

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 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. 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. Students will practice using paper-based materials in several ways to create object or use as design. 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. (continue to next page)

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)

Lesson 1: Making Posters and Collecting Box.**Grade Level: Middle School****Estimated Completion Time: 1 week****Overview**

The purpose of this Making Posters and Collecting Box project is to : (1) Learn about eco-system and recycling, where materials come from, where it goes after used and how we could participate in the cycle. After understanding impact what the wastes does to environment, (2) apply the knowledge to create eye-catching poster and collection box to install in community space. (3) to draw viewer's attention to the subject of matter.

(4) Enhance student's ability to see things in our daily life from different perspective, by using what students see as "trash" at beginning point, and explore and consider the potential of the "trash" to become part of meaningful life again.

Enduring Ideas/Essential Questions

- How much trash we make and what are the results from that.
- How we can aid in eco system, how we can be kind to earth.
- What is up-cycle?

National or State Learning Standards

Students will **VA: Cr1.2.la:** Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. **VA:Cr3.1.la:** 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.la:**Hypothesize ways in which art influences perception and understanding of human experiences.**VA: Re9.1.la:** Establish relevant criteria in order to evaluate a work of art or collection of works.

Lesson Objectives

(1) Students will discuss and research about where trash goes and what they do to environment. (2) Students will practice looking at trash from different perspective. (3) Student gather ideas and will make posters to draw viewer's attention to environment issues(of student's choice based on their research) and (4)make collecting box to place them in community area to collect materials(used pet-bottles and papers).

Tools and Materials

Some big empty boxes. (Amazon, diaper box etc) If circumstances allows, it will be great for students to go to local store and explain about the project and ask for some used empty boxes to work with community. Some poster-sized papers. 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.

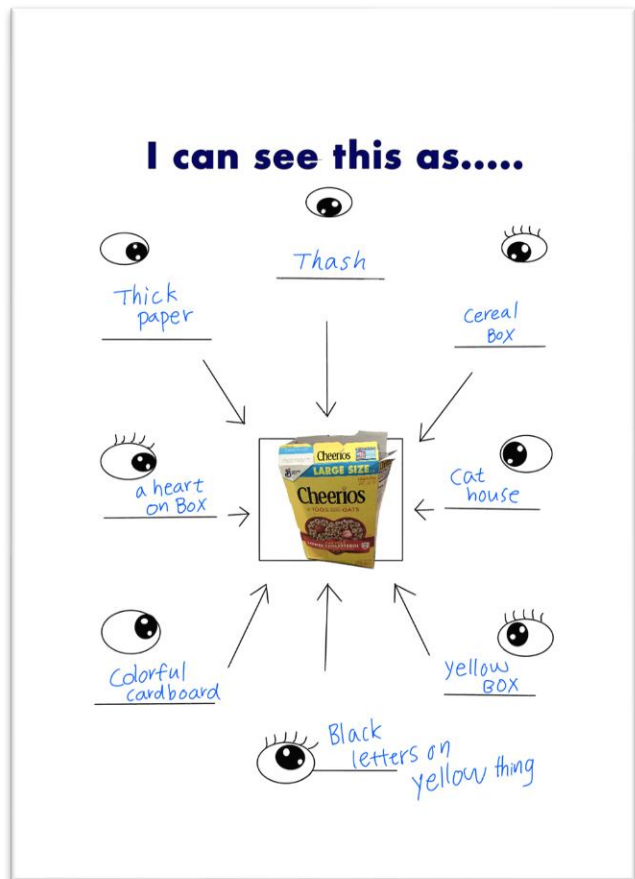
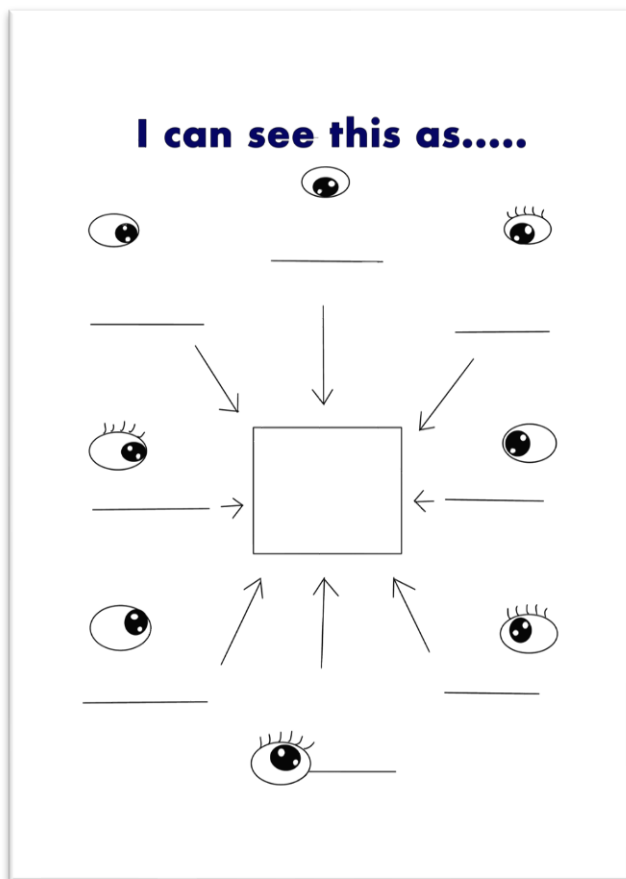
Introduction

