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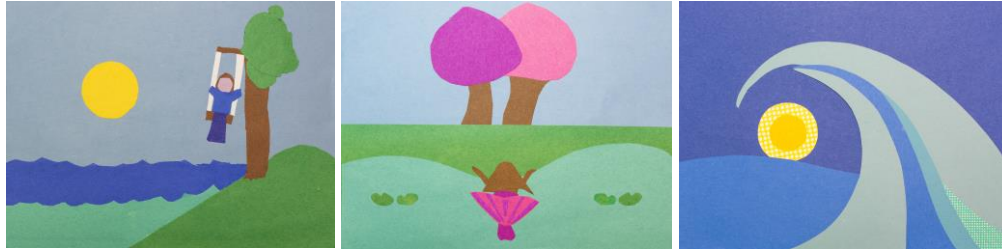
# 5<sup>th</sup> Grade LWSD Art Docent Project: Composition Collage

## Element of Art: Space

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**Objective:** to create a collage that follows the rule of composition known as the **rule of thirds**, encouraging students to focus on how they distribute shapes in the **space** of their artwork.

**Artistic Influence:** Local photographer Audrey Guidi ([www.audreyguidi.com](http://www.audreyguidi.com))



### Elements of Art:

Space

### Materials:

- **9"x 12" construction paper in all available colors**
- **Origami paper, rice paper, patterned paper or any other kind of scrap paper you can find**
- **8 ½" x 11" transparencies printed with the rule of thirds, diagonal guidelines or the golden spiral** (templates at end of this doc)
- **Scissors**
- **Glue sticks**
- **Baby wipes**

### Instructions and notes:

1. It is helpful to have construction paper backdrop color options sorted on a side table for students to choose.
2. You can buy plastic transparencies that can be sent through a photocopier or inkjet printer or simply draw guidelines on overhead transparencies with black Sharpies. 2 students may share 1 transparency.
3. Students just need one pencil to write their names. Put away all crayons and markers to eliminate the temptation for students to spend time coloring instead of cutting out shapes.
4. To use less paper and expedite setup, prepare baskets with smaller sized scraps of paper in a variety of sizes, textures and colors. Have student desks arranged in clusters, and place one basket at each cluster of desks.
5. Go through the slides, focusing on how major elements are arranged in the space of each photo's frame.
6. Pause on slide 41, have students choose their backdrop paper and a transparency with the rule of composition they wish to follow, then begin their cutting and arranging.
7. Students may create a realistic or abstract scene, all colors, shapes and ideas welcome, as long as they follow the **rule of thirds or lateral symmetry or golden spiral**.
8. Remind students not to cut or glue the plastic transparencies, so that they may be reused in other classes.
9. Remind students to start with 2 or 3 major shapes and to look through their transparencies to help them arrange their shapes under the black guidelines.
10. Do not hand out glue until you or another parent volunteer has reviewed each student's arrangement through the transparency guidelines, suggesting slight adjustments if they are not following the rule.
11. When students finish, ask them to clean up their space and pick up scraps of paper from the floor.
12. Remind them to tightly cap all glue sticks.
13. Distribute parent information page for students to take home, and print an extra page to post on your bulletin board with the finished art. See following page.
14. Please complete the brief [LWSD Art Docent Program Feedback Survey](#) for this lesson.
15. Thank you for supporting our elementary students' visual arts education.

## LWSD Art Docent Project: Composition Collage

The goal of this 5<sup>th</sup> grade lesson was to compare three common rules of composition in photography and art and to help students explore ways to arrange shapes in space.



Yodobashi Camera, Tokyo, Japan  
© 2001 Audrey Guidi



Tomb of Akbar the Great, Agra, India  
© 2006 Audrey Guidi



Arches National Park, Utah  
© 2007 Audrey Guidi

### WA State Visual Arts Standard

Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making. (VA: Cn10.1.5)

In this composition lesson taught by volunteer art docents, students observed examples of the **rule of thirds**, **lateral symmetry** and the **golden spiral** in the photography of local photographer Audrey Guidi.

Students then chose plastic transparencies printed with rule of thirds gridlines, symmetrical, diagonal guidelines, or the golden spiral, (shown in white or black over the photos to the left). These transparent guides helped them follow these popular rules of composition as they cut and arrange paper collage shapes in the **space** of their own creation.

Creative use of colors and shapes was encouraged, with the option of creating a realistic scene or an abstraction, so long as the chosen rule of composition was followed.

The development of this Lake Washington School District art docent lesson was made possible by a grant from the Lake Washington Schools Foundation.

