

Lesson Plan: Junk What...Junk Art?
Suggested Grades: 3-6
Heather Lynn Shanks

Discipline; NYS Learning Standards

English Language Arts (ELA)

Standard 1: Language for Information and Understanding

Standard 3: Language for Critical Analysis and Evaluation

Standard 4: Language for Social Interaction

The Arts – Visual

Standard 1: Creating, Performing, and Participating in the Arts

Standard 2: Knowing and Using Art Materials and Resources

Standard 3: Responding To and Analyzing Works of Art

COMMON CORE LEARNING STANDARDS FOR 3-6

Speaking and Listening

Comprehension and Collaboration

Presentation of Knowledge and Ideas

Language Standards

Conventions of Standard English

Knowledge of Language

Vocabulary Acquisition and Use

Reading Foundations

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a) Read grade-level text with purpose and understanding

c) Use context to confirm or self-correct word recognition and understanding rereading as necessary

Writing

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)

Corresponding College and Career Readiness (CCR) Anchor Standard

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Language

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading and listening.

- a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a) Interpret figurative language, including similes and metaphors, in context.
- c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

OBJECTIVES

- Student will explore various “junk art” pieces from the *Off The Wall* exhibit at the Castellani Museum comparing and contrasting the works of art using some basic art language [5.L.5] [5.L.3]
- Student will orally state the definition of sustainability in the context of 3D Art.
- Student will create an art piece out of recyclable materials and/or junk.
- Student will write a reflection on based on reflection handout about the junk art piece with 5 or less grammar, spelling, and punctuation errors. [6.W.4]

PREPARATION

1. Resources

- a. Access to the art exhibition, *Off the Wall: Reliefs and Assemblages* at the Castellani Art Museum of Niagara University
- b. Heidelberg Project – youtube - <http://www.youtube.com/watch?v=E6w6WGokjTU>
- c. Children’s book *Magic Trash* by J.H. Shapiro
- d. PRE SET – instruct students to bring in as many recyclable objects they can prior to the lesson. Give them examples: milk cartons, plastic, cans, cardboard boxes, paper towel rolls, etc.

2. Teacher Materials

- a. Visual Thinking Strategies (handout)
- b. List of basic art terms and definitions ideas
- c. Item considered “treasure” & item considered “trash”
- d. Reflection Handout
- e. Grammar, spelling and punctuation guidelines

3. Art Materials

- a. Cardboard
- b. Scissors
- c. Glue (hot glue, white glue, glue stick)
- d. Pencils, crayons, markers, pencil crayons
- e. Paper/Magazines/Newspapers
- f. Bottles/Cans/Tins
- g. Scrap fabric
- h. Paint (acrylic or tempera)
- i. Lids or caps, small containers

- j. Stickers, beads, etc.
- k. Any other “found” or “junk” or “recycled” material

BODY OF LESSON

1. Anticipatory Set

- a. Teachers should discuss the quotation “One man’s trash is another man’s treasure”.
- b. Teacher to display an object that he/she considers being “treasure” and another that he/she considers being “trash”. Explain to the class why these items were chosen for these categories.
- c. Teacher to read the story *Magic Trash* by J.H. Shapiro and show “The Heidelberg Project” video from youtube
 - i. <http://www.youtube.com/watch?v=E6w6WGokjTU>
- d. Students will tour the art exhibition, *Off the Wall: Reliefs and Assemblages* at the Catellani Art Museum and participate in Visual Thinking Strategies.

2. Procedure

- a. Teacher will discuss the definition and concept of sustainability.
- b. Teacher will take the students through the exhibition and apply Visual Thinking Strategies (VTS).
- c. Teacher will discuss with the students the concept of sustainability in relation to the art pieces in the exhibition.
- d. Teacher will introduce art activity and disseminate materials.
- e. Students will make their own junk art using the materials.
- f. Teacher will introduce reflection assignment (give hand outs)
- g. Students will write a reflection based on the handout and the pieces of “junk” he/she used to make his/her art piece.

3. Accommodations

- a. Teacher will provide a simple word list to students requiring assistance depicting basic art terms
- b. Teacher will provide sentence starters or skeleton sentences for students who need extra assistance in writing sentences.

ASSESSMENT

1. Informally

- a. At the end of the session the teacher will ask students to share junk art with the rest of the class. Students will be asked to comment on each other’s work.

2. Formally

- a. Teacher will ask students to orally state the definition of sustainability in the context of 3D art.
- b. Teacher will assess the junk art and reflection with the use of the following requirements:
 - i. Materials used to create junk art were from recycled or trash materials.
 - ii. Reflection covers all of the questions asked on the handout

- iii. Reflection is written with 5 or less grammar, spelling and punctuation errors.

EXTRA RESOURCES

1. The Heidelberg Project - <http://www.heidelberg.org/>