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 and discuss with students where else

could trash go besides landfill and what we can do to reduce trash going into landfill. Most importantly, ask students “what are the trash, what are the materials, and what defines them?”

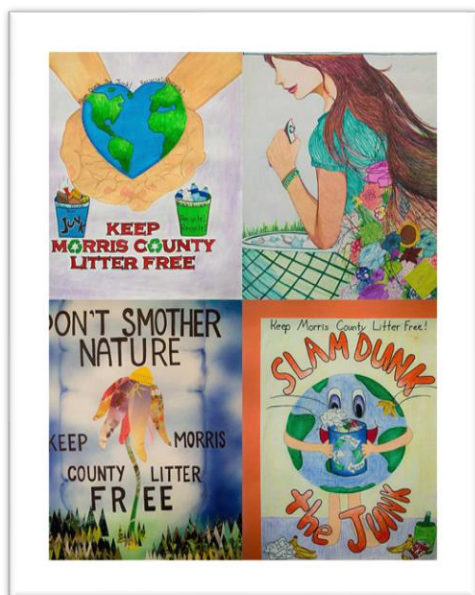
Procedure

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. (it's ok to do only few depends on time you have in your class setting)



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..”
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. Explain upcoming project that we will be making sculpture out of pet-bottles and some other about-to-be trash materials of their choice. For this session, students will be making posters and collecting box to collect about-to-be trash materials of their choice and install them in throughout school. (if circumstances allowed, install them in neighbor community area also)
6. Have student go back into their small group and brainstorm design of posters and collecting box and start the creation.



(retrieved from https://mcmua.com/sw_cc.slamdunkthejunk.asp)

Distribution and Clean-Up

Whatever item left from the project, keep materials in one place for future project as students will be using about-to-be trash items for further project. Have student put away tools that they used.

Closure

Discuss with students what is important about the posters and boxes they created, and how they think viewers would interpret from the posters and participate in collecting materials. Install the poster and collection box throughout the school. If circumstances allow, install them in neighbor community area.

Formative/Summative Assessment:

Student Self-Assessments

Beginning of project, ask students the goal of this poster/collecting box, what their aim is. During the making process, ask students if their product is going close to their goals. After the products are finished, have them talk about their posters to classmates.

Assessment Rubric**Rubric for the Making Posters and Collecting Box.**

To receive C “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 (poster)

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

- Join and spontaneously help each other to explore ideas.
- Create original work of art (both poster & collection box)
- Be able to explain potentials of “about-to-be-trash”.
- Be able to explain ways to be kind to earth.

To receive A “outstanding,” 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 various way of how he/she used materials.

Artists or Works of Art Studied

Recycling Education(n.d). *Cal-Waste recovery system*

<http://cal-waste.com/recycling-education/>

Clean Communities(n.d). *Morris County Municipal Utilities Authority*. Retrieved September 24, 2020, from https://mcmua.com/sw_cc.slamdunkthejunk.asp

Kay.M (2012, January 17) Lined Canvas Diaper Box. *Mandy’s krafty exploits*.

