Encaustic Collage Project

Collage (From the French: coller, to glue) is a work of formal art, primarily in the visual arts, made from an assemblage of different forms, thus creating a new whole. This term was coined by both Georges Braque and Pablo Picasso in the beginning of the 20th century when collage became a distinctive part of modern art.

An artistic collage work may include newspaper clippings, bits of colored or hand-made papers, portions of other artwork, photographs, and such, glued to a piece of paper or canvas.

Techniques of collage were first used at the time of the invention of paper in China around 200 BC. The use of collage, however, remained very limited until the 10th century in Japan, when calligraphers began to apply glued paper, using texts on surfaces, when writing their poems.

The technique of collage appeared in medieval Europe during the 13th century. Gold leaf panels started to be applied in Gothic cathedrals around the 15th and 16th centuries. Gemstones and other precious metals were applied to religious images, icons, and also, to coats of arms.

You will create a collage using hot wax as a new, more abstract painting medium. Through using the elements and principles of design you will create a collage around a specific theme of your choosing using a variety of textural and visual imagery to support your intended theme/message.


STEP TWO: BRING old color magazines (to be cut up) or research images on-line and print off source images to use later in your collage.

STEP THREE: READ the following handout-outlining the step-by-step process of encaustic collage painting.

STEP FOUR: CREATE your collage slowly by experimenting with different arrangements of your visual and textual imagery. CONSIDER: Variety in your choice of visual and textual imagery. Does your final image show a sense of clarity in visually depicting your chosen theme? Fill out your Artistic Statement Sheet as you are creating your work.

STEP FIVE: REFLECT Answer the following questions and hand them in with your completed work.
1. What part of your finished work did you find most successful and why?
2. What part of your finished work did you find least successful and why?
3. If you had to do this project again, what part would you change or improve on and why?

Name: __________________
Encaustic Collage Process – Step by Step

Step One
Use the wax/microcrystalline mixture in the crock-pot and paint your piece of cardboard with the wax. Only paint one layer.

Step Two
Cut out interesting shapes of the tissue paper, or pictures from magazines. Try arranging them in dynamic ways, remembering the elements and principals of art.

Step Three
When you want the paper to stick to your piece of cardboard, you can either paint it with hot wax, or you can use a piece of parchment paper and an iron to make it bind.

Examples

Encaustic Collage Painting Rubric

Name:
A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and

<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of the elements &amp; principles of design in the collage (e.g., colour, rhythm, line, shape) Visually expresses a chosen theme</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the collage. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the collage. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the collage. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the collage. 1</td>
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<thead>
<tr>
<th>Thinking/Inquiry</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depicts a chosen theme using textural and visual imagery &amp; incorporates symbolic imagery</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student depicts a theme using textural &amp; visual imagery &amp; symbolic imagery with limited effectiveness. 0.25</td>
<td>Student depicts a theme using textural &amp; visual imagery &amp; symbolic imagery with some effectiveness. 0.50</td>
<td>Student depicts a theme using textural &amp; visual imagery &amp; symbolic imagery with considerable effectiveness. 0.75</td>
<td>Student depicts a theme using textural &amp; visual imagery &amp; symbolic imagery with a high degree of effectiveness. 1</td>
</tr>
</tbody>
</table>

| Communication Clarity: Discusses artistic textural and visual imagery in the artistic statement | Work does not meet assignments expectations for this category. Incomplete. 0 | Student discusses textural & visual imagery in the artistic statement with limited clarity. 0.25 | Student discusses textural & visual imagery in the artistic statement with considerable clarity. 0.75 | Student discusses textural & visual imagery in the artistic statement with a high degree of clarity. 1 | Student discus |

| Explains use of symbolic element(s) & collage techniques in the artistic statement | Work does not meet assignments expectations for this category. Incomplete. 0 | Student explains symbolic element(s) & use of collage techniques in the artistic statement with limited clarity. 0.25 | Student explains symbolic element(s) & use of collage techniques in the artistic statement with considerable clarity. 0.75 | Student explains symbolic element(s) & use of collage techniques in the artistic statement with a high degree of clarity. 1 | Student explains symbolic element(s) & use of collage techniques in the artistic statement with considerable clarity. 0.75 |

| Reflective Questions: Strength, Weakness & Next Step | Work does not meet assignments expectations for this category. Incomplete. 0 | Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5 | Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8 | Student demonstrates a high degree of using the elements & principles of design and collage techniques to produce an effective art work. 5 | Student demonstrates a high degree of using the elements & principles of design and collage techniques to produce an effective art work. 5 |

| Application Creative Process: Creative Process: Demonstration of Skill Development & following procedures including Clean Up | Work does not meet assignments expectations for this category. Incomplete. 0 | Student demonstrates limited use of the elements & principles of design and collage techniques to produce an art work of limited effectiveness. 1 | Student demonstrates considerable use of the elements & principles of design and collage techniques to produce an art work of considerable effectiveness. 3-4 | Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 5-6 | Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 5-6 |

| Uses elements & principles of design and collage painting techniques to produce an effective artwork (shape, color, line, etc.) | Work does not meet assignments expectations for this category. Incomplete. 0 | Student demonstrates limited use of the elements & principles of design and collage techniques to produce an art work of limited effectiveness. 1 | Student demonstrates considerable use of the elements & principles of design and collage techniques to produce an art work of considerable effectiveness. 3-4 | Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 5-6 | Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 5-6 |

