



Lesson Title: Create a Recycled Art Museum

Tagline: Use items left to be recycled to make individualized art projects and create a class art museum

Grade Range: Grades: K-5

Please make changes to lessons and appendices as desired to fit the needs of your classroom.

Supports Subject Area(s) of:

Science/environmental

Art

Writing

Lesson duration 1 to 5 days

Standards: See complete list at end of lesson

Options for Assessment: Check student understanding of how they believe creating this art project out of recyclable materials will or will not have a positive impact on the environment. Students will complete Appendix B substituting "t-shirt" for their own recycled object of choice. Check student understanding of art concepts through projects created by the students.

Objectives:

- Students will illustrate their understanding of basic art concepts through their creation of an art project made of recycled materials
- Students will explain where recycled objects would otherwise normally go
- Students will compare and contrast recyclable and non-recyclable objects
- Students will explain how reusing objects a second time can impact the environment

Materials

- Elmer's Glue All
- Various recyclable materials brought from home and found at school
- Informational materials on the RRR+Compost- specifically on the "R" reusing
- Smart Board (optional) and informational web address and/or books on RRR+C- Try Fact Monster: <http://www.factmonster.com/ipka/A0775891.html>
- Appendix A,B,C,D

Directions: Preview Appendices and web addresses. Send parent note, Appendix A home a few weeks before you are planning to do the lesson with your class. Gather recyclables.

Lesson Steps:

Introduction:

Using web site such as fact monster share basic information of the Three R's with students- depending on grade level and background knowledge.

Discussion: How can reusing items impact the environment? Complete both pages of Appendix B together.

Activity:

We are going to do our part to help the environment by giving these materials another use before they ultimately end up being recycled! We are going to each create our own art piece using recycled materials, write a short summary about our art piece and how reusing these materials has impacted our environment and then we are going to create an art museum that we will open to parents and other students!

- Students study various materials and create possible art designs first on paper
- Next, students use recycled materials to create their art piece
- Then students write in paragraph form a brief description of how reusing can impact the environment and how they incorporated recycled materials into their project to create their art piece. See Appendix C for rubric found on teach-nology website <http://teachers.teach-nology.com/cgi-bin/para.cgi>
- Students display artwork and paragraphs around the classroom to create a recycled art museum.
- Invite other classes and parents to view the displays

Check Understanding: Use formative assessments such as checking student and group progress, answering and asking questions as students work through the process. Check student understanding as needed through the days of working on this project.

Wrap it Up

Conduct any summative assessment- such as scoring paragraphs and student understanding as told through the paragraph. Assess art projects for art content if applicable. See Art rubric Appendix D and modify as needed. Taken from <http://www.zimmerworks.com/rubric.htm>

Standards

K-4 National Science Standards

NS.K-4.1 Science as Inquiry: Abilities necessary to do scientific inquiry , Understanding about scientific inquiry

NS.K-4.2 Properties of objects and materials

NS.K-4.5 Abilities to distinguish between natural objects and objects made by humans

5-8 National Science Standards

NS.5-8.2 Properties of objects and material

NS.5-8.6 Populations, resources, and environments

K-4 National Art Standards

NA-VA.K-4.1

- Students know the differences between materials, techniques, and processes
- Students describe how different materials, techniques, and processes cause different responses
- Students use different media, techniques, and processes to communicate ideas, experiences, and stories
- Students use art materials and tools in a safe and responsible manner

NA-VA.K-4.2

- Students know the differences among visual characteristics and purposes of art in order to convey ideas
- Students describe how different expressive features and organizational principles cause different responses
- Students use visual structures and functions of art to communicate ideas

NA-VA.K-4.5

- Students understand there are various purposes for creating works of visual art
- Students describe how people's experiences influence the development of specific artworks
- Students understand there are different responses to specific artworks

NA-VA.K-4.6

- Students identify connections between the visual arts and other disciplines in the curriculum

5-8 National Art Standards

NA-VA.5-8.1

- Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

NA-VA.5-8.2

- Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work
- Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
- Students select and use the qualities of structures and functions of art to improve communication of their ideas

NA-VA.5-8.5

- Students compare multiple purposes for creating works of art
- Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