<http://designsbymke.blogspot.com/2012/01/lined-canvas-diaper-box.html>

Wickramarachchi G.A.(2016, April 18) DIY Recycling Bin for Kids + Tzu Chi Recycling Day.

<https://diaryofanewmom.com/diy-recycling-bin-for-kids/>

エコキャップ回収活動[Collecting bottle caps] (n.d). Japan Woman’s University.

<http://blog.jwu.ac.jp/k-blog/?p=1421>

References

Gemma, A., (2019, October 15) Understanding Where Garbage Goes. Earth911.

<https://earth911.com/business-policy/understanding-where-garbage-goes/>

Ocean pollution(2020, April).

National Oceanic and Atmospheric Administration

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

Adler.J (2019, April 5) Artist Turns Old Tires Into Beds For Stray Animals. *Shareably*.

<https://shareably.net/artist-turns-tires-beds-animals/>

Higa, C. (2020, April, 16). シーグラスアーティストの島田春奈さんシーグラスで自然を表現

[Sea-glass artist Hauna Shimada express nature through sea-glass art]. Okinawa, Japan :

Okinawa Times <https://fun.okinawatimes.co.jp/columns/life/detail/9615>

O'Byrne (2016, February 3).

Trash Avengers: Where Does My Garbage Go? O'Byrne/Bentley class

<http://obynebentleyclass.weebly.com/2015-2016/trash-avengers-where-does-my-garbage-go>

Curriculum Resources:

Clean Communities(n.d). Morris County Municipal Utilities Authority. Retrieved September 24,

2020, from https://mcmua.com/sw_cc.slamdunkthejunk.asp

Kay.M (2012, January 17) Lined Canvas Diaper Box. *Mandy's krafty exploits*.

<http://designsbymke.blogspot.com/2012/01/lined-canvas-diaper-box.html>

Wickramarachchi G.A.(2016, April 18) DIY Recycling Bin for Kids + Tzu Chi Recycling Day.

<https://diaryofanewmom.com/diy-recycling-bin-for-kids/>

エコキャップ回収活動[Collecting bottle caps] (n.d). Japan Woman's University.

<http://blog.jwu.ac.jp/k-blog/?p=1421>

Need to find: (1)Some example works(picture, PPT, links and etc) of re-cycled arts and artist, and purpose of their art. (2) provide “where the trash goes?” panel to show students so that students can easily visualize them and (3)some fact numbers how much trash goes into landfill and ocean and what it does to nature.(4)Big boxes and poster papers.(or find community to give students some) (5) find space for fashion show.

Lesson 2: Plastic Creation**Grade Level: Middle School to High School****Estimated Completion Time: 3weeks****Overview**

Student will examine “PETBottles sophisticated Art” by Masumi Honda, to learn how to turn used-plastic bottles into materials for art. Students will practice skills to use small wood-burner to design the pet-bottle arts. Students will make pet-bottle sculpture of their choice and make one big pet-bottle tree(or big object of their choice) as group project to install in community area to involve community into this matter to reduce plastic waste. Students will learn how to manipulate plastic bottles and examine how to utilize the material for future lesson, which is to make clothes from re-cycled item for the final fashion show. The objects students made in this lesson will be used as decoration of the stage and showroom for the final fashion show. Learn to use plastic in meaningful ways also reduces waste, helps the environments.

*Using wood-burners have risk of small injury(burning), it is good to get permission from parents beforehand for students to participate activity using wood-burners. If it is not allowed, please do this activity without wood-burners, or replace this lesson with Paper Creation (Lesson 3).

Enduring Ideas/Essential Questions

To explore the different usage of each materials, find best potential of the materials even they were called “trash” before. Some questions to ask to students, “What are the possible ways to use this material?” “Can we use materials in different ways if we cut, connect, mince, or mix with some other materials?” Students will examine and practice using materials in different ways, by doing so, they can feel in their hand what they can actually do, and gather the ideas to make their own object(and for future lesson) using variety of skills and different perspective.