A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;
A1.1 use various strategies, individually and/or collaboratively, to generate, explore, and elaborate on ideas and to develop and revise detailed plans for the creation of artworks that address a variety of creative challenges (e.g., use brainstorming, concept webs, and/or groups discussions to formulate original ideas for thematic works and/or works of personal expression; use research and discussions with a partner to explore and elaborate on ideas; use diagrams, notes, and/or outlines to help them formulate detailed plans for the art work; revise their plans on the basis of reflection)
A1.2 apply the appropriate stages of the creative process to produce and revise two- and three-dimensional art works using a variety of traditional and contemporary media (e.g., explore, experiment with, and refine their use of a variety of media; choose a medium/media appropriate for their planned art work; reflect on the effectiveness of preliminary versions of their work; revise their art work on the basis of reflection and useful feedback)

A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to communicate, information, and/or messages;
A2.1 explore how elements and principle of design can be used to convey emotion and enhance personal expression, and use a combination of these elements and principles to create two- and three-dimensional art works that express personal feelings and communicate specific emotions to an audience (e.g., explore how variations in line, value, form, proportion, and emphasis can be used to convey various emotions; adapt their findings to enhance expression in their art work)

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and
demonstrate an understanding of a variety of ways of presenting their works and the works of others.

A3.2 explore a range of traditional and current materials, technologies, techniques, and tools used by visual artists (e.g., Claude Monet’s use of optical colour mixing; Andy Warhol’s use of silkscreens; George Segal’s use of plaster bandage; Jean-Paul Riopelle’s use of a palette knife for impasto application of paint; Daphne Odjig’s use of interconnecting black lines), and adapt and apply them to create original art works

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B1.1 analyse their initial response to art works (e.g., describe their initial reaction to an art work and determine which specific aspects of the work and their personal experience led to their reaction)

B1.2 deconstruct the visual content and the use of elements and principles of design in their own art work and the work of others (e.g., identify individual elements and principles and aspects of the visual content in an art work, interpret their function, and analyse how the artist has manipulated them to create impact, emphasis, mood, movement, and meaning; compare The Abduction of the Daughters of Leucippus by Peter Paul Rubens to the cover of a contemporary comic book about an action hero, with reference to the artists’ use of colour, line, shape, value, balance, and emphasis)

B1.3 explain, with reference to particular works, both historical and contemporary (e.g., J. M. W. Turner’s Rain, Steam, and Speed: The Great Western Railway; Maya Lin’s Vietnam Veterans Memorial), how knowledge of an art work’s cultural and historical context, achieved through research, has clarified and enriched their understanding of the work’s intent and meaning

B1.4 describe and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works, using a variety of criteria (e.g., the works’ ability to convey a message or emotion; their technical merit; their stylistic qualities; the use of technique and successful manipulation of media/materials; the connection between form and message)

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

C1.1 demonstrate an understanding of the elements and principles of design, and use terminology related to these elements and principles correctly and appropriately when creating or analysing art works (e.g., when describing how they have used elements and principles in a sculpture to convey a sense of movement)

C1.2 explain terminology related to a variety of techniques, materials, and tools (e.g., additive and subtractive techniques, blazing, gesso, intaglio, layering, palette knife, scumbling, transfers, single-lens reflex [SLR] cameras, software used to edit digital photographs), and use this terminology correctly and appropriately when creating, analysing, and/or presenting art works

C1.3 using appropriate terminology, explain the creative process and describe in detail the critical analysis process, with particular reference to the role of deconstruction in the latter process

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;

C2.1 demonstrate an understanding of a wide variety of techniques that artists use to achieve a range of specific effects (e.g., techniques used to create the illusion of depth and perspective and to create texture on different surfaces; the use of additive and subtractive sculpture, layering, positive and negative space, and relief to create effects)

C2.2 demonstrate an understanding of a variety of conventions used in visual arts (e.g., allegory, expressive exaggeration, juxtaposition, synectics; conventions associated with heroic, narrative, naturalistic, propaganda, realistic, and satirical art), and explain how they are used in different types of art works

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.

C3.2 demonstrate an understanding of health and safety issues and conscientious practices associated with the use of materials, property, techniques, tools, and technologies in visual arts (e.g., the appropriate use of aerosol products, utility knives, printing presses, electrical tools, computers; an awareness of appropriate precautions to take when exposed to physical and chemical hazards), and apply these practices when creating and/or presenting art works
Artistic Statement Template

Artwork Title: ________________________________  Chosen Theme: ________________________

A) Use of textural and visual imagery in work:

B) Use of symbolic element(s):

C) Collage techniques used in my work and how they support my intended visual message: