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| **Teaching Artist:** Marina Vilhena | **Grade Level:** 12 |
| **Number of Students in Class**: 30 | **Time Required**: 5 days |
| **Art Form**: Recycled Paper Mache Sculpture | |
| **Visual or Performing Arts Standards:**  **2.0 CREATIVE EXPRESSION**  **Skills, Processes, Materials, and Tools**  **2.6 Create a two- or three-dimensional work of art that addresses a social issue.**  To reflect on where paper comes from and how the manufacturing process and waste creates footprints in our environment, students apply artistic processes and skills to create a sculpture of recycled paper mache that metaphorically represents the issue. Once recycled paper is collected and processed from its solid form into paper mache paste, students manipulate the material and create a three-dimensional piece that focuses on the aesthetic of shapes and colors to deliver a criticalmessage about our planet’s flora.  **3.0 HISTORICAL AND CULTURAL CONTEXT**  **Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts**  **3.4 Discuss the purposes of art in selected contemporary cultures.**  To rationalize how we can create a positive impact with our function as artists, students apply what they learn in the visual arts across subject areas in order to, with recycled material that are transformed into shapes and colors, promote awareness about environmental issues. While the assignment strives for students’ engagement with their own reflection about human consumption, it also intends to promote students’ awareness and responsibilities as consumers and citizens. | |
| **Rationale/Task Description:**  In reflection of environmental issues, students use recycled paper to create three-dimensional colorful shapes that artistically represent concerns, awareness, and responsibilities towardsour planet’s plant life. The chosen theme and materials review our modern society's production of waste on a small scale to expose students to human consumption specifically the impact on our planet’s flora. By utilizing abilities learned in the visual arts across subject areas, students’ creativity, technical skills, and methodologies will allow manipulation of materials to create a sculptural representation of our flora focusing on the aesthetics of shapes and color. During the first stage, students exercise their research skills to rationalize their individual encounters with environmental issues. Encouraged and guided to utilize the internet as a tool, students will research visual images that exemplify the impacts of paper production and waste in our environment and how they would like to artistically represent these impacts. In order to develop a successful project, students will access online examples that potentially invoke their creativity and artistic skills. The examples found online are also used as a pattern to calculate and design a methodological process for the production and completion of their project. Once the students brainstorm and present a proposal for approval, the teacher gives the class a demonstration that shows practical staging and material manipulation. Here, the teacher overseesthe practical stage to identify and advice on potential problems and solutions that can arrive during the hands-on phase. In addition, during this process, time management is also reinforced. In the last stage of production, students make color pallet choices for the piece that is used as a final touch. A brief demonstration will illustrate and make evident to students how they can explore their aesthetic proficiency by utilizing colors to enhance their ideas and expression. Lastly, by completing the project, presentation and critique serve as a communication exercise. By sharing their design and concepts with their peers, students develop their articulation and language skills, a lifelong learning and career talent. Whereas this project's theme and material strive for students to become aware of environmental issues and engaged with their own environmental responsibilities,  the execution of the project is designed for students to strength their artistic skills | |
| **Arts Integrated Subject Standard:**  **2.0 CREATIVE EXPRESSION**  **Skills, Processes, Materials, and Tools**  **2.1Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.**  By exploring environmental issues and experimenting with recycled material, studentsreflect their feelings and points of view about society’s footprint and its impact in our planet’s flora. | |
| **Arts Learning Goals/ Objectives:**  **Connections and Applications**  **2.0 Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.**  **2.5 Use innovative visual metaphors in creating works of art.**  Students are exposed to how, with materials and expressions, visual arts can function as a way to create a positive impact on our ecological awareness and behavior.  **Skills, Processes, Materials, and Tools**   1. **Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express theirobservations.**   **1.6 Describe the use of the elements of art to express mood in one or more of their works of art**.  To deliver a critical artistic expression, students explore artistic elements, and using principles of shapes and colors, they add mood to a created sculpture that promotes environmental awareness. | |
| **Integrated Subject Goals/ Objectives:**  Students explore ways to deliver a critical artistic messagewith a sculpture that reutilizes recycled paper as material.  Students develop responsible artistic applications to respond to environmental issues.  Students are exposed to artistic themes and materials that reflect on the effects of waste generated by human consumption. | |
| **Essential Questions:**  What are some other ways that we can help people to become environmentally conscious?  What are some other methods to and materials that we can recycle and reutilize?  How can we be more environmentally responsible? | |
| **Aesthetics Exercise:**  Is the aestheticof an artistic expression compromised by its materiality? Explain how and why.  Is the content and concept of an artistic expression compromised by its materiality? Explain how and why.  How can art institutions such as schools, galleries, and museums promote environmentally responsible artistic expressions? | |
| **Agenda:**  **Day 1**  In a 20 minute lecture, students are introduced to the theme, vocabulary, materials, and examples for the exercise. For the following 10 minutes, students will be engaged with online tools to research ideas and methodologies for the project. For the remaining 30 minutes, students share their findings in a group to exchange feedback. Students discuss their interests and inclinations with one another to stimulate their individual creative process and make necessary adjustments to their designs.  Students are required to submit three thumbnail designattemptsfor approval.  Students are asked to bring any recycled paper from home (such as cardboard, newspaper, and magazines) for the following class.  **Day 2**  Thumbnail designs are discussed during the first 10 minutes of class toprovide examples and give ideas for those that still need to make arrangements and adjustments to their project.  For the following 15 minutes, the teacher demonstrates how to process and manipulate the material. During the demonstration, the teacher highlights proportion, shapes, forms, and other elements of art are needed to take into consideration for the project. For the remaining time, students work on their project’s execution individually.  **Day 3**  Upon arrival, using the exercise vocabulary, the teacher briefly reviews artistic elements, methodologies, and techniques applicable to the project. Students work towards the completion of their project during remaining time.  **Day 4**  For the first 10 minutes, the teacher lectures on elements and application of colors. For the following 40 minutes, students work towards the completion and final details of their project. During the last 10 minutes, students receive instructions for the following meeting's critique and details for the project submission.  Extra studio hours are also going to be announced and available for students that are running behind.  **Day 5**  During this period, students present their project individually for class friendly feedback and critique. | |
| **Vocabulary:**  **CONTENT**: Message, idea, or feelings expressed in a work of art.   * **Emphasis**: special stress given to an element to make it stand out. * **Theme:** an idea based on a particular subject.   **THREE-DIMENSIONAL:** Having height, width, and depth. Also referred to as 3-D.   * **Assemblage**: a three-dimensional composition in which a collection of objects is unified in a sculptural work. * **Form:** a three-dimensional volume or the illusion of three dimensions (related to shape, which is two-dimensional); the particular characteristics of the visual elements of a work of art (as distinguished from its subject matter or content). * **Shape**: a two-dimensional area or plane that may be open or closed, free-form or geometric. It can be found in nature or is made by humans. * **Space:** the emptiness or area between, around, above, below, or contained within objects. Shapes and forms are defined by the space around and within them, just as spaces are defined by the shapes and forms around and within them. * **Structure:** the way in which parts are arranged or put together to form a whole.   **COMPOSITION:** the organization of elements in a work of art.   * **Aesthetics:** a branch of philosophy; the study of art and theories about the nature and components of aesthetic experience. * **Balance:** the way in which the elements in visual arts are arranged to create a feeling of equilibrium in a work of art. The three types of balance are symmetry, asymmetry, and radial. * **Design:** the plan, conception, or organization of a work of art; the arrangement of independent parts (the elements of art) to form a coordinated whole. * **Harmony:** the principle of design that combines elements in a work of art to emphasize the similarities of separate but related parts. * **Proportion:** the size relationships of one part to the whole and of one part to another. * **Scale:** relative size, proportion. Used to determine measurements or dimensions within a design or work of art. * **Volume:** the space within a form (e.g., in architecture, volume refers to the space within a building).   **COLOR:** The visual sensation dependent on the reflection or absorption of light from a given surface. The three characteristics of color are hue, value, and intensity.   * **Arbitrary colors:** colors selected and used without reference to those found in reality. * **Color Relationships**: also called color schemes or harmonies. They refer to the relationships of colors on the color wheel. Basic color schemes include monochromatic, analogous, and complementary. * **Complementary Colors:** colors opposite one another on the color wheel. Red/green, blue/orange, and yellow/violet are examples of complementary colors. * **Monochromatic:** a color scheme involving the use of only one hue that can vary in value or intensity. * **Tone:** color shaded or darkened with gray (black plus white). * **Value:** lightness or darkness of a hue or neutral color. A value scale shows the range of values from black to white. | |