National or State Learning Standards

(HS Proficient): Students will VA: Cr1.2.la: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. VA:Cr3.1.la: 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.la:Hypothesize ways in which art influences perception and understanding of human experiences.VA: Re9.1.la: Establish relevant criteria in order to evaluate a work of art or collection of works.

Lesson Objectives

In this lesson, students will: (1) observe and examine “PETBottles sophisticated Art” to learn different ways to use pet-bottles, (2) to be aware of what plastic waste does to ocean and convey the messages to community to work together to reduce plastic wastes. (3) Create own object from used plastic bottles and create one big plastic tree(or object of student’s choice) to install in community area to involve community into this matter to reduce plastic waste.

Tools and Materials

Small wood-burners for each student. Used plastic bottles. (they should be collected from community (or school) using the collection box made in first lesson). Some facts (posters or PPT, etc) of what plastic wastes cause for ocean. Scissors and glue.

Introduction

Using “what does waste do to ocean” handout, discuss with students where plastic waste goes, how long does it take to be decomposed. Discuss what plastic wastes does to ocean animals, and destination of micro plastics. Is it safe to eat plastics? Provide some facts that we know as

of now and discuss unknown problem that might causes in the future. What can we do? What are the possible ways to re-cycle/up-cycle plastic wastes? Explain how to use small wood-burners and safety protocol.

What does wastes do to ocean?

Each year, billions of pounds of trash and other pollutants enter the ocean.

1. What does the wastes do to Ocean?
2. Where does pollution come from?
3. How much trash goes in the ocean each year?
4. What are micro-plastics?
5. What plastics does to ocean animals?
6. What happens when ocean animals eat plastics?
7. How long does it take for plastics to be decomposed?
8. What are we leaving it to our next generation?

Procedure

- (1) Divide students in few groups and discuss the design of plastic tree (or big object of their choice).
- (2) Have each group draw some design of the tree/object.
- (3) Show the design to other groups and explain the concept, purpose of the tree/object, give ideas to each other, and pick one design for each group.
- (4) Set collection box from previous lesson to collect desired materials for group project.
- (5) Brainstorm design of your own small creation (draw design optionally)
- (6) Practice using wood-burners and make plastic creation of your own.
- (7) After finishing your own small creation, join group project to create big object.

This object and your small creation will be used as decoration for fashion show stage in later lesson and set it in community place to brighten up the community and draw viewer's attention into this matter in positive way.



(Small fish made of pet-bottle)

(Pet-bottle tree from <https://earthly.app/blog/the-pearl-protectors>)

**Distribution and Clean-Up**

Any plastics left from the project, have students put them in plastic re-cycle bin to be re-cycled in community. Have student put away tools that they used.

Closure

Place students' art in place where final fashion show will be held, as decoration of stage and show room. At the end of the class, ask students "What did pet-bottle 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, and how they are thinking about to using the skill learned for future lesson(to make clothes out of re-cycled items for fashion show)

Assessment Rubric

Rubric for the Pet-Bottle Creation

To receive C “satisfactory,” a student must:

- Understand different usage of pet-bottles.
- Shows understanding of what plastic waste causes for ocean.
- Create original work of art (pet-bottle sculpture)

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

- Join and spontaneously help each other to explore ideas.
- Participate to create group object.
- Create original work of art (both pet-bottle sculpture & group project)
- Be able to explain potentials of “plastics”.

To receive A “outstanding,” 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 various way of how he/she used materials.
- Be able to explain the importance of working with community.

Formative/Summative Assessment:

Beginning of project, ask students the goal of this plastic creation, what their aim is. During the making process, ask students if their product is going close to their goals. After the products are finished, have them talk about their own plastic creation and their group project.

