

Recycled Sculpture

Related Subjects: Visual and Performing Arts, English-Language Arts, Science

Grades: 3,4,5

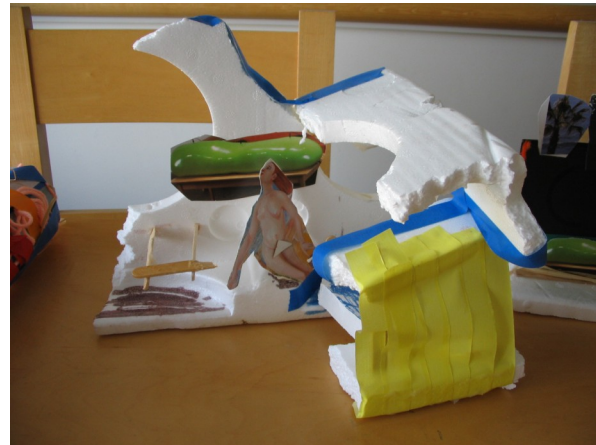
Medium: Sculpture, Mixed Media

Author: MCASD Office of Education

Time: One 45-minute session

Summary:

Using recycled materials, students will create a sculpture using additive and subtractive processes.



Materials:

- Recyclable materials you can easily cut with scissors (toilet paper rolls, paper, magazines, milk containers, school lunch trays, etc.)
- Other recyclable materials that cannot be cut with scissors (cans, plastic bottles, etc.)
- Yarn, twine, or ribbon
- Scissors
- Plastic knives
- Masking tape or duct tape

Glossary:

Additive – refers to the process of joining a series of parts together to create a sculpture

Subtractive – refers to a sculpting method in which the form is created by removing or taking away original material.

Preparation for Teachers:

- Ask the students to bring in clean recyclable materials.
- Prepare images – transparencies, handouts, powerpoint slide show, etc. For suggestions, see the images at the end of this teacher packet, and email education@mcasd.org for digital files.



MUSEUM OF CONTEMPORARY ART SAN DIEGO

Pre-project class discussion:

- Begin a dialogue regarding recycling. *Why is it important to reuse and recycle? What items can you recycle at home? What items can you recycle at school? What do you think will happen if people don't reuse and recycle?*
- Show students the images of related artworks. Use the following questions to guide the discussion about the images:
 - *What do you see?*
 - *What recycled materials did the artist use?*
 - *Why do you think the artist used recycled materials? Do you think recycling is important to the artist? How can you tell?*
 - *What is the artist trying to tell people who see his/her work?*
 - *Do you think this artwork should be placed in a museum? Why or why not?*
 - *If you were going to create a piece of artwork using recycled materials, which materials would you use? What would you create?*

Project procedure:

1. Explain to students that they will be creating a sculpture using recycled materials.
2. Discuss and give examples of the additive and subtractive process when sculpting. Model each vocabulary word by using recycled materials to give a visual example. For example, sawing and removing a piece of Styrofoam with a plastic knife is an example of the subtractive process. Joining two paper towel rolls together is an example of the additive process.
3. Hand out all of the art supplies/materials to the students.
4. Give students 30 minutes to create their sculptures. During this time, walk around the class, helping individual students and asking them to identify the elements of art within their projects.

Post-project class discussion:

- Once the students have finished creating their sculptures, ask each student to give a short informal presentation explaining the materials used and how this piece of artwork can be used to tell others about the importance of recycling.



Extensions:

- Work with your school library staff to locate books about recycling. Perhaps this project can be linked with a school-wide recycling initiative.
- Have students read different articles related to recycling and have a discussion based on those readings
- Have students write an informal report about reusing and recycling.

- Have students write a description of their work that describes how it looks and feels, and how they hope their project inspires people to look at recyclable materials in a new way.

Teaching Tips:

- You can involve parents in this project by sending a letter home about 2-4 weeks before the project, requesting the need for recyclables. Be sure to include examples of the types of recyclable materials needed.

CA Content Standards:**Third Grade Visual Arts**

1.5 Identify and describe the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.

Fourth Grade Visual Arts

1.5 Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.

2.3 Use additive and subtractive processes in making simple sculptural forms.

3.1 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).

Fifth Grade Visual Arts

1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.

2.6 Communicate values, opinions, or personal insights through an original work of art.

Third Grade English-Language Arts

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. **This standard is addressed in the extensions section.*

Fourth Grade English-Language Arts (see extensions)

2.3 Write information reports. **This standard is addressed in the extensions section.*

2.2 Make informational presentations.

Fifth Grade English-Language Arts (see extensions)

2.3 Write research reports about important ideas, issues, or events. **This standard is addressed in the extensions section.*

2.2 Deliver informative presentations about an important idea, issue, or event.



Bibilography/Webography

The Imagination Factory - <http://www.kid-at-art.com/>

This Web site teaches kids about the importance of recycling and the different types of art projects they can create with recycled materials. The "Trash Matcher" link allows students to choose a type of recyclable material and provides them with an art/recycling activity that calls for that material.

Environmental Protection Agency: Welcome to Recycle City - <http://www.epa.gov/recyclecity/>

In this Web site, students can explore Recycle City (a town that reduces waste and betters the environment), explore Dumptown (a town that was ravaged by trash), create their own Recycle City, and participate in different recycling activities.

PBS's Educational Contemporary Art Series: Andrea Zittel - <http://www.pbs.org/art21/artists/zittel/>

Zittel's sculptures and installations transform everything necessary for life—such as eating, sleeping, bathing, and socializing—into artful experiments in living. Blurring the lines between life and art, Zittel's projects extend to her own home and wardrobe.

Recycled Art and Toy Bazaar - http://www.indigoarts.com/store1_recycle.html

This Web site has images of toys created out of recycled materials from Africa, Asia, and the Americas.





Mark Dion, *Landfill*. Mixed media, 1999-2000.



Kim MacConnel, *Clowns*. Installation view from Museum of Contemporary Art San Diego retrospective.

***If you would like either of these images as digital files (for educational purposes only),
please email education@mcasd.org.***



MUSEUM OF CONTEMPORARY ART SAN DIEGO