

## Lesson Title: Recycled African Art

**Enduring Idea/Big Idea:** Artists can use their artwork to make political and ecological statements; Artists can use their artworks to recycle and repurpose and minimize the problem of pollution

**Grade:** 5<sup>th</sup>

**Class:** General Classes

**Time Allotment:** 3 Class Periods



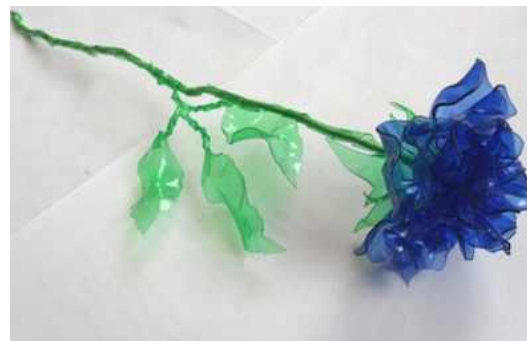
### Who are my students?

**Narrative of the class:** The class is comprised of a not so ethnically diverse student body; however, the location is very much a district of haves and have nots. Financially, the student body is diverse. Half of the class has experienced things– tasted fine foods and traveled. Half of them don't have stable families and have never been outside of their back yards. In this respect, the knowledge is limited as well. You never know what the students have been exposed to or have not been exposed to, and because of that, these students all need opportunity to explore...

## Overview



**Lesson Summary:** ...This lesson gives them their opportunities to explore– to investigated greater themes and explore the world around the globe through the political and ecological topic of contemporary pollution by working with materials that every one of them has in their trashcans at home.



**Artworks/Artists:** Africa; recycled African artwork examples; recycled art examples from fair trade locations (“ecoart”)



**Key Concepts:**

- Pollution is a huge contemporary ecological and political issue that plagues human people as well as the animals that live in polluted locations.
- Recycling and repurposing are ecofriendly ways that we can each begin to solve the problem of pollution.
- Artists can use any medium— even trash!— to create artworks that have deeper messages and can talk about contemporary issues like pollution.

### **Essential Questions:**

- What is pollution? How would you define it? And why is it such an important topic in today's world?
- What are ways that you can help to personally help to solve the issue of pollution? How can it start with you? What are different ways you can recycle or repurpose?
- What media can artists use to create? And what do you think that their artworks subject matter and media can talk to the viewers? How do you think artists can speak through their artworks?

### **Interdisciplinary Connections:**

Sciences

Nature Science

Ecology

Contemporary Issues

Technology

Art History

Geography

### **Standards:**

#### **PA Standards for the Arts and Humanities:**

9.1.8.A: Know and use the elements and principles of the art form to create works in the arts and humanities.

9.1.12: Demonstrate specific styles in combination through the production or performance of a unique work of art.

9.3.8.F: Apply the process of criticism to identify characteristics among works in the arts.

#### **PA Standards for other Disciplines:**

1.6.8.A: Listen critically and respond to others appropriately.

4.5 Humans and the environment

4.5.5.D.: Explain how items are recycled and reused

7.3.5.A: Identify the human characteristics of places and regions using the certain criteria

4.1.5.F.: Analyze alternative explanations and understanding that science advances through legitimate skepticism.

## Objectives

### Knowledge:

- Students will define pollution and recycling by looking at some facts and studies about polluted and over-populated locations.
- Students will identify African contemporary recycled art by examining tangible images and discussing fair trade works.
- Students will acknowledge that art can be made from a variety of recycled or repurposed materials that can be but are not limited to trash after discussing terms and example works.

### Skills:

- Students will apply information about characteristics of African art learned in previous lessons throughout the year thus far to compare and contrast this contemporary art form.
- Students will analyze examples of recycled African art during a brief group activity and class discussion in order to better understand how and what can be used to recycle and create this genre of art.
- Students will understand and learn first-hand the importance and possibility of recycling and repurposing through the creation of their own floral gifts.

### Dispositions:

Students will become part of a contemporary art discussion as they gain knowledge and become aware of pollution issues and how “trash” can be recycled and repurposed into art to make powerful statements.

Students will become empowered to solve the issue of pollution by starting with themselves and ways in which they can make a difference.

### Student Learning Objective (SLO)

Craftsmanship

## Assessment

### Pre-Assessment

Informal Questioning

What is pollution??? What is Earth Day???

Art Analysis Activity

Earth Day Activity and Questioning

### **Formative Assessment**

Informal Questioning

Solution to Pollution Activity

Questioning to recap

Demo Questioning

Walking Around and checking

Independent Art Analysis Activity

Eye Spy Art Analysis Activity

### **Summative Assessment**

Solution to Pollution Activity

Final Tag Write Up

Exit Tickets

## **Instructional Procedures**

### **DAY ONE**

#### **Hook:**

Students enter, stand, and greet teacher.

