

## **Mock ART Lesson Plan - Anna Carter**

**Lesson Title: Create sculpture using recyclable materials**

**Grade Level: 2<sup>nd</sup> grade**

**Time Frame: 30 minutes**

**Enduring Idea: Change**

**Key Concept: We can change our environment**

**Essential Question: How can changes make a difference in our environment?**

### **INSTRUCTIONAL SEQUENCE/TEACHING PROCEDURE**

#### **DAY ONE**

**Purpose: -discuss a definition of environment**

**-display ways we can use recyclable materials in art**

#### **Resources & Materials for Teacher/Students**

Cultural exemplar/Visual:

-slides of El Anatsui's artwork, Three Continents installation

-bins with recyclable materials for group game

Supplies and Equipment:

-empty milk cartons

-newspaper

-white board

-labels

-glass bottles

-gallon milk jugs

-dry erase marker

-toilet paper rolls

-9 large bins

-projector

#### **Introduction (10 min.):**

**-place 5 bins on tables with differing recyclable materials inside,**

**-ask students to break into groups of 4-5,**

**-students work together to place materials in their bins into the empty bins around the room labeled with specific material titles( glass, aluminum, paper, plastic)**

#### **Instructional Strategies/Activities ( 15 min.):**

**-Essential question, How can changes make a difference in our environment?**

**-Ask students what they think an environment is**

**-explain that an environment is everything in the world around us that can affect our lives**

**-why is reusing materials important?**

**-Talk to the students about how we can create art using recyclable materials while**

**-show image of El Anatsui's Three Continents**

#### **Closure (5 min.):**

**-What did we learn today?**

**-What will we learn next time? Hint: read a story about making changes in our environment in next class**

#### **Management/Cleanup Procedures:**

**-assign groups for recycle game**

**-remind students to use kind words while sorting materials**

**-raise your hands before sharing with the group**

**-push in chairs and**

**-make sure work space is cleared**

**-line up at the door before dismissal**

#### **DAY TWO**

**Purpose: -Brainstorm ways to create sculpture out of the recycled materials we sorted in Day one**

**-Introduce elements of design for effective drawings**

## **Resources & Materials for Teacher/Students**

Cultural exemplar/Visual:

- Dr. Suess' The Lorax,
- slideshow of El Anatsui's artworks

Supplies and Equipment:

- projector
- markers
- construction paper
- crayons
- pencils

### **Introduction (10 min.):**

- As students enter tell them to take a seat
- read **The Lorax by Dr Suess**
- Discussion question: how did the choices made by the characters in the book affect their lives and what changes did they make to create a better environment?

### **Instructional Strategies/Activities (15 min.):**

- As a way of making a difference in the environment we can take old things no one wants anymore and create new things with them
- show slide show of El Anatsui's works
- explain how the artist took old things and used them to make his artwork
- pass out paper to students
- ask them to draw out their ideas for ways to take the items we sorted on Day one and create new objects with them
- discuss with them the use of elements of design and how they create more meaningful ideas
- tell students to write their names on their papers

### **Closure ( 5 min.):**

- remind students artmaking begins with putting ideas on paper next time we will putt their ideas to use
- explain to students that change is a choice like in The Lorax and they can make a difference with the choices they make in how they treat their environment
- Ask them to think about ways to make a difference until next class time
- tell students be ready to share ways they made a difference in class tomorrow
- give examples like turn off lights when leaving a room, don't use so much water in the bathroom, etc.

### **Management/Cleanup Procedures:**

- raise your hand if you have a question or something to say,
- put away all markers, pencils, crayons,
- hand all drawing into the teacher,
- line up for dismissal

## **DAY THREE**

### **Purpose:**

- students implement brainstorm drawings into sculptures using recyclable materials
- give instruction on how to connect items to make an original sculpture

## **Resources & Materials for Teacher/Students**

Cultural exemplar/Visual:

- slide show of El Anatsui's work

Supplies and Equipment:

- recyclable materials
- tacky glue
- student's drawings
- elmer's glue
- scissors
- projector

**Introduction (10 min.):**

- students take their seats
- drawn out on the whiteboard are Truffula trees where students share ways they helped the environment the day before
- as each student share reward with small bags of marshmallows just like the Barbaloot's enjoy from the movie

**Instructional Strategies/Activities (15 min.):**

- students choose 3-5 objects from the bins of recyclable materials to begin sculpture
- pass out student's drawings and begin work on assembling their projects
- have scissors and glue available for manipulation of objects
- encourage students to use their drawings as a base for their sculpture

**Closure (5 min.):**

- have students walk around the room and see their friends work
- remind them how we all have different viewpoints and how fun it is to see what we each come up with using our materials
- tell students tomorrow is our last day to finish our sculptures!

**Management/Cleanup Procedures:**

- remind students to only use dots of glue
- students wash hands
- put away all supplies used for assembling sculpture
- move sculptures to bookshelf to dry overnight
- quietly line up for dismissal

**DAY FOUR****Purpose:**

- paint and embellish completed sculpture

**Resources & Materials for Teacher/Students****Cultural exemplar/Visual:**

- slideshow of beautiful scenes from Texas nature
- bird songs of local, state birds

**Supplies and Equipment:**

- projector      -brushes      -cd
- cd player      -smocks      -painting palettes
- paints, brushes -birdsongs      -paper towels

**Introduction (approximate timings 3 min.):**

- tell students how color plays an important role in creating emphasis in art
- ask them to think about the colors they use and how it makes them feel when applying it to their sculpture

**Instructional Strategies/Activities ( 20 min.):**

- begin painting!
- show students the proper way to load paintbrush and paint palettes
- encourage students to mix colors to create new colors
- have student write on a label the title of their sculpture and their name

**Closure (7 min.):**

- have students walk around the room to see their friends work again as a finished product!
- Remind the students that we can change our environment and make a difference by reusing our everyday materials in new and creative ways

**Management/Cleanup Procedures:**

- respect our friends and their sculptures by using kind, encouraging words
- make sure sleeves and hair are out of the way of paint

- Wash hands after using paint
- Clean up palettes and brushes
- Put away paints
- line up for dismissal

**Lesson References & Resources:**

Art21.org

Dr. Suess' The Lorax

El Anatsui: Three Continents, 2009, Found aluminum and copper wire, 96 x 192 in