



ARE 6148:ART LESSON: USED-TO-BE-TRASH ART

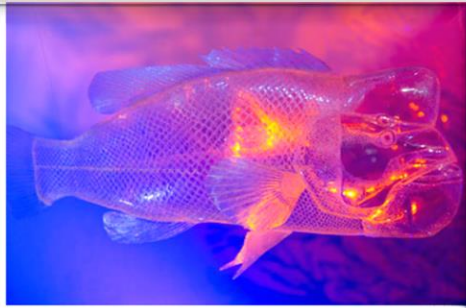
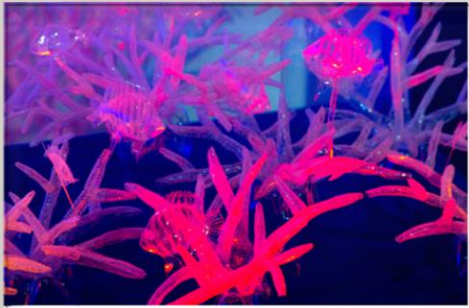
YUNO BOUNDS

OVERVIEW

The purpose of this Used-to-be-Trash art project is to :

- (1) Enhance student's ability to see things in our daily life from different point of view and perspective, by using what students see as "trash" at beginning and explore and consider the potential of the "trash" to become part of meaningful life again.
- (2) Learn about ecology where materials come from, where it goes after used and how we could participate to help in the cycle.
- (3) After understanding there are different ways to look at one thing, apply the knowledge to create own piece from "materials that was used-to-be-trash" to give new purpose.





個展より。サンゴとクマノミ（左）、コブダイ（右）



今回は、本間さんの個展に潜入。出迎えてくれたのは、悠然と泳ぐ、カタクチイワシの大群

ARTISTS WHO USES RE-CYCLED MATERIALS:

- **PET Bottles sophisticated Art.** Created by Masumi Honda. She creates beautiful art from empty water-bottles without using any glue or coating, paints on her bottle art so that they still could be easily re-cycled after the art full-filled its own purpose.
- **Haruna Shimada.** Sea-glass artist, she creates art using sea-glass, and send messages to keep the ocean clean, and make safe environment for sea creatures.
- **Toilet Paper Roll Recycle Art** by Yuca Yamada
<https://tedxhamamatsu.com/en/speakers/yamada-yuka/>

RYUKYU GLASS

The glass creation called “Ryukyu glass” made by Okinawans. Ryukyu glass is a type of handmade glass craft in Okinawa. The glass pieces of the soda bottles that was thrown out were used by Okinawan glass makers to create their craft. These bottles, the recycling process resulted in unique colors, as well as air bubbles, which eventually became known as part of the look-and-feel of Ryukyu Glass.



REDBULL CAN ART

[HTTPS://CORNERSTOREGLO
RY.WORDPRESS.COM/2010/06
/14/REB-BULL-CAN-ART/](https://cornerstoreglo.ry.wordpress.com/2010/06/14/reb-bull-can-art/)



ENDURING IDEAS/ESSENTIAL QUESTIONS

To start creating art, buying materials are not always necessary, materials could be found anywhere and even “trash” becomes materials and potentially be important part of art.

In this lesson, students explore the questions:

“What is the trash and what are the materials?”

“Where does materials come from and go?”

“What is the purpose of this material, and what else could it be?”

In doing so, students will learn to look materials from different point of view, examine its potential and explore different usage for creating art.

LESSON OBJECTIVES



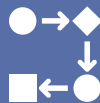
In this lesson, students will:



(1) discuss in small groups “what are trash and what are materials” “where materials come from and go” to learn about cycle of trash and materials.



(2) Students will individually pick few item from things they were about to throw away and become “trash” and examine and consider if there is any potential to be something, or to be part of something, practice seeing things from different perspective.



(3) Create own meaningful piece from “materials that has fill-filled first purpose” to give new purpose to become part of student’s life.

TOOLS AND MATERIALS

- Ask students to keep **few things that was going into trash at home** (for example, empty drink bottles, grocery bags, cereal boxes, clothes with holes or rips, scrabbled paper and etc.) Avoid perishable items.
- While students bring main items to use, teacher can provide **creating tools** such as glue, paste, tape, scissors, paper cutter, paints, glue guns (pick age appropriate ones) etc.
- Teachers also provide **some example works**(picture, PPT, links and etc) of re-cycled arts and artist, and purpose of their art.**Additionally, provide “where the trash goes?” panel** to show students so that students can easily visualize them and some fact numbers how much trash goes into landfill and ocean and what it does to nature.

