image to enlarge it to its full size. (See me for more info.)

<http://www.maps.google.com>

- Search for a location in the search bar.
- Zoom in to the street/city/town/country you want to view. Enlarge the internet browser window to the largest size so that it takes up most of the computer screen. Screen capture by pressing Shift+Command+4 and then dragging and dropping a box around the entire area to be captured. The image will be saved on your desktop and you can print by clicking on the screenshot icon. See me for more info/questions.

7. Ask students to consider how much you want to zoom in to expand the screen to it's largest dimensions, and then print a screen shot of that image on 12"x18" printer paper.

8. Students should decide how they want to incorporate their map into the composition: how much of the map is important to the composition of your artwork? How will you alter the map? Consider using different types of media. You can use as many different types as you think appropriate.

Assessment:

- + Ongoing formative assessments in the form of one-on-one conversations with students about their concept.
- + A critique will be given upon completion of assignment.

Clean Up:

All computers logged off, supplies put away, tables cleared of any artwork, artwork put in flat files.

Maine Learning Results:

- A2 – Elements of Art And Principles of Design
- A3 – Media, Tools, Techniques, and Processes
- B1 – Media Skills
- B2 – Composition Skills
- B3 – Meaning Making
- C1 – Application of Creative Process

Student Work Examples

