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Lesson Title: Most peoples' trash is an artist's treasure

Age of students: 11-17 year olds

Length of lesson: 1 1.5 hour session

Lesson Focus: Students ages 11 to 17 are making a transition from creating works based on imagination to more mature and expressive works. Socially speaking, students at this age are very concerned about the opinions of their peers, and they can sometimes struggle to find the balance between their social self and their actual self. Artistically speaking, it is essential for students at this age to be experimental in both techniques and materials to further their own personal development and growth as artists. Because they are learning to think more abstractly, they can view artworks with a more expressive eye, and they become interested in altering reality or portraying things from various vantage points (Kerlavage, 1997). The concept of repurposing trash or discarded found objects is perfectly applicable to students at this age as its very essence involves the experimental process of transforming trash into objects of aesthetic beauty. This process will force students to see things in their world much differently and cause them to question the potential uses for various objects. Tyree Guyton's work, *Dotty Wotty House* (2003), will greatly appeal to students because of its extreme experimental and adventurous nature. Not only did Guyton's work in the Heidelberg project showcase the transformation of materials, but it also transformed a very rundown, abandoned area into a beautiful living outdoor gallery space. *Dotty Wotty House* (2003) is an enormously expressive and slightly abstract work, thus perfectly appealing to what students in this age and stage are seeking (Weston, 2003).

Integrative aspects: Because this lesson focuses so heavily on the transformation of trash to treasure, one of the easiest ways this lesson could be integrated with another subject would be to do a science lesson on recycling and the impacts on the environment. While recycling is commonplace among most communities, there are still a plethora of things human beings could do better to reduce the carbon footprint left on the environment.

Academic Language:

Two-dimensional – flat in space; only length and width

Three-dimensional – object has volume; has depth as well as length and width

Upcycling – process of converting waste materials and other useless objects into new materials of better quality that are better for the environment

Layering – to build things up to create a sense of depth

Repetition – an element or pattern that occurs over and over again in a piece of art

Lesson Objectives:

1. Critical Inquiry – Students will critically examine the artworks *Dotty Wotty House* (2003) by Tyree Guyton, *Amemo (Mask of Humankind)* (2010) by El Anatsui, and *Spiral Island* (2000) by Richard Sowa to uncover the theme of trash to treasure. HS Beginning 1PE
2. Art History Inquiry – Students will comprehend how Tyree Guyton's *Dotty Wotty House* (2003), El Anatsui's *Amemo (Mask of Humankind)* (2010), and Richard Sowa's *Spiral Island* (2000) convey the importance and limitless possibilities of transforming found waste materials into works of art. HS Beginning 4PE

3. Aesthetic Inquiry – Students will unveil the concept of transforming trash into treasure through the work of Tyree Guyton’s *Dotty Wotty House* (2003), to appreciate how Guyton sheds light on the concept trash to treasure through a socially transformative aesthetic stance. HS Beginning 4PE
4. Studio Inquiry – Students will create a playful creature bank out of a plastic water bottle to reflect how trash can be transformed into treasure using plastic bottles, bottle caps, cardboard packaging, newspaper, magazines, and other various waste materials. HS Beginning 1PR
5. Studio Inquiry – Students will create their bank through transforming trash to treasure using layering and repetition as the elements and principles of design, which will guide their construction. HS Beginning 2PR

#### Studio Standards:

- Plastic bottle bank must stand up on its own
- Bank must exhibit a sense of layering
- Bank must contain repetition of a pattern or shape
- Must include both two-dimensional and three-dimensional pieces
- Bank must use at least two different materials

#### Evaluation Criteria and Procedures for Objectives 1, 2, and 3:

I plan to evaluate the content of objectives 1, 2, and 3 by playing a review game at the conclusion of the lesson. I will know whether or not my students have learned the information based on how successfully they are able to take part in and respond during the review game. The review game will essentially center around passing a beach ball back and forth that has questions written on it. These questions will include things like asking about a vocabulary word for the day, asking about a particular artist’s work, and asking what their favorite artwork from the day is. These are just a few examples of the questions. When a student receives the ball, they must read whichever question is closest to their right thumb and answer it appropriately. This game will continue until each question has been asked at least once and everyone has had an adequate chance to speak.

#### Constraints:

##### Advanced preparations:

- Make all posters and visuals
- Make 3 copies of lesson plan
- Get artworks enlarged
- Read over my script a time or two
- Double and triple check that I have all my supplies and they are counted correctly
- Make things needed for motivation, critique, and review game

##### Equipment and materials:

- Model
- Artwork visuals
- Vocabulary posters
- 3 copies of lesson plan
- 10 plastic pre-washed water bottles with bottle caps hot glued on the bottom ahead of time to stand up

- Masking tape
- Pre-cut colored and patterned pieces of magazines
- Pre-cut pieces of newspapers
- A wide variety of wasted packaging materials
- 10 pairs of scissors
- 10 bottles of glue
- Beach ball with questions
- 10 Facebook Like buttons
- 10 idea generator sheets
- 10 pencils
- 10 papers for nametags
- 30 crayons for nametags
- Paper money for motivational activity

References:

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- Stodghill, R. (1997). Portrait of the artist as polka-dotter. *Time*, 150(8), 4.
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