

Lesson Planning Worksheet

You are what you throw away

Teaching Artist: Selinia Li, Chris Pekich, Erica Alexis Rivera, Tytiani Singleton, Renee Zarate	Grade Level: 12th grade
Number of Students: 25-30 Students	Time Required: Three 55 minute sessions
Art Form: Multi-media collage self-portrait	
Brief Description: Using recycled materials and traditional media (e.g. paint) students will create a two-dimensional self-based portrait off a three-dimensional still life to express the environmental impact of trash and pollution.	
Essential Question(s): <ul style="list-style-type: none">● How do we as humans deal with limiting resources caused by human activities and consumption ?● How does our environment inspire/influence our artistic expression?	
Rationale: The incessant change in climate around the globe causes people to rapidly adapt and change how they live to ensure survival. However, at the rate of human consumption and the dwindling natural resources, humans are pressured to take shortcuts. The purpose of this project is to have students take what they learn and what they know about climate change and use texture, space and form using recycled materials to create a self portrait that expresses how the consequences of excessive resource consumption and pollution will have a negative impact on the planet we live in.	
Lesson Hook: The instructor will arrange the desks in a circular formation and place a pile of trash in the center of the classroom.	
Actual Learning Outcomes: Vocabulary: <ol style="list-style-type: none">1. Collage2. Two dimensional3. Portrait	

4. Composition (foreground and background)

In this lesson, students will be introduced to the works of the renaissance painter Arcimboldo and his use of unusual objects e.g. fruits to create a portrait. This lesson will also be tied to environmental science, specifically, how waste and pollution is affecting our environment and ways we can combat the issue.

<https://www.giuseppe-arcimboldo.org/>

Input:

elements and principle: value, color, intensity, proportion, scale, form, line, space, texture

environmental science: landscape, found objects, pollution, recycling, sustainability, mitigation, adaptation, conservation

VAPA Standards:

CREATING—Anchor Standard 1:Generate and conceptualize artistic ideas and work.

1.1 Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Adv.VA:Cr1.1

Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

- Encourage students to plan and create art that reflects on, is inspired by, or can affect social issues.
- Social issues such as our carbon footprint and natural material consumption is something that we usually don't think about on a daily basis

1.2 Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Adv.VA:Cr1.2

Choose from a range of **materials** and methods of traditional and **contemporary artistic practices**, following or breaking established conventions, to plan the making of multiple works of **art** and **design** based on a theme, idea, or **concept**.

- construct creative artwork in a self directed manner
- Students will used a variety of materials to create a self portrait of themselves.

CREATING—Anchor Standard 2:Organize and develop artistic ideas and work.

2.1 Enduring Understanding: Artists and designers experiment with forms, structures,

materials, concepts, media, and art-making approaches.

Adv.VA:Cr2.1

Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

- Portray an awareness and understanding of new ideas, materials, methods and approaches in the design of your work
- Generate an artwork using an assortment of artistic processes and materials in a manner that is personally satisfying
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1 Common Core subject standard:

Environmental Science

HS Human Sustainability

HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, the occurrence of natural hazards, and changes in climate have influenced human activity.

[Clarification Statement: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting, and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.

- changes in the natural world influence human behaviors and activities
- human advancements has led to the mass consumption of natural resources, which isn't something that is easily replaced. Given the rate of natural resources consumption by humans, the state of the planet and our place of living will either deteriorate or become inhabitable.

Demonstration or Modeling:

The instructor will demonstrate classroom organization. Next, the instructor will demonstrate creating a self-portrait out of recyclable materials to generate interest and creativity, and to demonstrate safety practices. The instructor will organize materials by size, texture, and use within their portrait.

Checking for Understanding:

Engage students by asking what materials they think would work best for the instructors' sample, for example, using cotton and bottle caps for eyes.

Ask students to think of materials that can use for their own self-portrait, distribute worksheet for a quick check of understanding.

Guided Practice:

As a class, divide into groups to brainstorm materials and how they will be used in a portrait, for example, cut up trash bag for hair.

Teacher will provide a sample portrait

Provide students time to practice and sketch out their ideas and create 3 compositions and choose their favorite. Plan how recyclable materials will be incorporated into their portrait.

Independent Practice:

Following demonstrations students will create a self-portrait collage with recyclable materials.

Agenda with the sequence of activities and times**Day 1:**

Introduction: 10 minutes, Instructor will ask students what they see in the center of the room. Guide the students in a discussion about pollution, waste, and human interaction on the environment. (Vts)

Safety Demonstration: 20 minutes

- The instructor will show students how to safely cut found objects using Exacto knives, box cutter, wire cutters etc.
- The instructor will show students where to properly dispose of and return supplies to their respective locations.

