

Upcycled Costumes Lesson Plan

SAS Fall 2020

Lead Teacher: Cassidy Sullivan
Unit Title: eARTh Explorations
Lesson Title: Upcycled Costumes
Grade Level: 3rd-5th
Number of Students: 17

I. UNIT OVERVIEW (RATIONALE)

In the wake of a global climate crisis, it has never been more imperative for students to learn about the environment and how to create in a more sustainable way that serves to improve society and our Earth. *eARTh Explorations* is a curriculum based on environmental and sustainable concepts and is important because these issues will be a fundamental and significant part of the students' futures.

II-A. LESSON OVERVIEW (RATIONALE)

For this lesson, students will be creating wearable art from found objects and "trash." By upcycling items in new ways, students learn how to be a more contentious consumer and reduce what they put into landfills. They will alter their collected items through cutting, gluing, and arranging, and construct them into an art piece that goes on the body in some way.

[Because so many students are at different places for their Papier Mache projects, this lesson is one of two options for Saturday's class. Students who still need extensive work on their Animal Appreciation projects may choose to spend the class period finishing that process. For the following Saturday, it will be expected that everyone is ready to move on to attaching their pieces together and painting them animals. Giving these two options will allow students to catch up while giving those who are ready to move on a new art task.]

II-B. ESSENTIAL QUESTIONS:

- What is upcycling, and how does it vary from recycling?
- How can I upcycle items into wearable art?
- Why and how is upcycling trash good for the environment?
- How can I upcycle in the future?

III-A. LEARNER OBJECTIVES/OUTCOMES

- Students will learn what it means to upcycle
- Students will create wearable art out of upcycled items around their home 3

- Students will reflect on how they can apply upcycling knowledge to be more environmentally conscious

III-B. NATIONAL ART STANDARDS

Creating Anchor Standard 1:

- VA:Cr1.1.3a: Elaborate on an imaginative idea
- VA:Cr1.1.4a: brainstorm multiple approaches to a creative art or design problem
- CA:Cr1.1.5a: Combine ideas to generate an innovative idea for art-making

Connecting Anchor standard 11:

- VA:Cn11.1.5a: Identity how art is used to inform or change beliefs, values, or behaviors of an individual or society

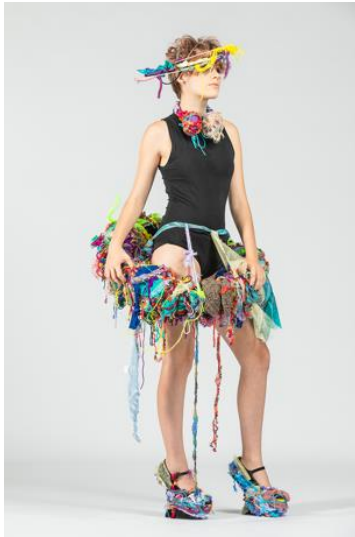
III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

- 9.1 A: Know and use the elements and principles of each art form to create works in the arts and humanities
- 9.4.3 C: Recognize that the environment of the observer influences individual aesthetic responses to works in the arts

IV. ART / ARTIST(S) OF RELEVANCE:

Wearable Art Mandurah in Australia

- All from the **2019** International wearable art event



Aysha Vale: Aysha,



Suzette Darcey: KARDUP



Neroli Makim, Art from the Farm



Alana Grant & Ruby Vale, Bowerbird's Blues



Chorus/Chene Van de Merwe, Melissai (Bees)



Joshua Werber Flower Headdresses (2017)

Teacher Example:



V. PREREQUISITES:

- Students can follow instructions
- Students can safely use a hot glue gun and scissors
- Students can operate Zoom (muting, unmuting, chat)

VI. INTERDISCIPLINARY CONNECTIONS:

- **Science:** This lesson connects to science because we will be learning about climate change and how to reduce landfill output.
- **Reading:** Students will read the PowerPoint containing relevant information about reducing trash and helping the Earth
- **Writing:** Students will be prompted to write a reflection in their sketchbook on how they can upcycle in the future.

VII. MATERIALS NEEDED FOR LESSON

- Found materials: “trash,” nature items, other found items
- Hot glue gun
- Hot glue sticks
- Elmer’s glue
- Scissors

VIII. SAFETY HAZARDS:

- Do not touch the hot glue gun nozzle or the glue until it cools down.
- Be careful to avoid touching the edges of sharp plastic.
- Have a parent help you if you struggle to cut an item (plastic, cardboard, etc.)
- Clean trash items before putting them on your body.

IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
10:00-10:05	Greet students Check progress from previous lesson <ul style="list-style-type: none">• If students need more time to Papier Mache, they can finish up that project	Greet me and each other Discuss and show last project process

	<ul style="list-style-type: none"> Inform that they will be expected to have their Papier Mache done by next week and to be ready to connect the pieces and paint the final product <p>Remind about photo submissions (send link)</p> <p>Show students material list to prepare for the lesson</p>	<p>Students decide if they will use class to finish their Papier Mache animals or create wearable art</p> <p>Open photo link</p> <p>Gather materials needed for lesson</p>
10:05-10:15	<p>Introduce Lesson</p> <ul style="list-style-type: none"> Creating wearable art from found materials: Trash items, materials around the house, nature items, etc. Define Upcycling: altering an item to make it of greater artistic or environmental value than before Varies from recycling, which results in a lower quality outcome <p>PowerPoint</p> <ul style="list-style-type: none"> Introduce artists who create wearable art and use found materials “Wearable Art Mandurah” Joshua Werber Ask: Why it is important to upcycle and reduce what goes into landfills? 	<p>Students listen to introduction</p> <p>Listen and view PowerPoint</p> <p>Students raise their hand to answer question</p>
10:15-10:20	<p>Show teacher example</p> <ul style="list-style-type: none"> Explain various ways to alter items to create wearable art Go over safety concerns (glue gun, sharp plastic, etc.) <p>Discuss how they can add other elements, such as sound to their wearable art</p> <p>Ask students to sketch ideas in sketchbook of what they want to create</p>	<p>Look at teacher example</p> <p>Students Listen</p> <p>Students sketch their ideas in their sketchbook</p>

10:20-10:55	<p>Instruct students to work on their Costume Art or their Papier Mache animals</p> <p>Answer questions</p> <p>Leave tips</p> <ul style="list-style-type: none"> Encourage how they can add details to their sculptures <p>Listen to students' ideas and comments</p>	<p>Students work on their project of choice</p> <p>Students ask questions, listen to tips, and give ideas and comments</p>
10:55-11:00	<p>Instruct students to show / put on their costume art (performance elements)</p> <p>Reflection in sketchbooks</p> <ul style="list-style-type: none"> How can you use this knowledge of upcycling in your future to reduce what goes into the trash? 	<p>Students put on / show their costume art</p> <p>Students raise hands to answer reflection question</p>

X. ENDING THE LESSON

X-A. Closure of Lesson:

What will you do to end this lesson and check for understanding?

- Showing of wearable art
- Reflection Question above

X-B. Transition to Next Lesson:

- Now that we are all more caught up, we can move on to finishing up our Papier Mache animals next week (or will move on to the costumes next week)

XI. REFERENCES TO MATERIALS CONSULTED

<https://wearableartmandurah.com/>

<https://thepланthunter.com.au/artdesign/joshua-werber-sticks-flowers-head/>