They then sit down at their tables. Each table has a piece of art on it. The

Students at that table have a piece of paper (number ones write). What is this piece of art made out of? Why do you think it is made out of this? What message is this piece of art sending to you? What do you think of it? Do you like it or not?

This will take no more than 5 minutes.

Then we will share our answers and briefly talk about them as a class.

The teacher then briefly talks about Africa and why so much recycled art is emerging from it.

...remind them of where Africa is on globe; tell them about pollution there; show picture

#### **Motivation:**

Students come to the DEMO table.

1. Show project we will be making; today just the flowers. (2 each) ...gift!!!
2. Initials in sharpie on the cap.
2. Cut the water bottle at the line.
3. Cut the petal shapes.
4. Cut down to make the petals.
5. Paint our petals.

Work Day to finish the flowers and their petals

### **Culmination:**

Students will clean up with 5 minutes to go. They will carefully carry their flowers over to side table to dry. They will be sure to put it in their box lid for their table color!

## **DAY TWO**

### **Hook:**

Students enter, stand, and greet teacher before getting their supplies.

Ask if anyone remembers anything about Africa from yesterday?

Ask them what day is coming up in the springtime that we are doing this for?

Give them history of Earth Day on poster board presentation!

(I ask them to compare and contrast...)

Artist's artworks message? How does it talk to you and what is it saying group activity?

### **Motivation:**

Students come to the DEMO table.

1. Today we decoupage the bottle; our vase....gift!!!
  2. Cut out magazine snip-its
  3. Use glue and water mixture to decoupage the bottle.
- Place bottle over on counter at table color sheet.

Work Time to finish the bottle deco paging

### **Culmination:**

Exit ticket: This is just something they need to think about so as they leave they must take a ticket on the way out the door:

On one side it will have a quote about kindness and gift giving and positivity

On the other side it will ask: Who do you want to give your flowers to? Why do you want to give them to that person? Why is this person special to me? Do they know they are special to me?

## **DAY THREE**

### **Hook:**

Students will enter, stand, and greet the teacher.

The teacher will ask them if they remember anything about earth day? Any facts? Why is it important? Everyday could be/should be earth day!

→promote goodness, love and peace and friendship to the earth and amongst each other!

How can you recycle activity/ How does the solution begin with you? Brainstorming in groups list activity?

**Motivation:**

1. Finish the flowers! So...get your flowers....gift!!!
2. Add stems- push green pipe cleaner through the hole so it pokes out
3. On the poking out part, twirl another pipe cleaner of your color choice into a little ball for the center of your flower and to keep it all in place
4. If you have time, you may use green scraps to cut out leaves and poke your pipe cleaners through them.
5. When you are finished, arrange your flower bouquet into your vase, and give!!!!

Work Day to FINISH!

**Culmination:**

As the students arrange their flower bouquets, they will each get an exit ticket that they will keep. They will fill it out and give it as the card for their gift.

It will be a simple printed flower gift tag that has an image on the front and a to and from on the back. They may tape it to the bottom or they may use a pipe cleaner to wrap it around the bottle's neck.

They will keep this closing exit tag as a part of their gift.

## Necessities

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**Preparation**

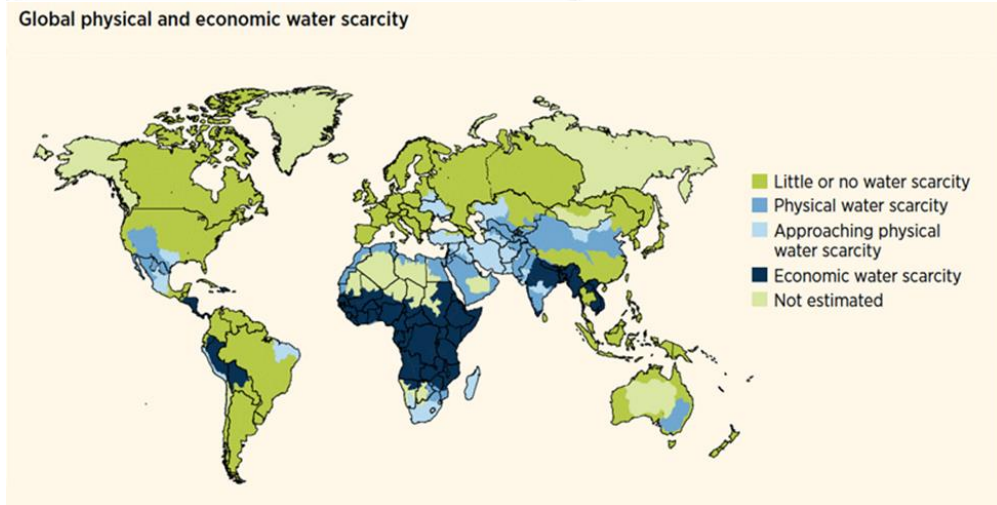
- Nail holes in the lids
- Supply gathering
- Supply (bottle) cleaning
- Magazines (appropriate)
- Compare and contrast chart
- Tangible art examples to pass around
- Who is this a gift for sheet? (make meaningful connections)
- Exit ticket gift tag
- Exit ticket prompt to think ponder....

