



Teacher:

Class: 1-2 Class Periods

Course Unit:

Lesson Title: Assembling Found and Recycled Materials

LESSON OVERVIEW: Summary of the task, challenge, investigation, career-related scenario, problem, or community link.

In this lesson students will explore the concept that discarded or unwanted materials can be used within art by creating a relief sculpture consisting of a minimum of ten recycled/found objects. Students will explore various textures and sizes of recycled/found objects by utilizing those materials to create a sculpture based on a place of their choice. They will be able to analyze how placing objects into an assemblage, along with changing their color, alters a viewer's perception of those objects. This lesson will allow students to explore materials from their environment while connecting them to contemporary artists who use similar materials and processes such as Louise Nevelson, Robert Bradford, and Michelle Reader.

STANDARDS: Identify what you want to teach. Reference State, Common Core, ACT Readiness Standards and/or State Competencies.

Tennessee State Standards

- 1.1- Manipulate a variety of tools and media in a safe and responsible manner.
- 1.5- Recognize, demonstrate and evaluate levels of craftsmanship.
- 2.6- Create works of art with an intended purpose or combination of purposes.
- 3.1- Select and demonstrate subject matter, symbols, and ideas in one's art.
- 3.3- Investigate similarities and differences in subject matter, symbols, and ideas between one's own artwork and artworks of others (peers and masters).
- 5.3- Investigate viewers' responses to art.

Common Core Connections for Integrated Subject-Speaking & Listening/Writing

CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

OBJECTIVE: Clear, Specific, and Measurable-NOT ACTIVITIES. Student-friendly.

1. Students will be able to identify and discuss contemporary artists that use recycled/found objects with the goal of connecting their project to contemporary art.
2. Students will be able to utilize a minimum of ten recycled/found objects to create a relief sculpture that is based on a place of their choice.
3. Students will be able to discuss how adding one solid color to found objects might alter a viewer's perception of those objects.
4. Students will be able to describe how placing found objects into an assemblage changes their original function.

ASSESSMENT/EVALUATION: Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective.

1. In a written response students will compare and contrast their final piece with the work of one of the contemporary artists discussed at the start of the lesson.
2. Hold a class critique in which students discuss their choice of objects, arrangement, and color. Ask students to describe their chosen place and how they used their objects and color choice to reflect that place.

MATERIALS: Aligned with the Lesson Objective. Rigorous and Relevant.

- (30) 10"x10" Plywood or corrugated cardboard pieces to use as a base
- (4) Bottles of glue per table
- (1) Set of containers for each table with various recycled/found objects such as wood scraps, pieces of cardboard, clothes pins, buttons, bottle caps, and more. Use clean materials from a recycle bin or pull materials from kitchen junk drawers, office supplies, or leftover party supplies.
- (30) Pre-poured paint palettes. Students will have their choice of gold, silver, black, or white.
- (1) Paintbrush per student

- (2) Cups of water per table

ACTIVATING STRATEGY: Motivator/Hook. An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.

1. Begin by showing examples of recycled/found objects.
2. Ask students about the original uses of these materials.
3. Would students ever consider using these materials to create art? Why or Why not?

INSTRUCTION: Step-By-Step Procedures-Sequence. Discover/Explain-Direct Instruction.

1. The teacher will introduce the project with a pre-made example and state the objectives.
2. Present images of Louise Nevelson's, Robert Bradford's, and Michelle Reader's work. Ask students to list objects that they find within their work.
3. Discuss how each artist transforms the objects and therefore transforms the viewer's perception of the objects.
4. Explain that when artists combine miscellaneous or found objects into a sculpture they are creating an assemblage. Further explain that when those objects are placed on a flat background, as in Nevelson's work, the artist is creating a relief sculpture.
5. Inform students that they will be creating their own relief sculpture using found and recycled objects.
6. Explain that, like Nevelson, students will choose a place and create a relief sculpture based on that place. Students will retrieve a 10"x10" piece of cardboard before returning to their seats.
7. Paint palettes, glue, paintbrushes, water cups, and containers of recycled/found objects will be on each table. Remind students that they will be sharing the recycled/found objects. Use this opportunity to encourage cooperation and shared respect.
8. Students must examine the size and texture of their objects in order to successfully assemble them into a sculpture representative of their chosen place.
9. Students will choose a minimum of ten objects and will arrange them on their 10"x10" base before securely attaching them.
10. After arranging their pieces, students will adhere the pieces to their base using glue.
11. Once the glue has dried students will add paint. They will choose one color from the pre-poured paint palette to use to completely cover their sculpture.
12. Cleanup will occur during the last ten minutes of class. Students will place work on the drying rack and will return materials.

ALTERNATE/EXTRA ACTIVITIES:

1. Students could use multiple colors instead of just one when painting their assemblage.
2. In the weeks leading up to this project, students could bring in small found/recycled objects from home to add to a class collection.
3. Students could create an assemblage using only five found/recycled objects instead of ten.

4. For students with special needs, objects could be pre-painted or spray painted ahead of time.

CLOSURE: Reflection/Wrap-Up. Summarizing, Reminding, Reflecting, Restating, Connecting.

1. Ask students to name the contemporary artists discussed during the lesson.
2. In a written response, students will compare and contrast their final piece with the work of one of the contemporary artists discussed.
3. Students will participate in a class critique examining the various materials used and how the arrangement and color of the objects change their perception of those objects.

CROSS-CURRICULAR CONNECTIONS

1. Speaking and Listening
2. Writing

EXTENDED LEARNING

Books:

1. *Good Earth Art: Environmental Art for Kids* by MaryAnn Kohl and Cindy Gainer
2. *Earth Friendly Crafts for Kids: 50 Awesome Things to Make with Recycled Stuff* by Heather Smith
3. *Funky Junk: Recycle Rubbish into Art* by Barry Green, Gary Kings, and Richard Ginger
4. *Joseph Had a Little Overcoat* by Simms Taback

Online Enrichment:

1. Arts ConnectEd: Assemblage
http://www.artsconnected.org/resource/list#query=assemblage&f_InstitutionTitle=All%20Institutions&d_InstructionalMethod=All&d_Grade=All&w_HasThumbnailMedia=on&w_DisplayRes
2. The Art Story - Louise Nevelson
<http://www.theartstory.org/artist-nevelson-louise.htm>
3. The Imagination Factory-
<http://www.kid-at-art.com/>

Videos:

1. Mixed Media Monsters
<http://tn.pbslearningmedia.org/resource/sa13.arts.vis.creat.dumpdive/mixed-media-monsters/>
2. Working Artists Series – Emily Holt
<http://vimeo.com/48550992>

Cross-Curricular Lessons:

1. Teach Green - <http://www.edutopia.org/recycling-lesson-plans>

For additional lesson plans and activities, visit us online at www.fristkids.org.
This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.
The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at www.fristcenter.org.