Artists or Works of Art Studied

Honma, M. (n.d). ペットボトル ソフィストケイティド アート [Pet bottles sophisticated art]
Japan : September 9,2020, from <http://masumi-homma.com/>

Plastic bottle christmas tree : Celebrating green Christmas (n,d) *igreen spot*. Retrieved from <https://www.igreen spot.com/plastic-bottle-christmas-tree-celebrating-green-christmas/>

PET bottles in recycled Christmas décor(2017, December 24). *Sunday Observer*.
<http://www.sundayobserver.lk/2017/12/24/forum/pet-bottles-recycled-christmas-d%C3%A9cor>

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Ocean pollution (n.d). *National Oceanic and Atmospheric Administration U.S. Department of Commerce*
<https://www.noaa.gov/education/resource-collections/ocean-coasts/ocean-pollution>

Committed to protecting marine ecosystem through community work.(n,d) *Earthly*. Retrieved from <https://earthly.app/blog/the-pearl-protectors>

Yamada, Y. (2015, March 1). トイレトーパー芯リサイクルアート・山田ゆか
[Toilet paper roll recycle art – yamadayuca.] Japan: Yamadauca Blog.
<https://www.yamadauca.com/2015/03/5373.html>

'Trashion' designer Marina DeBris turns ocean rubbish into high-end outfits in pictures. (2016, September 13) *The Guardian*. Retrieved September 24, 2020, from
<https://www.theguardian.com/artanddesign/gallery/2016/sep/13/trashion-designer-marina-debris-turns-ocean-rubbish-into-high-end-outfits-in-pictures>

Curriculum Resources:

Plastic bottle christmas tree : Celebrating green Christmas (n,d) *igreen spot*. Retrieved from <https://www.igreen spot.com/plastic-bottle-christmas-tree-celebrating-green-christmas/>

PET bottles in recycled Christmas décor(2017, December 24). *Sunday Observer*.
<http://www.sundayobserver.lk/2017/12/24/forum/pet-bottles-recycled-christmas-d%C3%A9cor>

Senta. (2014, August 21) 発掘！アーティスト。テーマは「エコ」再利用できるペットボトルアート[discover artist : theme “eco” pet bottles art] Japan : SONY weekly magazine.
<http://myvaio.sony.jp/sonyselect/special/140821/>

Need to find: (1) small wood-burners for each student. (2) collect used bottles from the collection box that students made in earlier lesson. (3) Examples of pet-bottle creation (picture or PPT) (4)Some facts of what plastic wastes cause for ocean. (3) place to set the big object(preferably community space)

Lesson Title 3: Paper Creation**Grade Level: Middle School****Estimated Completion Time: 2weeks****Overview**

Students will learn how much trees are cut down for papers each year.

Student will examine “News paper collage” by 90years old grandma, and “how to make Paper Mache” to learn how to turn used papers and newspapers into materials for art instead throwing them away. Students will practice using paper-based materials in several ways to create object or use as design. Students will make paper-mache sculpture and color the paper-mache with collage to learn how to manipulate paper-based material and explore how to utilize these material for future lesson, which is to make clothes from re-cycled item or final fashion show.

The objects students made in this lesson will be used as decoration of the stage or can be used as design for their clothes for the final fashion show.

Enduring Ideas/Essential Questions

To explore the different usage of each materials, find best potential of the materials even they were called “trash” before. Some questions to ask to students, “What are the possible ways to use this material?” “What can we do to reduce paper going to waste?” “Can we use materials in different ways if we cut, connect, mince, or mix with some other materials?” Students will examine and practice using materials in different ways, by doing so, they can feel in their hand what they can actually do, and gather the ideas to make their own object(and for future lesson) using variety of skills and different perspective.

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.

Lesson Objectives

In this lesson, students will: (1) observe and examine “Newspaper collage” by 90years old grandma, and “Paper Mache” to explore different usage of paper-based materials(2) Student will create paper-mache sculpture and put design on object using the news-paper collage skills. (3) Based on skills students learned, explore how they can utilize the skills and gather the ideas for future project which is making clothes out of re-cycled item. Students creation from this lesson will be used as decoration of the stage and showroom for final fashion show.

Tools and Materials

Used papers and newspapers. (they should be collected from community (or school) using the collection box made in first lesson) Fact sheets of how much trees are cut down for papers each year.Scissors and glue (or flour for paper-mache). Some balloons or anything that could work as base for paper-mache.

