



Title: Under the Sea Collage

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Date Created: June 19, 2025

Recommended Grade Level(s): High School (9th-12th)

Topic(s) (Tags):

Examples of Topics from A2R WebPage: Collage, design, pattern, line, shape, layer, foreground, middle ground, background, composition, edit, refine, color, under the sea, ocean

Objective:

The students will be able to identify foreground, middle ground, and background elements in a composition. Students will be able to draw an ocean themed illustration that highlights the foreground, middle ground, and background. The students will be able to create a torn multi-layered collage using paper that illustrates the concepts of space in a composition. Students will be able to receive feedback about their work and edit/refine their work to finish their collage.

Standard/Concept

Anchor Standard #1:
Generate and conceptualize artistic ideas and work.

Anchor Standard #2:



Organize and develop artistic ideas and work.

Anchor Standard #3:
Refine and complete artistic work.

Anchor Standard #5:
Develop and refine artistic work for presentation.

Anchor Standard #10:
Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11:
Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Materials

- High-quality, 8X10 white paper (Free from Art to Remember)
- Colored construction paper or painted papers
- Markers
- Scissors
- Glue
- Student sketchbooks
- Optional: magazines
- Optional: paper for feedback, critiques, and artist statements or Chromebook computers for digital statements

Breakdown

Day	Direction
1	The teacher will discuss, illustrate, and show examples of art with foreground, middle ground, and a background. Students will be

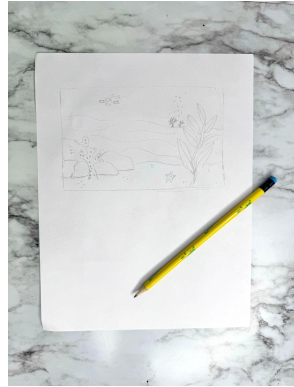
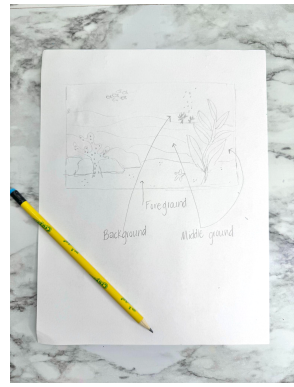



	<p>asked to identify the different aspects and characteristics of identifying these layers in a piece of art and why they are important to the composition.</p> <p>Students will draw an ocean themed drawing in their sketchbooks that illustrates all three layers in a drawing that show space: foreground, middle ground, and a background. The drawing should include many different ocean themed elements.</p>
2-3	<p>Students will use construction paper or painted papers (these can be left over scraps or remnants) to create their torn paper ocean landscape. Students may draw directional lines, designs, or patterns on their papers if using construction paper to create more interest in their collage artwork. If using painted papers students could use papers that have painted designs or multiple colors to create interest. Students will spend several days working gathering their papers, drawing or painting their papers in correct colors, and drawing out an interesting composition.</p> <p>Optional: Students could use magazines to tear out their colors for their composition. If you use magazines, the teacher could discuss recycling, reusing, and repurposing with the students.</p>
4-7	<p>Students will get a white sheet of paper and start to assemble their collage together. The teacher will encourage the students to not glue down the pieces to their collage but work with the layers of their composition, editing the layout, and adding ocean elements to make their piece interesting. Gluing down layers and elements to the collage should only be done when students have had time to edit and refine their artwork with the assistance of their peers in feedback and with the teacher.</p>
5	<p>While students are working on their final composition, conduct a mid-project critique and feedback. Students can display their artwork and get feedback on their work. The teacher will encourage students to give positive and productive feedback to the students.</p>
8	<p>Optional: During the last class of the project students will have an art critique. During the art critique students will put their art out for student viewing. Students will view all the artwork in the class. When they are finished they will complete a short statement about their own artwork. This statement could be a complete artist statement, a few sentences describing their artistic process, or ways in which they completed the assignment that followed all guidelines. The students will also complete a statement about the artwork of another artist in the class following the same format as their own. This statement will</p>








be given to the other artist as feedback. As the teacher, make sure that students keep the statements positive and productive.

Steps for the Lesson

Step	Directions	Image
1	The teacher will introduce artworks that show foreground, middle ground, and background to the students. The teacher will draw an illustration for students to label and identify the spatial elements of a composition.	
2	Students will draw in their sketchbooks an ocean themed drawing that illustrates and shows clearly foreground, middle ground, and a background. Students should also include elements in their drawing that are cohesive to the ocean to show space in their drawing.	
3	The students will work on gathering papers - papers can be recycled, magazine, painted papers, or construction paper. If students use plain colored paper they can draw with markers on their papers directional lines, designs, or patterns to create a more interesting, intriguing composition. Students will tear the papers	

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	for the pieces of their collage that shows an ocean theme and displays a foreground, middle ground, and background. Students may add extra ocean elements to their collage such as coral, marine life, etc.	
4	Students will work with the pieces of their collage to create an interesting composition that has elements in the foreground, middle ground, and background. The students should play with their pieces, arranging them in many different positions. The teacher will encourage students to not glue anything down until after they have worked on the final composition and received feedback on their work.	 
5	Mid-project students will display their work at their tables and receive feedback on how to edit and refine their composition. Students and the teacher will participate in the critique and the teacher will encourage students to keep the feedback positive and productive.	
6	When students have finalized their composition they will glue down all elements to their white paper. The white paper should be fully covered with their collage pieces.	

		<div>Alternative magazine collage example:</div> <div></div>
7	Optional: Students will have an art critique and complete an artist statement or critique about their own artwork and the artwork of others.	<div>Name _____ Class _____</div> <div>Art Critique</div> <div>Artist name: _____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>-----</div> <div>Artist name: _____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>-----</div> <div>Artist name: _____</div> <div>_____</div> <div>_____</div> <div>_____</div>