Check for understanding: 5 minutes, pass out a worksheet that asks them about environmental science vocabulary

- landscape
- cityscape
- found objects
- pollution
- recycling
- sustainability
- mitigation
- adaptation

Guided Practice: Brainstorm, 3 sketches

Day 2:

Review assignment and introduction: 5 minutes,

Begin Independent Practice: 45 minutes,

Clean up: 5 minutes.

Day 3:

Review assignment: 5 minutes,

Conclude Independent Practice: work and finish,

Conclusion: Assessment and closure (gallery walk/critique)

Discuss the homework/essay and things that they can do to help the environment

Closure:

Students will write a short artist statement explaining the purpose of their portrait, artistic process they went through to get to this point and choice of materials for their artwork. Students must include how this activity is relevant to their environmental impact.

Books/ Materials/ Equipment/ Supplies:

Print-out of self-portrait images

Minimum: 9x12 (for 2D works)

Paper

Found object (plastic, cardboard, paper, etc.)

Glue, Tape (duct or washi)

Paint (Acrylic, Tempura, Oil)

Pipe cleaners

Pens, color pencils, markers

Scissors and Wire cutting tools

Found recycling materials, (bottles, trash bags, old clothes, cardboard, yarn or string, wire, sponges, old CDs)

Extended Learning:

Students will write a one-page paper that explains the importance of climate change, sustainability and global warming. Students will also provide some examples on how they can work on addressing mitigation (addressing the causes of climate change) or adaptation (addressing the impacts of climate change) in order to help sustain the ecosystem they currently live in.

Assessment and Closure:

Gallery walk critique. Students will go will be divided into two days of presentations. Final portraits will be displayed on tables or walls. Students will walk around to view portraits and critique them by listing two things they liked or appreciated and labeling one level of growth. This will be done using 3 sticky notes per student that will be left beside each portrait.

Developmental and Emotional/Social Considerations:

Students will know and understand that what they consume can affect their surrounding environment and help develop a greater awareness of incorporating sustainable processes into their lifestyle.

Modifications for Special Education students and English Language Learners:

Special education students will have the opportunity to create a portrait without using trash or use the recyclable material to create any object. ELL students will have visuals and text handouts to walk them through vocabulary and the lesson.

Multi-Media Collage Self-Portrait

	4	3	2	1	Student's Score	Teacher's Score
Craftsmanship	The project is presented neatly. Choice of objects is aesthetic. Portraits are legible.	The project is somewhat neat. The portrait is somewhat legible.	Craftsmanship is poor and apparent.	Student's showed little to no effort in craftsmanship.		
Organization	The objects were thoughtfully placed. The texture was apparent in the piece of work.	The object is somewhat organized. Texture was somewhat used.	Objects were poorly organized. Some elements were used.	The organization was poor. No apparent elements of design are found.		
Creativity	The artwork is original. Choice of objects values texture. Use of object is a unique idea.	Art is somewhat original. Some elements are copied and use of objects was somewhat unique.	Most if not all of the art is not original, but the student showed unique ideas.	Creativity is not original. The student used no unique ideas.		
Content (relatable objects)	Found objects are recycled and not new. Student incorporated the use of natural materials.	The student used some found objects and some new.	Student little to no recycled material.	Level of recycled materials was minimal and if present was poorly used in portrait.		

Essay Rubric

	4	3	2	1	Student's Score
Relevance	Topic was clear and concise. Paper mentioned the effects of climate change, sustainability, and global warming.	The topic was somewhat clear and concise. Paper mentioned some of the given points on environmental science.	Difficult to understand the topic, ideas were not put together in relevant wording regarding environmental science.	No relevant ideas, no mention of how their work relates to climate sustainability	
Spelling/Grammar	The student used correct spelling with no grammatical errors.	The student had some spelling errors.	Student had some spelling and grammatical errors.	Poor Grammar/ spelling, unclear wording	
Content/Research	Use of content was relevant and used research to validate purpose. The student wrote $\frac{3}{4}$ to a page paper.	Some content was relevant. Student used some research. wrote $\frac{3}{4}$ to a page paper.	Little relevance was applied and little research was applied. The student did not meet page length requirements.	No research conducted, page length didn't meet requirements	

Self-Portrait Brainstorming Worksheet

Sketch out three different composition inspired by your self-portrait still-life and then choose the one you like the best.

Checking Your Understanding

Match the vocabulary words to their definitions.

1. Identity	_____	A. arrangement into specific proportion or relation and especially into artistic form
2. Individuality	_____	B. the theory of combining colors in a fashion that is harmonious to the eye
3. color harmony	_____	C. total character peculiar to and distinguishing an individual from others
4. collage	_____	D. the distinguishing character or personality of an individual
5. Two Dimensional	_____	E. the visual or tactile surface characteristics and appearance of something
6. composition	_____	F. a repeated decorative design.
7. Texture	_____	G. an artistic composition made of various materials (such as paper, cloth, or wood) glued on a surface
8. Pattern	_____	H. A flat plane or shape