



Title: Symbols of Love

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Date Created: July 22, 2024

Recommended Grade Level(s): 3-5

Feedback from the team (July, 29, 2024)

Topic(s) (Tags):

Symbols, symbolism, contrast, composition, family, hand, heart, love, altered papers

Objective:

Write a short description of or overview of the lesson:

Example:

Objective:

Students will create a tie-dye effect using tissue paper and water. Once dry, students will use their hands to create a complex composition. Other items might be added to the final work such as additional shapes, and words.

Objective:



Students will create a meaningful composition using contrast and positive and negative space. Students will reflect on their friends or family structures and ideate imagery and symbolism to represent their relationships. Students will use those symbols to create altered paper as a backdrop for their composition.

Standard/Concept:

NOTE: Not all of the following need to be addressed. These are just prompts for what your lesson could cover. You can also address any of the national standards if you would like. [Here is an easy document by Brianna Gidcrumb.](#)

Students will be able to...

- Create a...
- Use a... (tool, process, technique...)
- Explore... (medium, materials, techniques...)
- Understand... (concept, history, artist...)

Standard/Concept

Students will be able to identify and use positive and negative space in their work.

Students will reflect on their personal relationships to create art.

Students will be able to convey meaning by brainstorming symbols and using them to alter paper.

Students will be able to identify and manipulate the best tools and materials to create their desired outcomes.

Materials:

List the materials you use in your lesson. If you have links to include, that is a bonus for the teachers using the lesson. Also, if there are alternative supplies, please list them as well. Paper comes free from Art to remember.



Materials

List of materials here

- High-quality, white paper (Free from Art to Remember)
- Black construction paper
- Glue
- Scissors
- Assorted materials and tools for altering paper

Break down of the lesson

Describe a brief statement for a pacing guide. This portion can be conversational. How do you do it in your classroom? Base this on a 60-minute class period.

Example:

Day	Direction
1	Lisa Congdon is a talented American Contemporary Artist. Her style is bold, graphic, and playful. We will be looking at her work more as we progress in with this Art piece but for today we are going to create an interesting base for our work by creating a tissue paper bleed. In Art, the word bleed means that the pigment from one surface is transferred onto another. In this case, we will use water to transfer the inks that are in the tissue paper onto the Art 2 Remember paper.
2.	In Lisa Congdon's work, one can often find recurring subjects. The subject matter we will be looking at for today is hands. Ms. Congdon's 'High Five' Artwork has several hands added to create her final composition. You will be creating a composition of your own by drawing, cutting and gluing hands to the base paper. Additional details can be added using permanent markers, paint pens, or other mediums that show well on colored paper.
3	If there is still more to be added to your final composition, today is the day. Look to see if there are areas on your artwork that are blank. What could be added? A word? Some shapes? Another Hand? Ask



for feedback from your peers to see what they think could help your Artwork improve.

Breakdown	
Day	Direction
1	A symbol is an image that holds special meaning. Provide examples of symbolism in art history (i.e. formline animals, hieroglyphics, Banksy's street art, or Yayoi Kusama's sculptures). Students will reflect on special family or friend relationships by journaling, mind mapping or a simple turn-and-talk. Then students will sketch ideas for symbols that represent their special relationships. Students will choose the symbol or symbols that best represent their relationships and provide a thumbnail sketch of how they would like to incorporate those symbols and list the kinds of materials they would like to use to create the altered paper.
2.	Students will trace their hands on black paper. They will fold their papers in half and cut out a heart shape. Then they will cut out their hands from both the heart and the excess paper. Students will also cut out a smaller heart from the center of their hands. Students will keep all of their cut pieces. Students will arrange selected black pieces to glue down over their altered paper to create a final composition.
3	Students will complete any unfinished work. Students will go on a gallery walk and leave feedback on three peers' works using a sticky note. Students will reflect on the feedback they received and make any final edits based on their peer feedback.

Steps for the Lesson

Step:

- Add the number of steps in the lesson.

Directions:


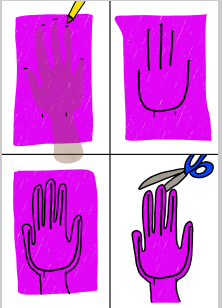
- Please use the start, 'Students will..' or 'Teacher will...'. Be concise and to the point with the directions.



Image:

- Put all images in the Google folder that has been shared with you. Place the image in the table cell 'IMAGE' cell (Insert>Image>Drive) and included the name of the image, ex. 1Hands.png
- Images can be a photograph or an illustration.

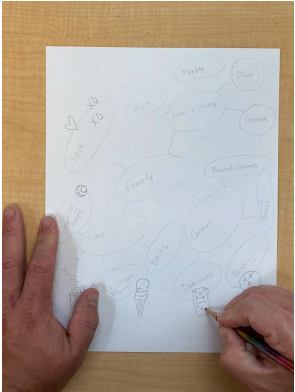
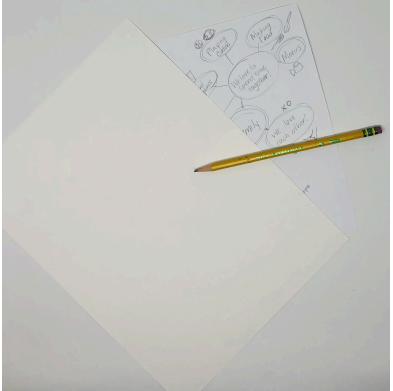

Example:

Step	Directions	Image
1	Students will add torn-up tissue paper onto their page. They will add water on top to allow the tissue paper to 'BLEED' onto the paper. Let dry before removing the tissue paper.	 1Hands.png
2	Draw a hand on construction paper (artist may choose to do more than one hand for their composition).	 2Hands.png

<h2>Steps for the Lesson</h2>		
Step	Directions	Image

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<p>1</p>	<p>Students will brainstorm and sketch possible symbols to represent their special relationships. Students will choose the symbols they would like to incorporate in their altered paper.</p>	
<p>2</p>	<p>The teacher conference with students about their chosen symbols and discuss their concepts for altering their paper. At the end of the conference, the teacher will hand out white paper.</p>	
<p>3</p>	<p>Students will use their chosen materials and symbols to create a piece of altered paper. Students may find more success in later steps if the symbols are smaller and repeated.</p>	

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4	Students will trace their hand and arm on a black piece of paper.	
5	Students will fold their paper in half and cut out a heart that fills the whole paper. Then students will cut out their hand and arm from the heart and the leftover paper. Ask students to keep all cut pieces from the black paper.	

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6

Students will fold their hand in half and cut out a heart from the center of the hand.



7


Students will arrange black pieces onto their altered paper, considering positive and negative space and contrast.



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8	When students are satisfied with their compositions, glue the chosen pieces down to their altered paper.	