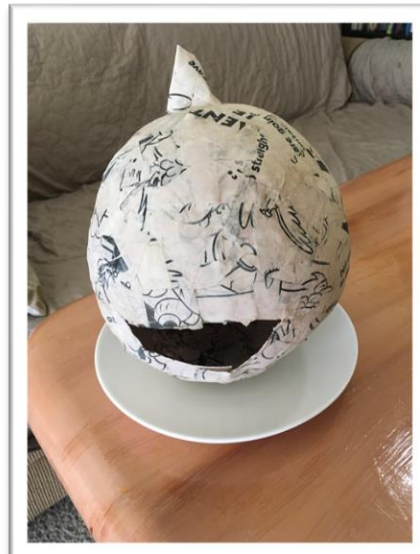
Introduction

Discuss with students where papers come from, what cutting down trees does to environment and how it could affect animal and human life. Do little guessing game by asking students how much trees are cut down for paper each year. Share the facts. Share the ideas how we can re-

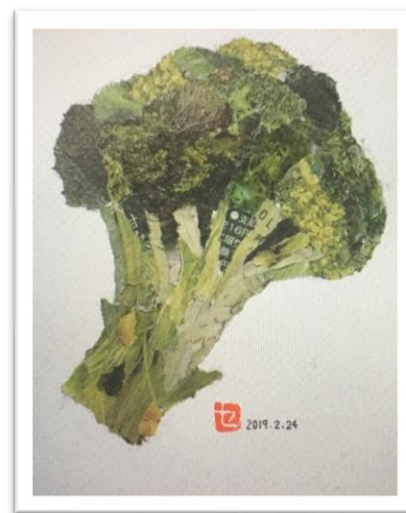
cycle/up-cycle papers. Show students how to do paper-mache and show them some newspaper collage examples.

Procedure

- (1) Draw design of paper-mache sculpture.
- (2) Gather materials for base, and used papers, paper-based materials.
- (3) Cut used papers, paper-based materials into small pieces.
- (4) Make paste for paper-mache by mixing flour and water(or mix some glue)
- (5) Create paper-mache sculpture.
- (6) While students wait for paper-mache to dry(it will take one to few days),
- (7) explore different textures of paper based materials, and brainstorm ideas, and draw designs you can make with paper collage, to put it on sculpture.
- (8) Give the colors to the paper-mache sculpture with paper-collage. For students choice, they can make extra collage by itself.



(Paper-mache practice)



(Collages made by 90 years old grandma, using newspapers)

Distribution and Clean-Up

Use-papers left from the project, have students put them in paper re-cycle bin to be re-cycled in community. Have student put away tools that they used.

Closure

Place students' art in place where final fashion show will be held, as decoration of stage and show room. At the end of the class, ask students "What did pet-bottle 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, and how they are thinking about to using the skill learned for future lesson(to make clothes out of re-cycled items for fashion show)

Assessment Rubric**Rubric for the Paper Creation**

To receive C "satisfactory," a student must:

- Understand different usage of used-papers.
- Shows understanding of trees are cut down to produce papers.
- Create original work of art (paper-sculpture)

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

- Join and spontaneously help each other to explore ideas.
- Create original work of art (both paper sculpture & newspaper collage)
- Be able to explain potentials of "papers".

To receive A "outstanding," 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 unique way of how he/she used materials.

Formative/Summative Assessment:

Beginning of project, ask students the goal of this paper creation, what their aim is. During the making process, ask students if their product is going close to their goals. After the products are finished, have them talk about their paper creation and how to utilize the skills for future lesson.

Artists or Works of Art Studied

90years old grandma's newspaper collage. [90歳のおばあちゃんが作った新聞ちぎり絵]
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'Trashion' designer Marina DeBris turns ocean rubbish into high-end outfits in pictures. (2016, September 13) *The Guardian*. Retrieved September 24, 2020, from

<https://www.theguardian.com/artanddesign/gallery/2016/sep/13/trashion-designer-marina-debris-turns-ocean-rubbish-into-high-end-outfits-in-pictures>

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[https://www.usi.edu/recycle/paper-recycling-](https://www.usi.edu/recycle/paper-recycling-facts/#:~:text=The%20amount%20of%20wood%20and,about%20680%20pounds%20per%20person.)

[facts/#:~:text=The%20amount%20of%20wood%20and,about%20680%20pounds%20per%20person.](https://www.usi.edu/recycle/paper-recycling-facts/#:~:text=The%20amount%20of%20wood%20and,about%20680%20pounds%20per%20person.)

