

Katie Romanic

New York Lesson Plan

Lesson Title: Upcycled Animals

Number of 50-minute class sessions: Two fifty minute class sessions

Lesson Focus

1. Age group and grade level: 8-10 year olds – Third or Fourth grade
2. Big Idea: One person's trash is another person's treasure; repurposed objects
3. How the Big Idea is relevant to students: The key topic of one person's trash being another person's treasure and repurposing objects will be relevant to students in this age group because it will force them think outside of the box as this is not a stereotypical or traditional means of art making. Students at this age are also quite interested in the life processes of plants and animals, making this an easy lesson to accompany a study of animals in science. Elementary students at this age also enjoy working three-dimensionally because it allows their artwork become more real, watching it come to life before their very own eyes (Clements & Wachowiak, 2010).
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Lesson Objectives

Cognitive

1. Students will examine Julie Parker's work *Ritual accumulations* (2011), Linda Dolack's work *Red Bull goblet and Diet Red Bull goblet* (2007), and Verena Sieber-Fuchs' work *Apart-heid* to uncover the message and portrayal of one person's trash being another person's treasure.
2. Students will use the three artworks, *Ritual accumulations*, *Red Bull goblet and Diet Red Bull goblet*, and *Apart-heid* as references for understanding how exactly one person's trash can become another person's treasure through the repurposing of objects and materials.

Affective

3. Students will analyze the works of Julie Parker, Linda Dolack, and Verena Sieber-Fuchs to uncover the idea of one person's trash being another person's treasure through an instrumentalist aesthetic stance.

Technical

4. Students will create their favorite animal through the process of upcycling and repurposing objects, using trash, recyclable materials, and various found objects.
5. Students will create their upcycled animal, making use of a variety of lines as well as an effective use of three-dimensional space.

Studio Standards

- Animal must stand up on its own (assuming it is an animal that stands)
- Water bottle base is covered with at least 2 layers of newspaper paper mache
- The painted animal body uses a good variety of line
- Animal makes good, effective use of its three-dimensional space – is painted/can be viewed from all sides
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Required Materials

- Visuals of artworks (*Ritual accumulations*, *Red Bull goblet and Diet Red Bull goblet*, and *Apart-heid*)

- A large amount of various sized plastic water bottles or pop cans (can be precut into smaller sections to save valuable class time)
- Masking tape
- Lots of torn pieces of newspaper
- Paper mache paste
- Paintbrushes
- Acrylic paint
- Elmer's glue
- Scissors
- Various wrappers, trash pieces, or magazine scraps for possible use in decorating/embellishing the animal

Assessment Criteria and Procedures for Objectives 1, 2, & 3

- My first objective mainly deals with the introduction and discussion of the three artworks. This objective is all about making the students understand these are upcycled and repurposed works of art and what it means exactly to create a repurposed or upcycled work of art. I will know when my students have learned this information when they can recognize that these objects, like many others in the world, are not what they first seem to be. These three artworks will teach them that art can be surprising, especially with how they are made. They will also teach students that some people treasure things and find uses for things others would never dream of.
- My second objective goes along with the first one, asking students to understand there are an unlimited number of possibilities when it comes to making artworks. They will learn that even things that many do not want or feel are useless can still be made into something beautifully artistic. I will know when my students have learned this idea when they are able to make connections to things they have seen or made themselves that are repurposed or upcycled. I will also know my students have learned this information if they begin to inquire about whether or not you could use certain things to make works of art, themselves. Learning will also be evident if students mention something they might like to use as a treasure in their own artwork.
- My third objective deals with the instrumentalist aesthetic stance in relation to the big idea. The instrumentalist aesthetic stance, of course, relates to art being a means of social change. Reusing and recycling are, in a way, social issues. Many students will already be aware of the importance and value of recycling, but they likely will not know what it means to upcycle or repurpose something. This lesson objective will teach students how they can apply the principles of reusing and recycling to their art. I will know my students have learned this when they show an interest in reusing objects within their artworks, and when they understand why it is important to repurpose and upcycle things when possible.

Studio Procedures

1. Start by making a form of an animal with water bottles, aluminum cans, or other throw away plastic containers and masking or packing tape. Before attaching the legs, fill the pieces with something to add weight, which will help to balance the animal. I did this by tightly stuffing pieces of newspaper in these pieces.

2. Cover the water bottle structure with at least two solid layers of paper mache with pieces of newspaper and paper mache paste. Use a paintbrush as needed to help smooth out any bubbles, creases, or wrinkles in the newspaper.
3. Allow the paper mached water bottle structures to dry thoroughly.
4. Use acrylic paint to cover any sections desired.
5. Add any wrappers, recycled materials, trash, or found objects for other body parts or as embellishments to the animals.

Work Cited

Clements, R. D. & Wachowiak, F. (2010). *Emphasis art: A qualitative art program for elementary and middle school*. (9th Edition). Boston, MA: Pearson Education.