**Instructional Resources**

Globe/World Map



Global physical and economic water scarcity



Top 30 Most Polluted Cities in the World (google search article)





2. Cairo, Egypt – 97.07 The air pollution in Cairo led the World Health Organization to liken a day spent breathing this city’s air to smoking a pack of cigarettes. Industrial plants burning low-quality fuel, seasonal sandstorms that often smother Cairo in a yellow haze, and high numbers of vehicle emissions have created a worsening problem. Little regulation is in place to enforce environmentally friendly industry processes –

1. Accra, Ghana – 111.18 Ghana’s capital city of Accra is home to some 4 million people, and its inhabitants suffer from the emissions of vehicles, industries (particularly mining activities), and landfill and garbage problems. But even worse, some areas such as the neighborhood of Agbogbloshie, have become dumping grounds for electronic goods. Recycled portions of electronics are burned to retrieve the copper inside of them, releasing toxic materials such as lead and mercury into the soil and atmosphere. Hundreds of thousands of people are forced to breathe in the fumes emitted during this process, further compromising the quality of the air in Accra and beyond. - See more at: <http://afkinsider.com/53705/10-most-polluted-african-cities/11/#sthash.9ICnwjN5.dpuf>

### Student Supplies

- Glass bottles
- Magazine cut outs
- Glue and water mix
- Paintbrush (glue)
- Scissors
- Scrap paper

- Pipe cleaner
- Plastic water bottle
- Water bottle cap
- Acrylic paints
- Small plastic paint cups
- Paint brushes
- Floral gift tags

## Adaptations

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### Learning Styles

**Written:** Provide discussion information on a handout; provide image information about pollution written out as a hand out or on the center of each table to read;

**Visual:** provide each artwork on each table for them to see close up; perhaps have photos or slides of each art work up at the demo table for the instructional process to be visual as well; globe and map identification; demo

**Kinesthetic:** demo is hands on; opportunities for standing and working as well as getting up and moving during the demonstration portions of each day;

**Verbal:** opportunities for class discussion and time for each table group to discuss and handle their art objects; time and opportunity for questioning and discussion during the demonstration process; plenty of time to talk and collaborate while working

**Multiple Strength Intelligences:** opportunities to apply multiple concrete math and science examples as well as mental exercises and factual information into the lesson

**Mathematical/Logical:** counting of flowers; measuring of objects; size differentiation; counting is key when spacing and cutting floral petals

**Naturalistic:** earth day; nature science integration; natural and manmade subject matter to compare and contrast

**Visual/Spatial:** objects on the tables and projected as digital images; opportunities to handle art works; demos; visual instruction; modeling

**Kinesthetic/Bodily:** physical assembly of project; very hands on; time and opportunity to get up and gallery walk as well as to stand and collaborate

**Interpersonal:** collaborative communal group tasks when analyzing art at each table; talking and socializing

**Intrapersonal:** solo project work; could opt to just follow along actively with the fact and information sharing portion of the lesson; could have own objects because the teacher would be equipped with extra object sets; socializing and collaborating is optional;

**Linguistic/Verbal:** discussion; fact sharing; reading in groups or aloud as a class; student directed portions of the demo and discussion and instruction; verbal communication of ask three then me always encouraged here;

## EXIT TICKETS

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On one side it will have a quote about kindness and gift giving and positivity:

**“There are those who give with joy, and that joy is their reward.” Kahlil Gibran**

On the other side it will ask:

**Who do you want to give your flowers to? Why do you want to give them to that person? Why is this person special to me? Do they know they are special to me?**

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(cut out flower gift tag exit ticket...not out of computer paper and not out of a clip art image)

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## How does the solution to pollution begin with YOU?

Brainstorm a list of at least ten things with the people around you...four brains mean creative ideas!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

