

Katie Romanic

Miller South Teacher: Adrienne Kalaitides

Grade Level and Subject Area: 6th grade Social Studies

Lesson Title: Plastic Petals

Integrative Lesson Aspects:

Although recycling has long been a societal issue regarding its impact on the environment, it still continues to play a significant role in our ecosystem today. Since the evolution of the now more popularized process upcycling, the transformation of one useless object into something of greater value and purpose, more people have become aware of their consumption habits in relation to the planet's health and their own ecological footprint. Educating students about upcycling will encourage them to make more informed decisions regarding their waste as well as spark creative thinking abilities by inspiring students to look at objects in their own lives in a new light. Giving students specific statistics regarding the problems caused by a lack of recycling will help further their understanding in terms of realizing how they may contribute to solving the problem.

Upcycled art also greatly appeals to students because of its capacity to closely relate to students' lives. Often times the objects used in upcycled art are some of the most seemingly mundane items that naturally occur in our everyday's lives, so it is often a less abstract concept for students grasp than perhaps creating a drawing purely from imagination. In this manner, students have a starting point for their own works of art.

Objectives:

Cognitive:

1. Critical Inquiry: Students will critically examine examples of upcycled artworks, specifically Spiral Island by Richard Sowa, to reveal the concept of upcycling, giving objects a new purpose and greater value.
2. Historical Inquiry: Students will discover the difference between recycling and upcycling, as well as how the popularization of upcycling in recent years can positively influence the environment.

Affective:

3. Students will unveil the concept of upcycling through the study of example artworks including Spiral Island by Richard Sowa as they relate to the socially transformative aesthetic stance.

Studio Inquiry:

4. Students will construct their own flower by making use of plastic bottles, scissors, and Sharpie markers.
5. Students will create their flowers made from plastic bottles using color and form as the two main elements and principles of design that will guide their constructions.

Standards:

4PE: Connect selected ideas, concepts and processes used in visual art with those used in other disciplines.

5PR: Engage in visual problems of personal or social relevance showing focus and persistence to complete the task.

2RE: Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary.

Constraints:

Students will be introduced to the concept of upcycling as well as upcycled art during one class period, and they will each construct their own flower from a plastic bottle and colored Sharpie markers during a second class period.

Materials:

- Prezi presentation
- Plastic bottles
- Scissors
- Sharpie markers
- Pipe cleaners and/or string to attach flowers

Activities:

- First, students will view a Prezi presentation that explains the difference between recycling and upcycling, why upcycling is important, offers examples of upcycled artworks, and lists statistics regarding the problem with the existing consumption use of plastic bottles. This will ideally spark a conversation among students about what they can do to become a part of the solution.
- Students will be shown a demonstration of how to cut the shape of their flower, how to fold the petals to stick out, and how to use the Sharpie markers to add color, shapes, and patterns directly to the water bottle.
- The finished flowers will be strung together and/or grouped together to form arrangements that may be displayed somewhere within the school.