

Content Area: Art		Rotation: Recycled Art Contest			
Teacher: Julie Weaver		Week of: March 2- 31 Ongoing			
Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Supplies Needed: smart board, paper, tracers, glue, image mate, scissors, pencils, markers, crayons, colored pencils, paint, bottle caps, buttons, craft sticks	Supplies Needed: paper, tracers, pencils, glue, scissors, smart board, image mate, texture plates, crayons, markers, colored pencils, egg cartons, pipe cleaners, cardboard tubes	Supplies Needed: paper, tracers, pencils, glue, scissors, smart board, image mate, magazines, construction paper	Supplies Needed: paper, tracers, pencils, glue, scissors, smart board, image mate, crayons, markers, colored pencils, cardboard tubes, cardboard boxes, bottle caps	Supplies Needed: newspaper, watercolor paints, paintbrushes, tracers, pencils, glue, scissors, smart board, image mate, crayons, markers, colored pencils, cardboard tubes	Supplies Needed: newspaper, watercolor paints, paintbrushes, tracers, pencils, glue, scissors, smart board, image mate, crayons, markers, colored pencils, cardboard tubes
Education Standards Addressed: VAK.CR1-engages in the creative process VAK.CR2b- uses pictures to tell a story VAK.CR2a-creates artwork with emphasis on the elements and principles of art VAK.CR5-understands and applies media, techniques and processes of 2D works of art using tools and materials in a safe and appropriate manner to develop skills	Education Standards Addressed: VA1.CR1-engages in the creative process VA1.CR1a-selects and uses subject matter, symbols and ideas to communicate meaning VA1.CR2a-creates artwork with emphasis on the elements and principles of art VA1.CR5-understands and applies media, techniques and processes of 2D works of art using tools and materials in a safe and appropriate manner to develop skills	Education Standards Addressed: VA2.CR1-engages in the creative process VA2.CR2a-selects and uses subject matter, symbols and ideas to communicate meaning VA2.CR2b-creates artwork with emphasis on the elements and principles of art VA2.CR5-understands and applies media, techniques and processes of 2D works of art using tools and materials in a safe and appropriate manner to develop skills	Education Standards Addressed: VA2.CR1-engages in the creative process VA3.CR2a- selects and uses subject matter, symbols and or ideas to communicate meaning VA3.CR5-understands and applies media, techniques and processes of 2D works of art using tools and materials in a safe and appropriate manner to develop skills VA3.CR2b-creates artwork with emphasis on elements and principles of art, combines materials in new and inventive ways	Education Standards Addressed: VA4.CR1-engages in the creative process VA4.CR2a- selects and uses subject matter, symbols and ideas to communicate meaning VA4.CR5-understands and applies media, techniques and processes of 2D works of art using tools and materials in a safe and appropriate manner to develop skills VA4.PR1- plans and participates in exhibition of artwork	Education Standards Addressed: VA5.CR1-engages in the creative process VA5.CR1a- responds to ideas, universal themes symbolic images to add richer and more personal meaning VA5.CR2a-selects and uses subject matter, symbols and ideas to communicate meaning VA5.CR5-understands and applies media, techniques and processes of 2D works of art using tools and materials in a safe and

