



Yearlong Objectives

- Express oneself in words and art.
- Work as an ensemble.
- Understand the power and importance of uniqueness.

Essential Questions

- What is a conflict?
- What are the four types of conflict?
- Where do conflicts take place?
- How can I use watercolor pencils to create a composition?
- How do people react to conflict?

Lesson Objectives

- Create collage characters.
- Understand the five ways people deal with conflict.
- Understand that conflicts are a necessary part of life, and that conflicts might lead to uncomfortable emotions.

National Arts Standards

- Formulate an artistic investigation of personally relevant content for creating art. *(VA:Cr1.2.6a)*
- Design or redesign objects, places, or systems that meet the identified needs of diverse users. *(VA:CR2.3.6a)*
- Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work. *(TH:Cr2-6.b)*



Materials needed

Five conflict styles written on slips of paper (so that each group can have one), watercolor setting from Lesson 4.1, watercolor pencils, cups of water, paintbrushes, scraps of watercolor paper, scissors, glue sticks, conflict organizer



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *conflict, resolution, unique*

Visual Arts: *watercolor, collage*

Theatre: *ensemble, characters, setting*



Warm-Up Phase (15 minutes)

Circle: Open-ended question: *What was a great outing or trip you took? It could be just a trip to a store, or maybe a trip far away. Who was you with? What did you do?*

Optional follow-up question: *How are you feeling right now? Use an emotion word and explain why.*

Team-building game: Zip Zap Zop, Level 2 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Access prior knowledge. Ask students to work as a table group to see if they can remember and describe the four types of conflict. Write the four types of conflict on the board (within people, between people, within groups, and between groups).
- Introduce new concept. *People can deal with conflicts in a number of different ways. Remember, conflicts are not bad. Conflicts are an important part of life. What is important to focus on is how conflicts are dealt with. There are five ways people deal with conflicts.*
- Write the _____ on the board:
 - **Avoiding:** Issue and relationship both are both treated as insignificant.
 - **Accommodating:** Relationship is treated as more important than the issue.
 - **Forcing:** The issue is treated as more important than the relationship.
 - **Compromising:** Cooperation is treated as important (give a little, get a little); the relationship may be treated with more weight.
 - **Collaborating:** Relationship and issue are both treated as equally important (takes more time).
- Give each table group or pair one of the conflict styles written on a sheet of paper. Have them discuss a scenario in which this conflict style might be used, and how it might look. *For example, if you get the conflict style “accommodating,” you might describe a scenario in which two friends both want to use the same purse before going out for the night. If one friend lets the other use the purse without expressing her feelings because she doesn’t want her friend’s feelings to be hurt, she is accommodating. Her relationship with her friend is more important than her own feelings around the issue.*
- Introduce art concept: watercolor collage. *We used watercolor pencils last time. This time, we will be creating color blocks with watercolor pencils and transforming them into collages.*
- Review the definition of _____.
- Introduce theatre concept: _____. *Last time we were together we created a setting where a conflict can take place. In this class, we will create characters that might engage in a conflict, and use collage skills to add them to our settings. Characters are the people in a story.*

Keep in Mind

- Go over norms for an art space. *Art space needs to be safe, respectful and calm. What needs to happen to ensure everyone feels that way?*
- Talk about making mistakes. *What happens if you make a mistake while you’re working in watercolors?*
- Describe the importance of supply care. *It is easy to push too hard with these pencils, or to feel the impulse to get them wet. Why is it important that we use these supplies only the intended way?*



You Do (55 minutes)

The project, step-by-step

- Use scraps of watercolor to create color blocks with watercolor pencils.
 - To create a color block: Add a thick scribble of watercolor pencil to the watercolor paper. Dip a paintbrush in water and paint over the watercolor pencil in order to spread the pigment. The outcome can take any shape you want. This is your color block.
- Cut color blocks into shapes that might make up the parts of a character. A brown color block, for example, could be cut into a circle to create a head. A blue color block could be cut into the shape of a shirt.
- Attach color blocks to create collage characters that might exist in the setting created in Lesson 4.1.
- Create at least two characters.
- Attach the characters to the setting watercolor created in Lesson 4.1 to complete the collage.
- Imagine a conflict that might take place between the characters, and write a description of the conflict on the attached conflict organizer.

Extensions: Write a play-style dialogue to go along with your collage.

Closure: Have students share their work with a partner. Have each partner ask one follow-up question about the conflict style they wrote about.

Optional Writing Prompt: What conflict style do you feel you use the most?



Big Picture

Next time we'll talk about the possible outcomes of a conflict.

Name: _____

Conflict Organizer

Character 1's Name:

Character 2's Name:

Other Characters' Name(s) (optional):

Setting:

What is the conflict in this story?

How does Character 1 deal with the conflict?

What conflict style is this? (Avoiding, Accommodating, Forcing, Compromising, Collaborating)

How does Character 2 deal with the conflict?

What conflict style is this? (Avoiding, Accommodating, Forcing, Compromising, Collaborating)

How do the other characters deal with the conflict (optional)?