

**Subject:** Art **Grade Level:** Middle School **Estimated Time:** 9 weeks  
**UNIT TITLE:** Use-to-be-Trash Creation

**Enduring Idea or Theme:** Kindness to Earth. Up-Cycling Wastes into creation.

**National Core Art Standards or State Standards:**

Students will **VA: Cr1.2.1a:** Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. **VA:Cr3.1.1a:** Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. **VA: Re.7.1.1a:**Hypothesize ways in which art influences perception and understanding of human experiences.**VA: Re9.1.1a:** Establish relevant criteria in order to evaluate a work of art or collection of works.

**What broad, overarching understandings are desired of students?**

- There are different ways to look at trash/materials.
- Buying materials is not always necessary for creation.
- Consider how we can help in eco system cycle.

**What are the overarching “essential” questions that this unit is based on?**

- How can we help in eco system cycle?
- What defines trash, is it really trash?
- What is the possible potential of the trash/materials?
- How much things go into trash-can every day?
- What is up-cycle?

**As a result of this unit, students will be expected to demonstrate an understanding of:**

- How much trash human makes and what are the results from that.
- How we can aid in eco system, how we can be kind to earth.
- Skills to make creation from used plastic bottles, old newspapers and other wastes.
- How to host and organize event.
- Understand needs of others(clients), make creation for others.
- Work with community, draws community into subject of matter.

**What “essential” and unit questions will focus the activities of this unit?**

- What are the problems that wastes are causing in the world?
- How do artists show awareness of the matter?
- How can art show different point of view?

**Key Vocabulary or Concepts:** What vocabulary terms do students need to explicitly learn for this unit? Up-cycle, Trash, Eco-system, Environment.

**Major Learning Activities:** Students will discuss and research about where trash goes and what they do to environment. Students will practice looking at trash from different perspective. Student gather ideas and will make posters to draw viewer’s attention to environment issues(of student’s choice based on their research) and make collecting box to place them in community

area to collect materials(used pet-bottles and papers). After collecting bottles, students will practice skills using wood burners to create their sculpture out of bottles. These bottle creations will be the decoration of their paper-fashion show stage and setting. Lastly, students will be a creator and model. Students pair up (or ask for volunteers) and create clothes for each other using papers or/and about-to-be trash materials of their choice. Students will conduct fashion show as a final project.

This Unit consists of 4 lessons. (in separate word documents for texts, and handout for students)

**Lesson 1 : Making Posters and Collecting Box. (1 week)**

**Lesson 2 : Plastic Creation (3 weeks)**

**Lesson 3 : Paper Creation (2 weeks)**

(Lesson2&3 are same Enduring Ideas/Essential Questions, just different material to practice)

**Lesson 4 : (Up-Cycle)Used-to-be-Trash Fashion Show. (3 weeks)**