

**Lesson Plan: All Friends Like Junk Art!!**  
**Suggested Grades: K-2**  
**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

**The Arts – Music**

*Standard 3:* Listening, Responding and Commenting on types of Music

**COMMON CORE LEARNING STANDARDS**

*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: Literature*

**Integration of Knowledge and Ideas**

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).

**Corresponding College and Career Readiness (CCR) Anchor Standard**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

*Reading: Literature*

**Key Ideas and Details**

2. Retell stories, including key ideas, and demonstrate understanding of their central message or lesson.

3. Describe how characters in a story respond to major events and challenges.

**Corresponding College and Career Readiness (CCR) Anchor Standard**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Writing**

#### **Production and Distribution of Writing**

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

#### **Corresponding College and Career Readiness (CCR) Anchor Standard**

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### **Text Types and Purposes 1**

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### **Corresponding College and Career Readiness (CCR) Anchor Standard**

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### **OBJECTIVES**

- The student will examine the artworks in the exhibition, *Off the Wall Reliefs and Assemblages*, at the Castellani Museum of Niagara University and state 4 different found and recycled objects that were used.
- The student will retell the story *When Pigasso Met Mootisse* stating at least 3 main ideas of the central message or lesson of the story. [RL.1.2] [RL.1.3]
- The student will listen to the song *In My Backyard* and state at least 1 connection between the song and the story *When Pigasso Met Mootisee*. [ARTS3.E.MU3D]
- The student (K-1) will write at least one sentence about why he/she wants to give his/her junk art to a friend. [K.W.5]
- The student (2) will write a reflection about his/her junk art using the reflection hand out and proper paragraph form. [2.W.2.]
- The student will make wall sculptures using recycled items that they would give to a friend.

### **PREPARATION**

#### **1. Resources**

- a. Access to the art exhibition, *Off the Wall: Reliefs and Assemblages*, at the Castellani Art Museum of Niagara University
- b. Children's Story Book, *When Pigasso Met Mootisse* By Nina Laden

#### **2. Teacher Materials**

- a. Visual Thinking Strategies (handout)
- b. List of key ideas from the story
- c. Lyrics of the song *In My Backyard*
- d. List of various words or phrases that describe a friend for reference

- e. Off The Wall Resource Information
- f. Computer, smart board, cd player, tape player (to access song)
- g. *When Pigasso Met Mootisse* online at <http://www.storylineonline.net/>

### 3. Art Materials

- a. Pencils
- b. Paper
- c. Found objects and recycled materials (students should be given a list ahead of time so they can bring some of their own materials)
- d. Hot glue guns or low temp glue sticks
- e. Tacky glue
- f. Acrylic paints and brushes (optional)
- g. Any other art materials deemed necessary

## BODY OF LESSON

### 1. Anticipatory Set

- a. Teacher will have the students listen to the song *My Backyard* and ask the students what they think this lesson (field trip, activity, etc.) is about.
- b. Teacher to introduce and read or watch online the book *When Pigasso Met Mootisse* by Nina Laden
- c. After the story, as a class discuss the main themes/ideas of the book.
- d. Teacher will ask students to make connections between the song and the book.
- e. 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 take the students through the *Off the Wall: Reliefs and Assemblages* exhibition and apply Visual Thinking Strategies (VTS).
- b. Teacher will ask students what various found or recycled materials they see that were used in the pieces.
- c. Teacher to discuss with the students the concept of “one man’s trash is another man’s treasure”.
- d. Teacher will ask students to identify any connections between the big idea of the artworks and the big idea(s) in the story *When Pigasso Met Mootisse*.
- e. Teacher will introduce art activity and disseminate materials.
- f. Students will make their own junk art out of recycled and found materials.
- g. Students will complete the writing expectations as per grade level:
  - i. (K-1) will write at least one sentence about why he/she wants to give his/her junk art to a friend.
  - ii. (2) will write a reflection about using the reflection hand out and proper paragraph form.

### 3. Accommodations

- a. Teacher to provide (if possible) a copy of the book to any student while during the class reading if required.

- b. Teacher will provide visual prompts (pointing) during the viewing of the art exhibit.
- c. Teacher will provide starter sentences, words or skeleton paragraphs for students who require extra assistance.

## **ASSESSMENT**

1. Informally
  - a. At the end of the session the teacher will ask students to share their artworks 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 restate the main ideas of the story
  - b. Teacher will ask students to state at least 4 items used in one of the works of art from the exhibition.
  - c. Teacher will assess the written components based on the follow:
    - i. K-1
      1. At least one sentence
      2. Topic is about WHY art piece will be given to a friend
    - ii. Grade 2
      1. Topic is about what materials used in the art piece and WHY art piece will be given to a friend (refer to reflection handout for content questions)
      2. Paragraph structure:
        - a. Introduction sentence, statement of facts, and concluding sentence

## **EXTRA RESOURCES**

- 1) Junk Art Poem by Lill Pluta
- 2) The Heidelberg Project - <http://www.heidelberg.org/>

## **EXTENSIONS**

- 1) Students can create a portrait of a friend they would want to have in a style that combines Cubism & Fauvism (based on Picasso and Matisse paintings and the read storybook)
- 2) Any activities can be conducted based on The Heidelberg Project.
- 3) Junk Art Poem – students can create their own poems based on the junk art they have created.