NA-VA.5-8.6

- Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts
- Reading and Language Arts Common Core Standards
 - K-5
 - CCR.RI.1
 - CCR.RI.2
 - CCR.RI.3
 - CCR.RI.5
 - CCR.RI.6
 -
 - Writing
 - K-5
 - CCR.W.1 a-d
 - CCR.W.4
 - CCR.W.5
 - CCR.W.6
 - CCR.W.7
 - CCR.W.8
 -
 - National Standards Language Arts K-12
- NL-ENG.K-12.1 Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- NL-ENG.K-12.3 Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- NL-ENG.K-12.4 Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- NL-ENG.K-12.5 Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- NL-ENG.K-12.6 Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
- NL-ENG.K-12.7 Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- NL-ENG.K-12.8 Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

RUBRIC FOR GRADING ARTfrom zimmerwork.com

100 95 90%	89 85 80%	79 75 70%	69 65 60%	59% and below
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A	B	C	D	F
Excellent	Above Average	Average	Below Average	Unsatisfactory
Outstanding	Very Good	Good	Needs Improvement	Poor
Exemplary	Acceptable	Not Yet Acceptable	Barely Acceptable	Unacceptable

ELEMENTS OF DESIGN: LINE, TEXTURE, COLOR, SHAPE/FORM, VALUE, SPACE PRINCIPLES OF DESIGN: REPETITION, BALANCE, EMPHASIS, CONTRAST, UNITY

A: Planned carefully, made several sketches, and showed an awareness of the elements and principles of design; chose color scheme carefully, used space effectively.

B: The artwork shows that the student applied the principles of design while using one or more elements effectively; showed an awareness of filling the space adequately.

C: The student did the assignment adequately, yet it shows lack of planning and little evidence that an overall composition was planned.

D: The assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning.

F: The student did the minimum or the artwork was never completed.

Creativity/Originality

A: The student explored several choices before selecting one; generating many ideas; tried unusual combinations or changes on several ideas; made connections to previous knowledge; demonstrated understanding problem solving skills.

B: The student tried a few ideas for selecting one; or based his or her work on someone else's idea; made decisions after referring to one source; solve the problem in logical way.

C: The student tried in idea, and help out adequately, but it lacked originality; substituted "symbols" for personal observation; might have copied work.

D: The student fulfill the assignment, but gave no evidence of trying anything unusual.

F: The student showed no evidence of original thought.

Effort/Perseverance

A: The project was continued until it was complete as the student could make it; gave it effort far

beyond that required; to pride in going well beyond the requirement.

B: The student work hard and completed the project, but with a loom or effort it might have been outstanding.

C: The student finished the project, but it could have been improved with more effort; adequate interpretation of the assignment, but lacking finish; chose an easy project and did it indifferently.

D: The project was completed with minimum effort.

F: The student did not finished the work adequately.

Craftsmanship/Skill/Consistency

A: The artwork was beautiful and patiently done; it was as good as hard work could make it.

B: With a little more effort, the work could have been outstanding; lacks the finishing touches.

C: The student showed average craftsmanship; adequate, but not as good as it could have been, a bit careless.

D: The student showed below average craftsmanship, lack of pride in finished work.

F: The student showed poor craftsmanship; evidence of lazy this or lack of understanding.

Group Cooperation/Attitude

A: The student work toward group goals, effectively performed a variety of roles in group work, followed through on commitments, was sensitive to the feelings and knowledge level of others, willingly participated in necessary preparation or work for classroom.

B: The student participated enthusiastically, followed through with commitments, performed more than adequately, assisted in preparation and clean-up.

C: The student mostly allowed others in the group to make all the decisions, did his or her share of work adequately, assisted in preparation and cleanup when asked.

D: The student allowed others to do most of the work, did participate minimally, did the minimum amount.

F: The student was part of the group, but did almost nothing toward group goals, did a minimal amount of preparation and cleanup.

Teacher Comments:

Name: _____ Teacher: _____

Date Submitted: _____ Title of Work: _____
 Powered by TeAch-nology.com - The Web Portal For Educators! (www.teach-nology.com)

	Criteria				Points
	4	3	2	1	
Main/Topic Idea Sentence	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence.	_____
Supporting Detail Sentence(s)	Paragraph(s) have three or more supporting detail sentences that relate back to the main idea.	Paragraph(s) have two supporting detail sentences that relate back to the main idea.	Paragraph(s) have one supporting detail sentence that relate back to the main idea.	Paragraph(s) have no supporting detail sentences that relate back to the main idea.	_____
Elaborating Detail Sentence(s)	Each supporting detail sentence has three or more elaborating detail sentences.	Each supporting detail sentence has at least two elaborating detail sentences.	Each supporting detail sentence has one elaborating detail sentence.	Each supporting detail sentence has no elaborating detail sentence.	_____
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.	_____
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.	_____
				Total----->	_____



Dear Parents,
Date

Please help us by sending in your SAFE (no sharp edges or glass etc..) recyclable materials from your recycling bins. We are going to recycle these items by using them to create individual pieces of art. We will be collecting items from now until _____.