90years old grandma's newspaper collage. [90歳のおばあちゃんが作った新聞ちぎり絵]
(2019, March 16th) *Oricon News*.

<https://www.oricon.co.jp/special/52681/>

Osborn, S. (2019, May 27) Learn How to Paper Mache. The spruce crafts.

<https://www.thesprucecrafts.com/learn-how-to-paper-mache-4122422>

Need to find: (1) collect used papers from the collection box that students made in earlier lesson. (2) Examples of newspaper collage and paper-mache (picture or PPT) (3)Fact sheets of how much trees are cut down for papers each year. (4) Balloons or anything that could work as base for paper-mache.

Lesson 4: Used-to-be-Trash Fashion Show**Grade Level: Middle School****Estimated Completion Time: 4 Weeks****Overview**

This is the final project of this Unit lesson, "Use-to-be-Trash Creation". Student will use all skills from previous lessons to conduct final fashion show for clothes made of used-to-be-trash materials. The purpose of this Used-to-be-Trash Fashion Show is to: (1) understand impact what the wastes does to environment, (2) to find way to use materials around you (even they were used to be recognized as trash) for the creation. (3) Learn to listen to client's needs by designing and making and producing the clothes for the client (classmate) like real life if they were to be a clothing designer. (4) Enhance student's ability to conduct whole fashion show including producing clothes, visual stage setting, background music and advertising for the show. (5) Convey audience messages to be kind to earth and think about the matter together through the fashion show.

Enduring Ideas/Essential Questions

- How can you use your knowledge and skills you learned from previous lessons?
- What do you think how the good designer and producer for the clothes should be?
- What materials do you use to make your clothes?
- How can we conduct and manage fashion show?
- How can we send good messages to audience through the fashion show?
- What do you think about trash cycle, what wastes does to environments, and how we can help with the cycle positively?

National or State Learning 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.

Lesson Objectives

In this lesson, students will pair up with a classmate and (1) design and create clothes out of used-to-be trash materials for each other. By doing so, students will learn to listen to client's (classmate's) needs and liking and produce the clothes for her/him like if they were to be a real life clothing designer. (2) Students will apply their knowledge and skills they learned from previous lessons to create clothes and (3) conduct whole fashion show including producing clothes, visual stage setting, background music and advertising for the show.

Tools and Materials

- (1) Used-to-be trash materials of student's choice from the collection box. (2) Space (or stage) for the fashion show community space will be great if it's available. (3) Creating tools like glue, tape, scissors, cutter, hot-glue gun, small wood burners, wires, rubber bands (pick ones that are applicable for your students) and anything else students can utilize.

Introduction

Go over past lessons that lead towards this project. Go over the concepts and discuss about the purpose of this fashion show. Introduce 'Trashion' designer Marina DeBris, how she turns ocean

rubbish into high-end outfits. Ask students what are the messages that they want to convey to audience.

Procedure

- (1) Discuss with students where will be the good place to hold fashion show(school stage, classroom, or community place and etc) and have student contact place to reserve the space for the show. (Teacher can help with this by contacting few places beforehand that is willing to let students use the place)
- (2) Have students pair up to be designer(creator) and client for each other. Student will practice both roles, as a designer and a client.
- (3) Listen and discuss with their pair what kind of clothes and design they wish for each other to make.
- (4) Draw clothes design for their client (each other)
- (5) Gather the items, materials from collection box they previously made. Use ideas and utilize anything they can use.
- (6) Create clothes.
- (7) Wear the clothes practice modeling and fix as needed.
- (8) Set up the stage, decorate the stage with sculptures and creation they made in previous lessons. Pick background music for the show.
- (9) Conduct fashion show.



(Pictures from 'Trashion' designer Marina DeBris.)

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 for other art classes. If glass, can or others that could not be cut into pieces, use re-cycle bin to be re-cycled in community. Have student put away tools that they used.

Closure

Ask community or school to let us display students work in community place.

Have students fill out self-assessment form attached.

Have students share ideas they used it to create their artwork.

Ask students questions such as

- What did your about-to-be-trash become with your creativity?
- How can you help environment in the future?
- What did you learn from conducting whole fashion show on your own?
- How did your client like your clothes?
- Success and challenges?

