

JEREMY JONES INSPIRED ASSEMBLAGE ART

<p>TOPIC/CONCEPT/THEME: Assemblage Art; Jeremy Jones</p>	<p>NATIONAL VISUAL ARTS STANDARDS: VA:Cr1.1.1a VA:Cr1.2.2a VA:Cr2.2.5a VA:Cr2.3.2a VA:Cn10.1.2a</p>	<p>NCSD FPA CURRICULUM OUTCOMES: A2.3.1 A2.3.4 A3.1.5 A3.2.1 A4.1.3 A4.4.4</p>
<p>LEARNING OBJECTIVES: Students will be able to:</p> <ul style="list-style-type: none"> -Enhance appreciation and understanding of arts -View and experience the work of professional artist Jeremy Jones in a gallery setting -Have an artist conversation about Jeremy Jones artwork -Define assemblage art in age appropriate terms -Create a one of a kind assemblage art piece inspired by the work of Jeremy Jones 	<p>VOCABULARY: Jeremy Jones: is an artist originally from Casper who now lives and works in MN. His work is a combination of 2D and 3D and is inspired by his role as a dad and the daily life of his family Assemblage: a type of art similar to collage but created using both 2d and 3d elements</p>	<p>CLASSROOM PREP:</p> <ul style="list-style-type: none"> -gather materials for assemblage (wood, paper, beads, small toys, magazines, newspaper, books, etc) -layout assemblage materials on a table for easy access -prep bases (5x5 masonite boards) -prep glue station (have various types of glue available on the hot glue table) -print Gallery Scavenger Hunt lists (one for each student) -have glitter box available
	<p>MATERIALS:</p> <ul style="list-style-type: none"> -scavenger hunt lists -pencils -small masonite board (5x5) -assemblage materials <ul style="list-style-type: none"> -wood -books -small toys -beads -magazines -old crayons -yarn -other random items/materials -glitter -gule (modge podge, elmer's glue, wood glue, hot glue, E6000) -scissors 	<p>MOTIVATION: Introduce and view works by the artist Jeremy Jones. Jeremy Jones is an artist originally from Casper who now lives and works in MN. His work is a combination of 2D and 3D. Although he does not label his art, his work can mostly be considered assemblage. Assemblage art is a type of art sort of like collage but instead of just being flat it combines 2D and 3D elements. His work is inspired by his role as a dad and the daily life of his family. Each piece is sort of like a picture he takes to remember a special time or moment. Next, explain that students will be going on a scavenger hunt! Give each student a scavenger hunt list (appendix 1) and a pencil. Allow students to look around for a couple of minutes and try to find all of the things on the list, marking them off as they find them. There is more than one piece that would work for each item on the list. Once they have finished, have them gather in one area and talk about the art.</p> <ul style="list-style-type: none"> -What pieces did you find items on the list in? Batman, polka-dots, etc... -As you looked around, what piece was your favorite and why? -Do or did you ever have any of these toys or similar toys? -Do any of the pieces make you think of a memory or specific moment of time? -Do any of you not like the artwork? Why? <p>***BONUS activity: pull up the drawings that go with the sculptures on the shelves and show several! Explain that the drawings were done by the artist's children and then he turned them into 3D sculptures!!! SO COOL!</p>

PROCEDURES:

Once back in the classroom show the project example and explain that each student will be making their own piece of assemblage art inspired by the work of Jeremy Jones!

-Jeremy's work is inspired by everyday life and each piece is sort of like a picture he takes to remember special moments. I want you all to choose a memory that is special to you or choose something that you love to do as inspiration for your piece.

-what is the memory or activity? EX: mountain biking with my family

-What things remind you of the memory? (colors, smells, sounds, etc...) Fall colors, dirt paths, cool air, bike gears, trees

-What do you need in order to do the thing you love? The mountains, bikes, helmets, baby carrier...

1. To begin each student will need to gather some material to cover or collage the base of their piece

-they may choose to cover their boards with paper, magazine images, newspaper, or other flat materials

-the board should be completely covered in order for the piece to have a finished look

-the items they choose to cover their board with should be inspired by their memory or activity (images of things that remind them or the memory or colors they associate with it)

2. Once they have their collage material gathered they will need a piece of masonite board and some glue (Elmers or mod podge)

-students will begin covering their boards with their collage material using glue (Elmers or mod podge should work)

3. After their boards are covered they may go back to the materials table and begin choosing various items that will enhance their piece and represent their memory or activity

-students may need to alter or combine different items to create new things

-students will need to arrange all of their 3d elements how they want them on the board before they start to glue

4. Toward the end of class (last 10 minutes) have students clean up

-(place unused materials back on the materials table, place any garbage in the trash, make sure glue caps are back on, tables are clean, place their finished piece on a table (all pieces on one table))

5. Have everyone gather around to look at each other's work!

-allow each student (if they want to) to briefly explain what memory or activity inspired their art and how the items/images on their piece represent that memory or activity



Jeremy Jones Scavenger Hunt

- Batman
- Balloons
- Pacifier
- Hand Sanitizer
- A Toy Car
- Something with Polka Dots
- An Animal
- Legos
- A Pez Dispenser

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