Thank you, Name



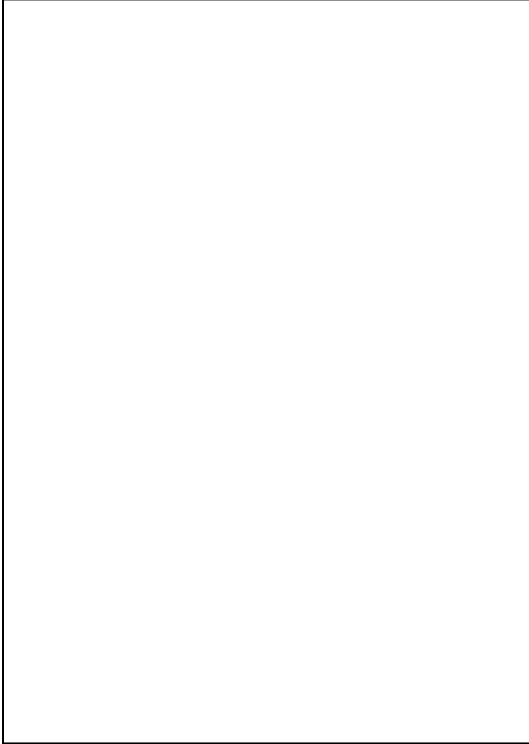
Dear Parents,
Date

Please help us by sending in your SAFE (no sharp edges or glass etc..) recyclable materials from your recycling bins. We are going to recycle these items by using them to create individual pieces of art. We will be collecting items from now until _____.

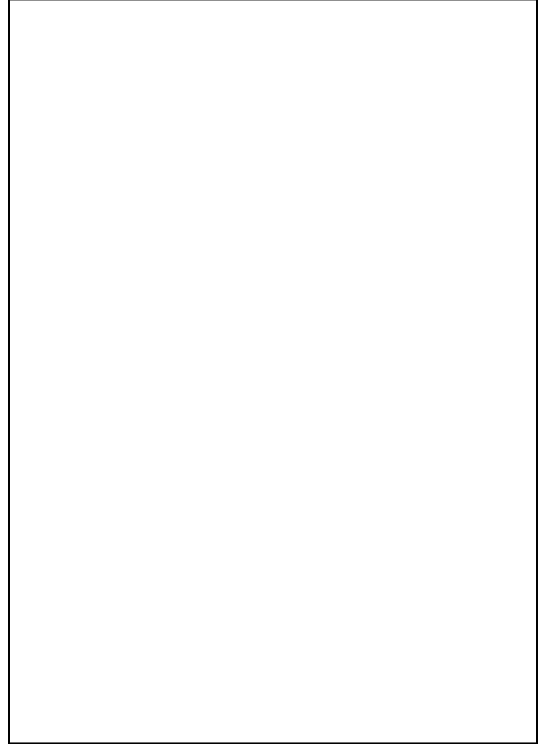
Thank you, Name

Follow the "life" of a T-Shirt- that is not recycled (reused)

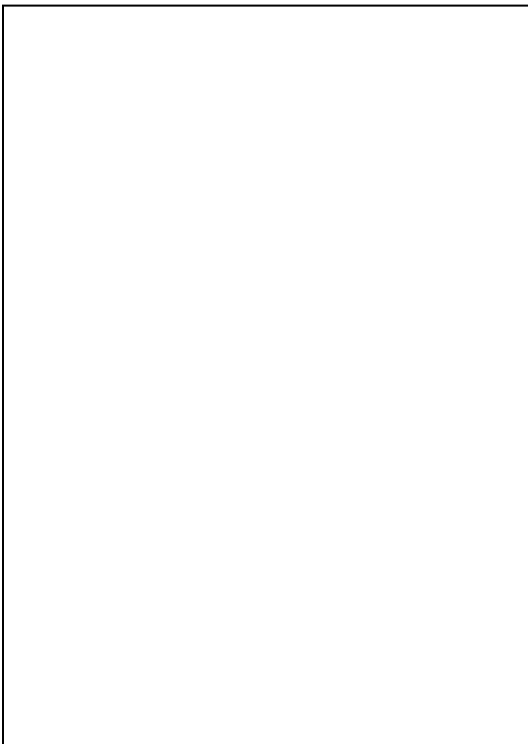
What happens first?



