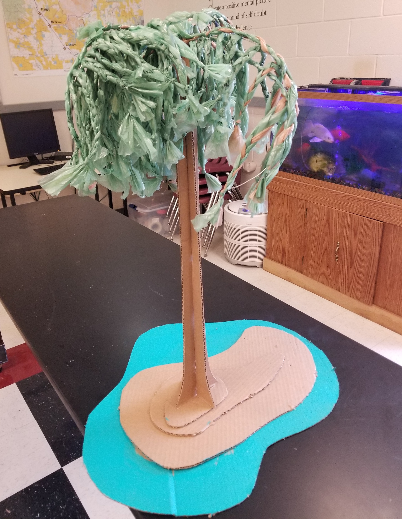
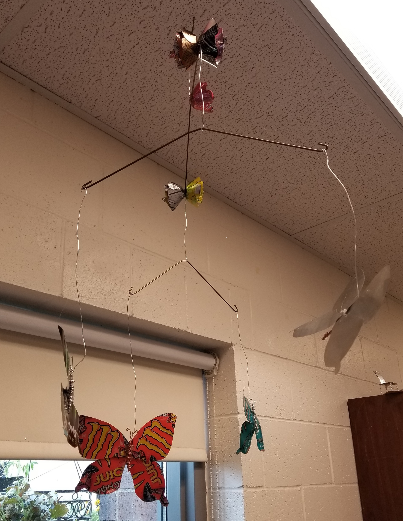


Environmental Found Object Sculpture

**SUBJECT:** Environmental Science

**GRADE LEVEL:** 7

**LESSON PLAN:** Four 100-minute classes

Students explore environmental science concepts through their exploration of the local environment. Students will use found objects that are often discarded and repurpose them to create a found object sculpture. Key concepts surrounding this project are single use and disposable items and their impact on the environment, recycling and repurposing. Students are asked to sculpt a form that communicates a message about the environment.

**OBJECTIVES:**

* Students will learn about sculpture, found object sculpture and assemblage as art forms.
* Students will design a composition that communicates a message about the environment.
* Students will choose the found objects, form and color scheme of their sculptural piece in an effort to help communicate their desired message.
* Students will construct a found object sculpture that communicates a message about the environment.
* Students will write a two-to-three sentence statement about their piece, the objects used and the message they are communicating.

**BASIC OUTLINE OF THE LESSON:**

* Using the slideshow, introduce the Project and show examples of sculpture, found object sculpture and assemblage. Discuss the differences & similarities.
* Students begin brainstorming/sketching ideas.
* Students collect found objects (during class and outside of class).
* Students begin sculpting
* Students continue sculpting
* Students complete sculptures, title their work and write an artist statement
* Students display their sculptures, artist statement, give feedback and discuss

**ART SUPPLIES:**

* found objects
* adhesive
* wire and/or string
* spray paint
* backer or base support board as needed.

**OTHER RESOURCES:**

* Slideshow to introduce project, related artwork and concepts
* Found objects (students find in and out of class, teacher provides some as well)

**TECHNOLOGY:**

Access to computer for viewing the PowerPoint slideshow.

**IDAHO STATE LEARNING STANDARDS:**

* **Arts and Humanities: Anchor Standard 1:** Generate and conceptualize artistic ideas and work.
  + VA:Cr1.1.la: Use multiple approaches to begin creative endeavors.
  + VA:Cr1.2.la: Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.
* **Arts and Humanities: Anchor Standard 2**: Organize and develop artistic ideas and work.
  + VA:Cr2.1.lla: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
  + VA:Cr2.3.llla: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
* **ESS3.C: Human Impact on Earth Systems**:
  + Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (ESS3-HS-5)

**ACADEMIC LANGUAGE:**

* Subject area language: human impact, environment, pollution, waste, ecosystem
* Art language: found object, sculpture, assemblage, disparate, form, color scheme

**STUDENT USE OF VOCABULARY:**

Students will use the words when creating their sculptures, when writing about their work in their artist statement, and when discussing their projects

**STUDENT GROUPING:**

Students will work independently

**INSTRUCTION:**

**DAY 1 — INTRODUCTION**

Introduce the project through the slide show

* Discuss sculpture, found object sculpture and assemblage and show artist work.
  + Ask what similarities and differences they see in each art form.
* Discuss strategies for brainstorming and planning design. Students should write down and/or sketch out at least 3 different ideas – discuss the importance of this step in success of final design
  + What message do you want to communicate?
  + What kinds of found objects can you use?
* If time allows, students and teachers go for a walking field trip to begin collect objects.
  + Remind students to find objects on their own time at home or when out and about.

**DAY 2 — PLANNING AND ARTMAKING**

* Students bring in any found objects they have collected and continue sketching their plan and brainstorming their message.
* Students begin sculpting their found object assemblage sculptures.

**DAY 3 — ARTMAKING**

* Students continue sculpting. This is the last day of sculpting.
* If students finish early, they title their work and begin writing their artist statement.

**DAY 4 — PRESENTATIONS**

* Students will finalize artist statement paragraph.
* Students will display their artwork and artist statement and participate in a gallery walk where they will observe each other’s works and give feedback to at least two of their peer’s work. Class discusses what they observed in their peer’s work.

**SLIDE SHOW OUTLINE:**

* Sculpture — what it is and visual examples/art
* Found object — what it is and visual examples/art
  + (Art 21 — Mark Dion short video)
* Assemblage – what it is and visual examples/art
  + (Bristol Whale video)
  + (One Plastic Beach video)
  + Compare/contrast the three approaches to art making
* Education and Art Goals
* Project details and plan
* Brainstorming/Planning — idea/message, color scheme, form
* Artist statement question prompts to help students write their own artist statement
* Resources

**END OF PROJECT ARTIST REFLECTION AND PRESENTATION:**

* What is your piece called?
* What message did you intend to communicate through this project?
* How did you assemble your sculpture?
* How do the found objects you incorporated help communicate your message?
* What form did you choose to sculpt and why? (How does it help communicate your message?)