Assessment**Rubric for Used-to-be-Trash Fashion Show**

To receive C “satisfactory,” a student must:

- Practice and shows different usage of used-to-be trash materials.
- Listening to client(partner/classmate) to design the clothes and draw design.
- Create original work of art (clothes made of re-cycled items)

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

- Join and spontaneously help and work with classmates conducting fashion show.
- Explore ideas for stage making and create/decorate the stage.
- Be able to explain the purpose of this fashion show.

To receive A “outstanding,” 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 unique way of how he/she used materials.
- Work with community.

Artists or Works of Art Studied

'Trashion' designer Marina DeBris turns ocean rubbish into high-end outfits in pictures.

(2016, September 13) *The Guardian*. Retrieved September 24, 2020, from

<https://www.theguardian.com/artanddesign/gallery/2016/sep/13/trashion-designer-marina-debris-turns-ocean-rubbish-into-high-end-outfits-in-pictures>

Plastic bottle christmas tree : Celebrating green Christmas (n,d) *igreenspot*. Retrieved from <https://www.igreenspot.com/plastic-bottle-christmas-tree-celebrating-green-christmas/>

PET bottles in recycled Christmas décor(2017, December 24). *Sunday Observer*.
<http://www.sundayobserver.lk/2017/12/24/forum/pet-bottles-recycled-christmas-d%C3%A9cor>

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Committed to protecting marine ecosystem through community work.(n,d) *Earthly*. Retrieved from <https://earthly.app/blog/the-pearl-protectors>

Senta. (2014, August 21) 発掘！アーティスト。テーマは「エコ」再利用できるペットボトルアート[discover artist : theme “eco” pet bottles art] Japan : SONY weekly magazine.
<http://myvaio.sony.jp/sonyselect/special/140821/>

Yamada, Y. (2015, March 1). トイレットペーパー芯リサイクルアート・山田ゆか [Toilet paper roll recycle art – yamadayuca.] Japan: Yamadauca Blog.
<https://www.yamadauca.com/2015/03/5373.html>

Curriculum Resources

Osborn, S. (2019, May 27) *Learn How to Paper Mache*. The spruce crafts.
<https://www.thesprucecrafts.com/learn-how-to-paper-mache-4122422>

Honma, M. (n.d). ペットボトル ソフィストケイティド アート [Pet bottles sophisticated art] Japan : September 9,2020, from <http://masumi-homma.com/>

Gemma, A., (2019, October 15) *Understanding Where Garbage Goes*. Earth911.
<https://earth911.com/business-policy/understanding-where-garbage-goes/>

Plastic bottle christmas tree : Celebrating green Christmas (n,d) *igreenspot*. Retrieved from <https://www.igreenspot.com/plastic-bottle-christmas-tree-celebrating-green-christmas/>

PET bottles in recycled Christmas décor(2017, December 24). *Sunday Observer*.
<http://www.sundayobserver.lk/2017/12/24/forum/pet-bottles-recycled-christmas-d%C3%A9cor>

Need to find: (1) Some examples of clothes made of re-cycle materials. (2) Space (or stage) for the fashion show. (3) Creating tools like glue, tape, scissors, cutter, hot-glue gun, small wood burners, wires, rubber bands (ones that age applicable for your students) and anything else students can utilize.

Formative/Summative Assessment:

Beginning of project, ask students the goal of this fashion show, what their aim is. During the making process, ask students if their show is going meet their aim, what else we could do to make it better, make it close the goal. After the show is done, have them fill out self-assessment form attached.

Self-Assessment Form

Student/Class Information

Student Name: _____ Date: _____ Class: _____

Project Name: Used-to-be Trash Creation

Questions

Question #1: How was your fashion show? What was the success, what was the challenge?
How do you think the audience received message through the show?

Answer: _____

Question #2: What did you learn about trash, materials, re-cycle? what does wastes do to
environment, and how we can help with the cycle positively?

Answer: _____

Question #3: What are the skills you learned from these Unit lessons, "Used-to-be Trash
Creation"?

Answer: _____

Question #4: What do you think about your creations? Poster, collection box, sculpture, and re-
cycled clothes? Please tell me your highlights!

Answer: _____

Comments

Please write any additional comments, success, anything you want to tell 😊