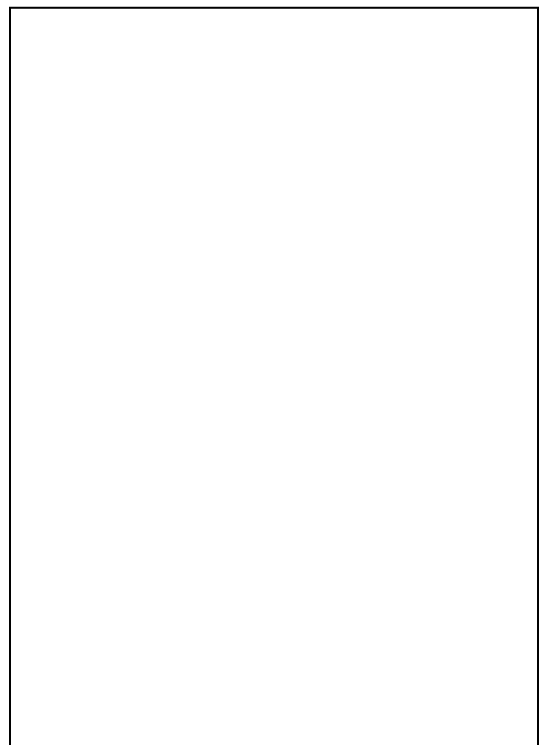
What happens next?



What happens then?




What happens last?

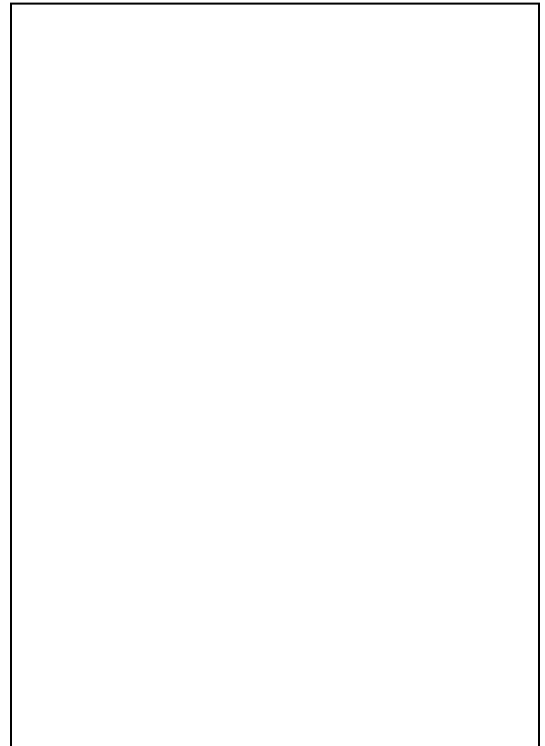


Follow the "life" of a T-Shirt- that IS recycled (Reused)


What happens first?



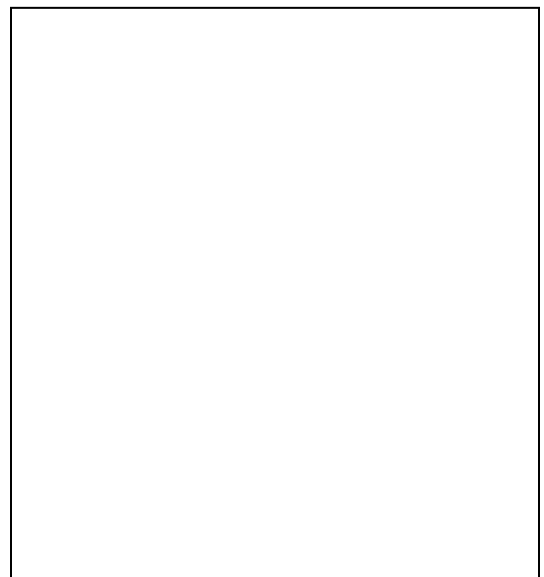
What happens next?



What happens then?



What happens last?



Then what might happen?