INTRODUCTION

- Before the class, as a pre-assignment, have students keep some item that they were about to throw away, and bring them to class.
- With the “where the trash goes?” panel or on the white board write down with students the steps where trash goes from your hand to its ending place. Ask students where else could trash go besides landfill and what we can do to reduce trash going into landfill. Ask students “what are the trash, what are the materials, and what defines them?”



WHERE THE TRASH GOES?"

Ocean pollution
Landfill Disposal
What happens?

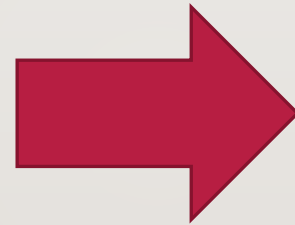
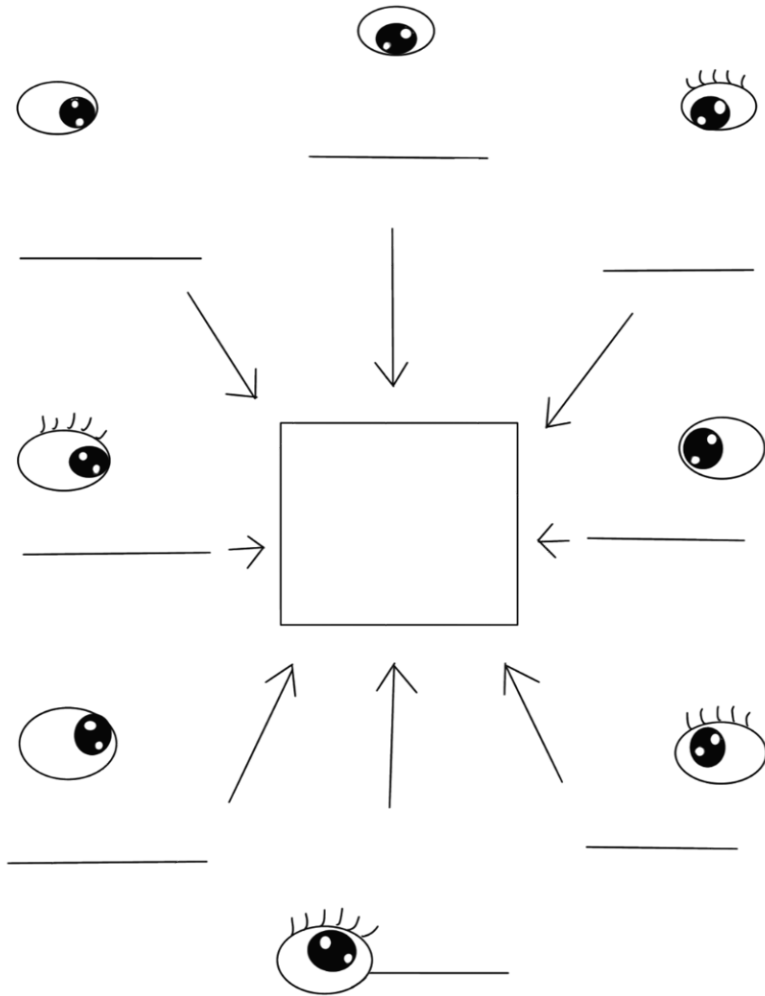
<https://www.noaa.gov/education/resource-collections/ocean-coasts/ocean-pollution>