| **Demonstration:**  **Day 1:** Teacher presents a power point to introduce the theme, vocabulary, materials, and examples for the exercise.  **Day 3:** Teacher demonstrates how to manipulate the material.  **Day 4:** Teacher presents guidelines and examples of how to use colors critically. The same process will be use to introduce students to friendly critique methods. | |
| **Guided Practice:**  Students’ research examples and ideas that can potentially be adapted into three thumbnail designs that are submitted for project approval.  The teacher actively guides students throughout the practical stages. | |
| **Books/ Materials/ Equipment/ Supplies:**  Projector  Online Accessibility  Recycled Paper  White Glue  Buckets  Mixer  Multiple Acrylic Paint | |
| **Independent Practice:**  Students create a 3D art piece that represents environmental issues and expresses their individual reflection about the theme. | |
| **Room setup:**  Tools and materials are available in an area that is accessible by students upon request.  Students individually work at group tables where they are responsible to clean their designated area after each class. | |
| **Assessment and Closure:**  On the last day, to visually analyze and self-reflect about their project, students engage in a critique guidedby lecture and short response hand-outs. The exercise’s vocabulary is encouraged to be used. In a friendly critique, students are required to present their project and ideas to the class and give their opinion about each other’s work. While they present their project, they stretch their communication skills. While they give feedback to their peers, they are engaged with critical thinking to provide constructive criticism to their classmates. The goal of this exercise and closure is for students to practice giving and receiving feedback that can potentially create an impact in their future practices.  **Assessment Rubric:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Criteria** | **Superior** | **Adequate** | **Below** |  |  | | **Design and Concept** | The student has followed procedure and produced a compelling piece that not only uses materials properly but also delivers a cohesive response to the issue introduced in the assignment. | The student has somewhat followed procedure and produced an accepted piece that not only uses materials properly in some cases, but also delivers a accepted response to the issue introduced in the assignment. | The student has not followed procedure, did not use materials properly, or deliver a accepted response to the issue introduced in the assignment. |  |  |  | | **Craft** | The student managed skills well and strived to gain new abilities. | The student used basic skills. | The students did not use skills properly. |  |  |  | | **Time Management** | The student paid close attention to time management and reached all due dates. | The student was somewhat attentive to time management and failed to reach one or two due dates. | The student did not pay attention to time management and fell behind during lesson’s periods. |  |  |  | | **Attention** | The student stayed on task and engaged during the whole time allotted. | The student stayed on task and engaged most of the time allotted. | The student was off task for a good portion of the time and struggled to turn their best work in for evaluation |  |  |  | | **Reflection** | Along with an image of their final work, the student submitted a cohesive reflection that included four or more vocabulary words. | An image of the final work was not submitted or/and the student submitted a reflection that was not cohesive or included vocabulary words. | The student did not write a reflection. |  |  |  | | **Critique and Discussion** | The student presented their final work cohesively and respectfully engaged with class critique and discussions. | The student presented their final work somewhat cohesively and was not respectful or engaged with class critique and discussions. | The student did not present final work cohesively and was not engaged with class critique and discussions. |  |  |  | | |
| **Modifications for Special Education students and English Language Learners:**  To facilitate the completion of the assignment, Special Education students will have pre-printed images of ideas to choose and work from.  In addition, a filled-up-the blanks and straight forward questions will be providing for students Special Education ELL students to complete their visual analysis and reflection. An extra assistance schedule is also going to be available for those students that need it.  Although ELL students will be encourage to write their assignment in English so they can strength their language skills, they can opted to write the assignment in their home language in which submitted as an virtual version, can be easily translated.  In addition, for better absorption of lectures and materials, visual thinking strategies will be apply throughout the lesson. | |
| **Display:**  During earth day’s week, an art show will display student’s work to highlights their achievements to promote environmental awareness and responsibilities. | |