<p>VAK.PR1- plans and participates in exhibition of artwork</p> <p>VAK.RE1b- discusses artwork with emphasis on the elements and principles of art</p>	<p>VA1.PR1- plans and participates in exhibition of artwork</p> <p>VA1.RE1b- discusses artwork with emphasis on the elements and principle of art</p>	<p>VA2.PR1- plans and participates in exhibition of artwork</p> <p>VA2.RE1c-discusses artwork with emphasis on the elements and principle of art</p>	<p>VA3.PR1- plans and participates in exhibition of artwork</p> <p>VA3.RE1b-discusses artwork using art terms</p>	<p>VA4.CN2-.Makes interdisciplinary connections applying art skill, knowledge to improve understanding in other disciplines</p>	<p>appropriate manner to develop skills</p> <p>VA5.PR1- plans and participates in exhibition of artwork</p> <p>VA5.CN2- applies information from other disciplines to enhance the understanding and production of artwork, creates work inspired by universal themes</p>
<p>Communicate Learning Targets Related to Standards:</p> <p>I can create a mixed media work of art using various recycled items.</p>	<p>Communicate Learning Targets Related to Standards:</p> <p>I can create a mixed media work of art using various recycled items.</p>	<p>Communicate Learning Targets Related to Standards:</p> <p>I can create a magazine mosaic.</p>	<p>Communicate Learning Targets Related to Standards:</p> <p>I can create a mixed media work of art using various recycled items.</p>	<p>Communicate Learning Targets Related to Standards:</p> <p>I can create a mixed media work of art using various recycled items.</p>	<p>Communicate Learning Targets Related to Standards:</p> <p>I can create a mixed media work of art using various recycled items.</p>
<p>Introduction/ Connection to Standards:</p> <p>Hold up various items such as buttons, cardboard tubes, bottle caps and ask the students if they think these items are trash. Talk about how these items can be recycled and what it means to recycle something. Show students art projects created using these items and tell the class they will be able to create artwork using these items for a recycled art contest.</p>	<p>Introduction/ Connection to Standards:</p> <p>Hold up egg cartons and cardboard tubes. Ask students if these items are trash. Talk about how these items can be recycled and what it means to recycle something. Show students art projects created using these items and tell the class they will be able to create artwork using these items for a big recycled art contest.</p>	<p>Introduction/ Connection to Standards:</p> <p>Discuss mosaics and how they were made originally. Show students examples of mosaics. Ask the students if they think mosaics can be made of objects/ materials other than glass. Show the example of a magazine mosaic. Talk about how these magazine scraps were recycled and what it means to recycle something. Show students examples of mosaics made with magazine scraps. Explain that they will be using</p>	<p>Introduction/ Connection to Standards:</p> <p>Hold up empty cereal boxes, cardboard tubes and misc. supplies such as bottle caps. Ask the students if they think these items are trash. Talk about how all these items can be recycled and what it means to recycle something. Show student robot projects create using these items. Explain that they will be creating robots for the recycled art contest.</p>	<p>Introduction/ Connection to Standards:</p> <p>Show students examples of newspaper paintings. Talk about how the paintings will be made using recycled newspaper and what it means to recycle something.</p> <p>For second project show examples of art projects created using cardboard tubes. Explain that they will be using cardboard tubes to create works of art for the recycled art contest.</p>	<p>Introduction/ Connection to Standards:</p> <p>Show students example newspaper paintings. Talk about how the paintings will be made using recycled newspaper and what it means to recycle something.</p> <p>For second project show examples of art projects created using cardboard tubes. Explain that they will be using cardboard tubes to create works of art for the recycled art contest.</p>

		magazine scraps to create artwork for the recycled art contest.			
Direct Instruction/ High Yield Instructional Strategies To Be Used:	Direct Instruction/ High Yield Instructional Strategies To Be Used:	Direct Instruction/ High Yield Instructional Strategies To Be Used:	Direct Instruction/ High Yield Instructional Strategies To Be Used:	Direct Instruction/ High Yield Instructional Strategies To Be Used:	Direct Instruction/ High Yield Instructional Strategies To Be Used:
Day 1- Use the smart board to show students examples of how they can use craft sticks to create “spacers” to be used for spaces between words for writing and pointing to words while reading. Model the process using the image mate.	Day 1- Use the smart board to show students examples of how they can use recycled items to make art instead of just throwing these items away. Model the process of creating flowers from egg cartons using the image mate. Ask students to help you decide what colors to use etc...	Day 1- Use the smart board to show examples of mosaic projects made from magazine scraps. Model the process of cutting magazine scraps and creating a sketch for their design using the image mate.	Day 1- Use the smart board to show examples of “cereal box robots”. Model the process of taping and painting the box.	Day 1- Use the smart board to show examples of art created using newspaper paintings. Model the process of creating a project sketch using the image mate.	Day 1- Use the smart board to show examples of art created using newspaper paintings. Model the process of creating a project sketch using the image mate
Day 2- Use the smart board to show examples of how students can use various buttons to create artwork. Model the process using the image mate.	Day 2- Use the smart board to show students examples of how they can create a flower vase out of cardboard tubes. Model the process using the image mate and have the students help you decide how to paint the tubes.	Day 2- Use the smart board to show how students can use the sketch they create last week to use as a guide for the project they will be creating. Model the process of making a layout and how to transfer the design to a base such as poster board or construction paper.	Day 2- Use the smart board to show the students supplies used to make cereal box robots. Model the process of creating a keyboard/ control panel using the image mate.	Day 2- Using the smart board and image mate continue to model the process of creating a design sketch and adding color to it with watercolor paint for the project.	Day 2- Using the smart board a image mate continue to model the process of creating a design sketch adding color to it with watercolor paint for the project.
Days 3-4 Use the smart board to show examples of “bottle cap bow tie” clowns. Model the process of creating the clowns and bow ties using the image mate.	Day 3- Use the image mate to model how to assemble the egg carton flowers and attach the pipe cleaner stems, leaves et....	Days 3-4 Model how to assemble and glue their projects using the image mate.	Day 3- Use the smart board to show students how the bottle caps can be used for buttons, knobs, etc.. in their robots. Model how to add these items.	Day 3- Using the image mate, show examples of cardboard tube art. Model the process of creating one of the designs.	Day3- Using the image mate, s examples of cardboard t art. Model the process c creating one of the desi
	Day 4- Use the image mate to model how students can assemble		Day 4- Use the smart board to show examples of finished cereal box robots. Ask the students to help you decide what items are still needed for our robots. Model adding these items.	Day 4- Using the image mate, model how to attach their design to a mat for the recycled art contest.	Day 4- Using the image mate, model how to att their design to a mat for recycled art contest.