PROCEDURE

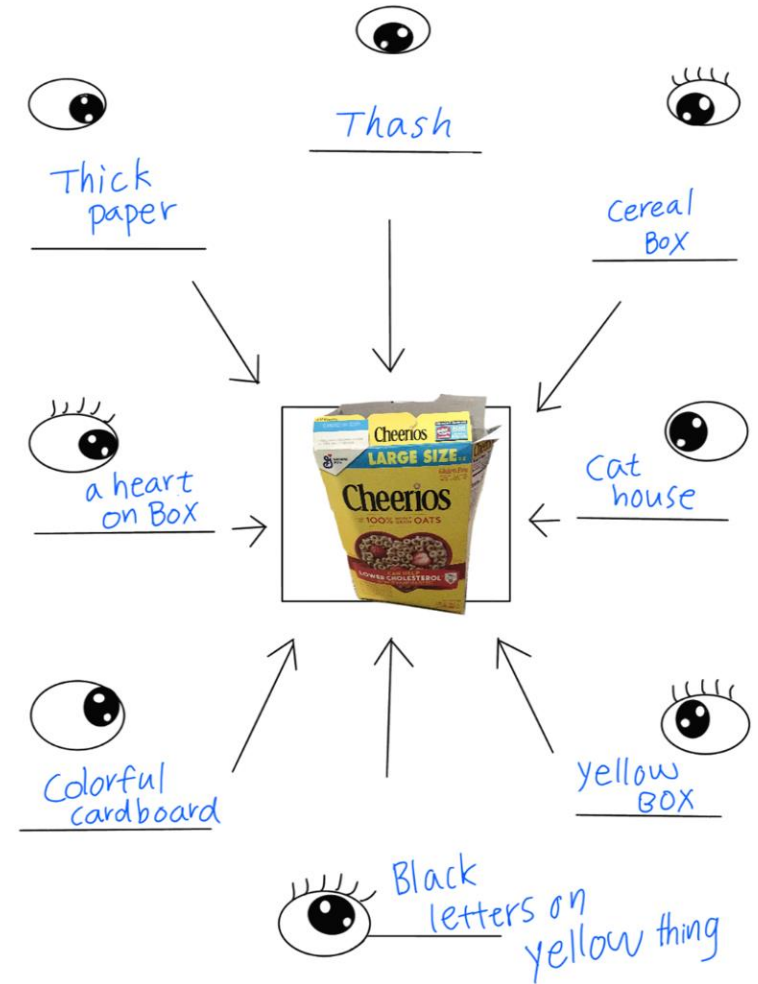
1. As a pre-assignment, ask students to keep few item that they were about to throw away, and bring them to class.

2. Divide students into small groups and have them place “trash” things that they brought on the table. Pass out few “I can see this as” worksheet to each group and have them fill out for each item they brought.

I can see this as.....



I can see this as.....

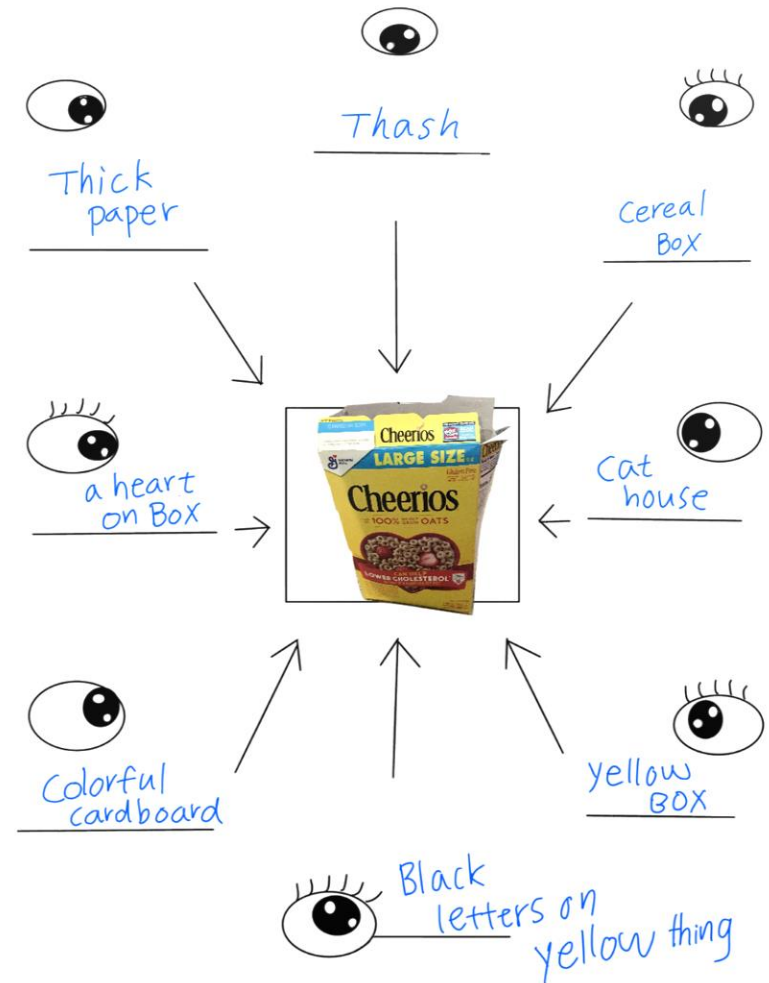


STEP 3


Each group, one by one shows item to other group and share the response they got. For example, “This item, our group saw it as

- (1) trash,
- (2) cereal box,
- (3) thick paper,
- (4) cartoon on box,
- (5) colorful cardboard
- (6) cat box. Etc..”


