

**Name:** Nicole Stabile

**Enduring Idea:** Artists use mixed media to express feelings, stories, and imagination.

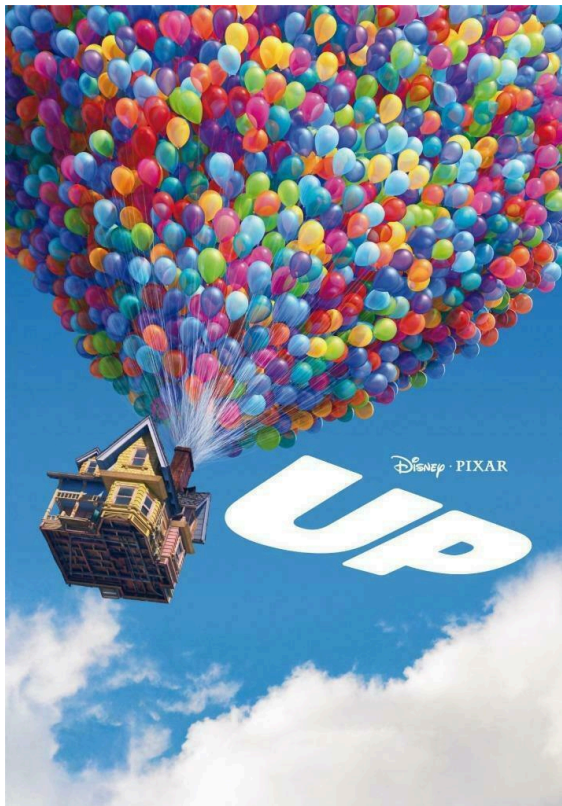
**Lesson Title:** Up, Up, and Away! Mixed Media Collage Inspired by Pixar's *Up*

**Age:** 5-6 years old

**Time Allotment:** 1 class period, approximately 3 hours long

## Lesson Plan Overview

1. Lesson Summary: Students will explore mixed media by creating a colorful collage inspired by the floating house in Pixar's *Up*. Using watercolor for the sky, construction paper for the house, and pom-pom–stamped tempera balloons, students will create a layered artwork full of color and imagination.
2. Rationale (The Why): This lesson helps students understand that artists can combine different materials to tell visual stories. Students practice creative decision-making, fine motor skills, and imagination while learning to express emotion through color and composition.
3. Artworks, Artists, and/or Artifacts:
  - Film Inspiration: *Up* (2009), Pixar Animation Studios



#### 4. Key Concepts:

1. Mixed media combines different materials in one artwork.
2. Artists use color and texture to express feelings and ideas.
3. Art can tell a story inspired by characters, places, and imagination.

#### 5. Essential Questions:

1. How do artists choose which materials to use?
2. How can color and texture show feelings or ideas?
3. How can art tell a story, just like a movie?

#### 6. Standards:

- VA:Cr1.1.Ka — Engage in exploration and imaginative play with materials.
- VA:Cr2.1.Ka — Through experimentation, build skills in various media and approaches to art-making.
- VA:Re7.2.Ka — Describe what an image represents.
- VA:Cn10.1.Ka — Create art that tells a story about a personal or imagined experience.

#### 7. Interdisciplinary Connections:

- Literacy: Storytelling and recalling story details from *Up*.

## Objectives

1. Students will identify mixed media and name the materials used (watercolor, construction paper, tempera paint, pom-poms).
2. Students will create a collage using at least three different media, demonstrating cutting, gluing, painting, and stamping techniques.
3. Students will show curiosity and enthusiasm while making creative choices; demonstrate persistence and pride in their artwork.

## **Assessment**

Pre-Assessment: Class will have a quick discussion looking at materials on the table. The teacher will ask “What materials do you recognize on the table? Have you used any before?” The teacher observes prior knowledge of materials.

Formative Assessment: Teacher circulates with the room noting students ability to handle tools safely, their engagement in the process, and their understanding of sequence: watercolor → house collage → balloon stamping. The teacher will also perform verbal check-ins like, “tell me about what you’re adding next.”

Summative Assessment: Students will complete their artwork and tell the teacher what their favorite part was to complete and why.

## **Instructional Procedures**

### **Engagement/Hook:**

Students will gather together on the floor. The teacher will play a clip from the Pixar movie, “Up”, where the house releases the balloons, lifts up, and flies away. The teacher will then ask, “How do you think the house floats? What do you notice about the sky? The balloons? The colors?” The teacher will reveal the project and show an example of what the students will be making.

### **Development: Part 1 - Watercolor Sky Background**

Before going back to their seats, the students will gather around the demo table. The teacher will then give a quick demonstration on watercolor technique, showing how to add light washes of color to create a soft sky. Students then paint their own skies, using large brush strokes and exploring how the colors blend. During this time, the teacher will support students as needed, reminding them about proper brush-rinsing habits, and ensuring materials are being used safely. When finished, students set their papers aside to dry while preparing for the next stage.

### **Development: Part 2 - Construction Paper House Collage**

Once their backgrounds are drying, the teacher will demonstrate how the house can be built from simple geometric shapes such as squares, rectangles, and triangles. Students will watch as the teacher models tracing, cutting, arranging, and gluing pieces together using “dot, dot, not a lot” glue application. Students will then begin creating their own houses by choosing construction paper colors, cutting out shapes, arranging them together, and gluing them together once they are satisfied with their composition. The teacher will move around the room offering guidance, helping students manage scissors safely, and encouraging thoughtful choices about shape and placement. Once their backgrounds are dry, the students will glue their collage houses on.

### **Development: Part 3 — Pom-Pom Balloon Stamping with Tempera Paint**

The teacher will then introduce the final technique by showing how to clip a pom-pom into a clothespin to create a simple stamp. Students observe how dipping the pom-pom into tempera paint and pressing it onto the paper creates circular balloon shapes. The students will then

begin stamping groups of balloons above their collage houses, experimenting with color and placement to create a lively cluster. The teacher will remind students to leave space for many balloons, just like in the movie. Once the paint is dry enough, students will draw thin lines with a marker to connect the balloons to the house, completing the floating effect.

### **Culmination / Close**

To conclude the lesson, the students will gather together for a brief reflection circle. Each child is invited to share their favorite part of the project or describe something they learned about using different materials. The teacher will reinforce the concept of mixed media by reviewing the three techniques used in the artwork: watercolor painting, paper collage, and pom-pom stamping. The class ends with a short gallery walk around the room, allowing students to admire each other's creations and celebrate their completed work. Clean-up takes place after this closing activity.

### **Preparation:**

#### 1. Teacher Research and Preparation:

- <https://www.youtube.com/watch?v=xVgxeuK7i90>

#### 2. Supplementary Materials:

- Up Movie Poster for students to reference

#### 3. Student Supplies:

- 9x12 watercolor paper
- Watercolor sets + large brushes
- Water cups and paper towels
- Construction paper in multiple colors
- Pencils and erasers
- Crayola Marker
- Scissors
- Glue sticks
- Various sized Pom-poms
- Clothespins
- Tempera paint
- Paper plates
- Black fine-tip marker for balloon strings