	their egg carton bouquet in the vase they created.				
<p>Guided Practice:</p> <p>Day 1-</p> <p>Have students select sequins, markers, stickers, etc... to use with a craft stick to create a "Spacer".</p> <p>Day 2-</p> <p>Have students create a sketch of a picture they like. After the sketch is complete, they will add color. The students will select various buttons to glue onto the colored sketches they created.</p> <p>Day 3-</p> <p>Students will make a large circle for a clown face and add paint handprints for hair.</p> <p>Day 4-</p> <p>Students will fill in face details on their clown and create patterns on bow tie with paint and bottle caps.</p>	<p>Guided Practice:</p> <p>Day 1-</p> <p>Have students cut out flower shapes from egg cartons. Once they have the flower shapes they will use acrylic paint to add color as they choose.</p> <p>Day 2-</p> <p>Have students create a flower vase using cardboard tubes. They will use paint to decorate the tubes as they choose.</p> <p>Independent/ Collaborative Practice/ Differentiation:</p> <p>Day 1-</p> <p>Students will create flower bulbs out of egg cartons. If they are having difficulty creating the bulb shapes the teacher will assist them with cutting the shapes. The students will use acrylic paint to add color to the flower bulbs. They may choose to use the method shown on the smart board or create their own design. Those students</p>	<p>Guided Practice:</p> <p>Day 1-</p> <p>Have students cut magazine scraps and create a drawing of what they want their mosaic project to look like.</p> <p>Day 2-</p> <p>Have students choose magazine scraps needed for the design and create a layout using their sketch and scraps. Students transfer their design to a base such as poster board.</p> <p>Days 3-4</p> <p>Students finish transferring their design, and decorate a frame for it if desired. Embellishments can be added at this time as well.</p> <p>Independent/ Collaborative Practice/ Differentiation:</p> <p>Day 1-</p>	<p>Guided Practice:</p> <p>Day 1-</p> <p>Partner groups will select a box for their robot and paint it, making sure to cover all sides, words, pictures etc...</p> <p>Day 2-</p> <p>Student partner groups will use paper, wood etc... to create a control panel for their robot.</p> <p>Day 3-</p> <p>Have students use bottle caps, buttons, etc... to add knobs to their robots.</p> <p>Day 4-</p> <p>Students will add final details to their robots.</p> <p>Independent/ Collaborative Practice/ Differentiation:</p> <p>Day 1-</p> <p>Partner groups will tape and paint their boxes as demonstrated. They may use the pre-mixed paint or create their own custom blended color.</p>	<p>Guided Practice:</p> <p>Day 1-</p> <p>Students will create a design sketch for their newspaper project.</p> <p>Day 2-</p> <p>Students will start to add watercolor to their sketch.</p> <p>Day 3-</p> <p>Students will work on finishing the watercolor on their newspaper.</p> <p>Day 4-</p> <p>Teacher will demonstrate how to mat their project using black cardstock, glue and scissors. Teacher will assist as needed with matting projects.</p> <p>Independent/ Collaborative Practice/ Differentiation:</p> <p>Day 1-</p> <p>Each student will create a sketch of a simple picture</p>	<p>Guided Practice:</p> <p>Day 1-</p> <p>Students will select craft sticks for their project and begin tracing them.</p> <p>Day 2-</p> <p>Students will continue tracing design and begin to add color.</p> <p>Day 3-</p> <p>Students may create designs on tracings and finish adding color.</p> <p>Day 4-</p> <p>Students who have finished their tracing projects can choose either a bracelet project or office supply project to create using wooden sticks.</p> <p>Independent/ Collaborative Practice/ Differentiation:</p> <p>Day 1-</p>