I can see this as.....



4. Discuss and ask students something like “the item you brought in today that you thought it was trash, what did others think of it?” “Why did we get different answers?” “What is the purpose of this material, and what else could it be?” “What potential this material has?” and same question from beginning one more time, now what do you think “what are trash and what are materials?”



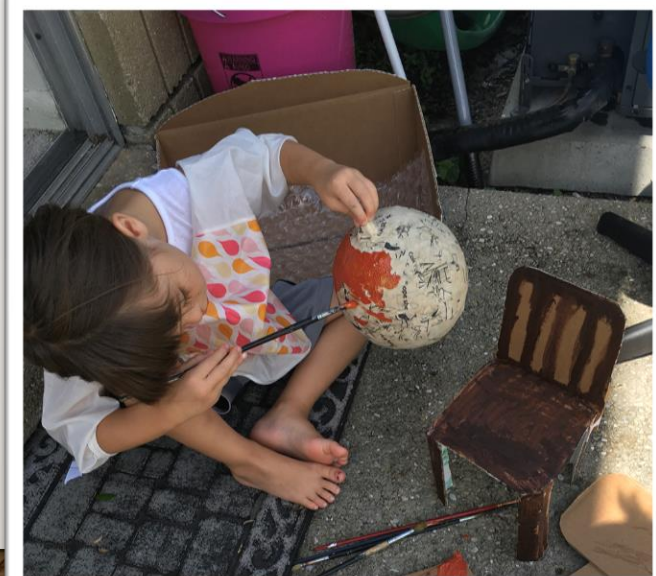
5. Introduce some of the artist and artwork made of re-cycled materials and its meaning and messages. Have students discuss what they could do with their items and talk about possibility of ways using items they brought as materials.



6. Have student go back into their small group and brainstorm what they could create from the about-to-be-trash items, discuss about possible potential of materials. I would like to give student choice of freedom to create piece individually, or as a group, depends on ideas they came up with. **Day I class finish here.** End of the Day I, ask students to collect about-to-be-trash items that they are planning to use in their art by next class.



7. Day 2. Have student create new piece using materials of their choice. Students can exchange materials between students if they see meaningful usage for the material that another student have. It is all about perspective, bringing in new ideas, some students might see possibility in different item. (creating art part can be done in 1 day or few days depends on class length)



SAMPLEWORK

SAMPLE FINISHED WORK

pumpkin object made of used
paper and cardboard



DISTRIBUTION AND CLEAN-UP

- Whatever item left from the project, have students cut everything into small pieces and explain these pieces will be part of mosaic art or collage project. If glass, can or others that could not be cut into pieces, use re-cycle bin. Have student put away tools that they used.



Showcase students' art in the school or community place to show their creativity and convey the message to others.



At the end of the class, ask students



“What did your about-to-be-trash become with your creativity?”



“What’s the new purpose you gave to the item?”



“What did you learn about the material you used?”



and have them hold their item and tell classmates what they think of their new creation (self-assessment) and share ideas they used it to create their artwork.

CLOSURE



ASSESSMENT

Rubric for the Used-to-be-Trash Art Project

Rubric for the Used-to-be-Trash Art Project

To receive a “satisfactory,” a student must:

- Write the “I can see this as..” worksheet.
- Shows understanding of seeing things from different perspective.
- Create original work of art

To receive a “proficient,” a student must meet all of the criteria for a satisfactory” and:

- Be able to explain potentials of “about-to-be-trash”.
- Join and spontaneously help each other to explore ideas.

To receive an “exceptional,” a student must meet all of the criteria for a “proficient” and:

- The artwork send message to viewers, catches viewer’s attention to the meaning of the artwork.
- Shows original creativity in the artwork and shows new way of how he/she used materials.

---Exhibit art works and set ballet box for viewers for input.---

SOME QUESTIONS TO ASK DURING CLASS

- “What is the trash and what are the materials?”
- “What defines them?”
- “Where does trash come from and go?”
- “Where does materials come from and go?”
- “What can we do to reduce trash going into landfill or ocean?”
- “the item you thought it was trash, what did others think of it?”
- “Why did we get different answers?”
- “What is the purpose of this material, and what else could it be?”
- “What potential this material has?”
- “What can we make out of it?”
- “What did your about-to-be-trash become with your creativity?”
- “What’s the new purpose you gave to the item?”
- “What did you learn about the material you used?”

NATIONAL OR STATE LEARNING STANDARDS

- (HS Proficient): 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.

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