<p>Independent/ Collaborative Practice/ Differentiation:</p> <p>Day 1-</p> <p>Students will be able to decorate a craft stick using various items to create a “spacer” for reading and writing. They may glue wooden pieces to the stick, glue sequins, use paint, markers or stickers to decorate the stick. They may also create an original design such as making the stick a person or animal by cutting out and gluing accessories onto the stick.</p> <p>Day 2-</p> <p>Have students sketch a detailed picture and color it with markers. If they would like to copy the designs shown on the smart board they can. If students are able to create an original, detailed picture they may create a drawing of their choice. Once the sketch is complete, they students will add color using markers. If they need help getting started with their sketch the teacher will assist as needed. The students will select buttons of their</p>	<p>who are able to create more than one type of flower may create tulips, roses, daisies etc... to have a variety of bulbs.</p> <p>Day 2-</p> <p>Students will use cardboard tubes to create flower vases for their recycled bouquets. They can use tape, paint or markers to add the color and design of their choice. If they would like to use a glass bottle for their vase, they can create a vase using masking tape layered over the bottle and paint the tape.</p> <p>Days 3-4</p> <p>Students will finalize and assemble their flower bouquets and vases. They will add details such as leaves, stems and a base for the vase to stand on. They may use the method shown on the image mate or create their own original design using various art supplies.</p>	<p>Students may draw one of the design examples shown, they may trace a design they like using carbon paper, or they may create an original design for their mosaic creation.</p> <p>Day 2-</p> <p>Students can add color if needed and transfer the design to a base such as poster and then select magazine scraps needed for their layout.</p> <p>Days 3-4</p> <p>Students will finish adding color to their design and glue mosaic pieces to the base. They may use a color scheme shown as an example or create an original color scheme. They may add embellishments at this time as well.</p>	<p>Day 2-</p> <p>Student partner groups will use various supplies to create keyboards/ control panels for their robots. They may use the examples shown or create an original keyboard design using supplies of their choice.</p> <p>Day 3-</p> <p>Student partner groups will select bottle caps, buttons etc... to glue to their robot for details such as knobs, controls etc... They may use the design modeled or create an original design.</p> <p>Day 4-</p> <p>Students will choose final details, objects to add to their robots. They will select items of their choice to glue to their robot for all final details.</p>	<p>To use as the basis for their newspaper watercolor project. If they would like to use a design shown on the smart board, they can. If they have a picture they want to use, they may use tracing paper to transfer it to their paper. If they would like to create an original sketch, they may create a detailed original sketch.</p> <p>Day 2-</p> <p>Students will select watercolors to add to the sketch that was approved last week.</p> <p>Day 3-</p> <p>Students will work on finishing the watercolor painting started last week.</p> <p>Day 4-</p> <p>Students will cut out, glue and mat their projects using black cardstock, scissors and glue as shown.</p>	<p>Students will choose wooden sticks of various sizes to trace. They will trace the sticks onto paper in a design they create. They may use the design examples shown create an original layout</p> <p>Day 2-</p> <p>Students will continue to trace their stick designs add color if they have time. They may use a color scheme/ pattern example shown or they may create an original color scheme pattern.</p> <p>Day 3- Students will create a sketch of a design they would like to create with cardboard tubes. If they would like to use a design shown on the smart board they can. They may use tracing paper/ carbon paper if they choose or they may free hand the sketch on paper.</p> <p>Day 4- Students will select cardboard tubes and cut the pieces needed to form their art. They will shape the pieces into the picture they want and then glue them to a mat as shown in the contest.</p>
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choice to glue onto the colored artwork they created. They may glue the buttons as they saw modeled on the smart board and image mate or they may use the buttons to accent details of their artwork that they choose.

Day 3-

Students will draw a large circle on their paper and use paint handprints to create clown hair for the bottle cap bow tie clown project. The students may use circle tracers to make the clown head or draw it free hand. The students may choose the tempera paint color they want to use for the hair. If they are able to create rainbow colored hair or hair with designs and patterns they may create the hair design of their choice.

Day 4-

Students will choose the bottle cap they want to be the bow tie center on their clown. After the bottle cap is glued into place, they will draw the rest of the bow tie and color it with markers. They may use a bow tie

<p>tracer if they need assistance with the bow tie shape. They may use one color for the bow tie, or they may create a multi-colored pattern or original design on the tie.</p>					
<p>Assessment Uses/ Strategies: Self critique artwork- rubric</p>	<p>Assessment Uses/ Strategies: Self critique artwork- rubric</p>	<p>Assessment Uses/ Strategies: Self critique artwork- rubric</p>	<p>Assessment Uses/ Strategies: Self critique artwork- rubric.</p>	<p>Assessment Uses/ Strategies: Self critique artwork- rubric</p>	<p>Assessment Uses/ Strategies: Self critique artwork- ru</p>
<p>Summarize/ Share: Clean up, review activity, and extending thinking</p>	<p>Summarizer Clean up, review activity, and extending thinking</p>	<p>Summarizer Clean up, review activity, and extending thinking</p>	<p>Summarizer Clean up, review activity, and extending thinking</p>	<p>Summarizer Clean up, review activity, and extending thinking</p>	<p>Summarizer Clean up, review activity, and extending thinking</p>