

Grade: 7-8	Lisa Foley	Unit/Lesson Title: Project Runway Meets Recycling	Date: 9/17	# of Classes: 5-8	Art Materials: <input type="checkbox"/> Acrylic Paint <input type="checkbox"/> Clay <input type="checkbox"/> Clay tools <input type="checkbox"/> Collage Materials <input type="checkbox"/> Colored Pencils <input type="checkbox"/> Construction Paper <input type="checkbox"/> 9"x12" <input type="checkbox"/> 12"x18" <input type="checkbox"/> Construction Paper Crayons <input type="checkbox"/> Crayons X Drawing Paper <input type="checkbox"/> 9"x12" <input type="checkbox"/> 12"x18" X Glue Bottles <input type="checkbox"/> Glue Sticks <input type="checkbox"/> Paintbrushes <input type="checkbox"/> Paint Palettes X Pencils <input type="checkbox"/> Oil pastels <input type="checkbox"/> Recyclables <input type="checkbox"/> Sketchbooks <input type="checkbox"/> Tacky Glue <input type="checkbox"/> Tag Board <input type="checkbox"/> White <input type="checkbox"/> Manila <input type="checkbox"/> 9"x12" <input type="checkbox"/> 12"x18" <input type="checkbox"/> Tempera (cakes) <input type="checkbox"/> Tempera (liquid) X Scissors <input type="checkbox"/> Sharpies <input type="checkbox"/> Water buckets <input type="checkbox"/> Watercolors (pans) <input type="checkbox"/> Watercolors (liquid) <input type="checkbox"/> Watercolor paper <input type="checkbox"/> Watercolor Pencils X Other trash/recyclable materials/found objects, ruler, measuring tape, thread, yarn, needles,, tape, markers, paint.
Learning Targets/Objectives: ** If students are doing art from home perhaps this could be modified for an individual or a group of siblings to create clothing using recyclables. ** I can work collaboratively to create a wearable fashion design made solely of recyclables that shows evidence of the Elements of Art and Principles of Design. I can recycle and repurpose materials in a creative and innovative way using various sculpture techniques. I can critique works of art with reference to the elements of art and the principles of design. I can use left brain/right brain drawing activities like the upside down drawing challenge to force myself to truly look and draw what I see instead of drawing images my brain recognizes.					
Procedures/Activities: Day 1: Left and right brain upside down drawing activity to end the week. Day 2 -7. Discussion: Does your family recycle? Why do you think it's important to recycle? What is the difference (if any) between reuse and recycle? Do you believe that recycling is a global issue that should be addressed more often? Why or why not? Allow time for small group discussion before sharing answers. Discuss the sculpture term "assemblage". Explore the term "found sculpture" and "functional sculpture". Share images of these sculptures. Why do you think these artists chose to reuse items for their sculptures rather than use traditional materials? Introduce the television show " Project Runway " by showing season 3, episode 6, " Waste Not, Want Not " Limited clips! 3:00-4:00 4:31-9:56 11:30-13:30 16:07-17:30 27:09-28:07 28:23-29:19 38:52-39:32 Kqed Student Fashion Designer Discuss the problem/challenge: Create an outfit out of unconventional materials that might otherwise be thrown away, recycled, or considered "trash". Review lesson and rubric. Break into groups of 2-3 students and allow time for questions and discussion. Students will have the opportunity to view the "trash" and other materials provided. They are also encouraged to bring in their own items that would otherwise be thrown away or recycled. Students will then collaborate as a group to brainstorm, share ideas and sketch. Each sketch will also include a written description of the design and where and how the					

materials will be used. Instructor critiques each group's sketches and discusses their ideas for the final design before the final sketch is approved.

Model fittings and/or measuring is done on an as-needed basis to ensure a tailored fit. Patterns may be designed to aid in the creation of the garment.

Students will participate in peer critiques with other groups on a weekly basis and will share and accept constructive criticism.

Students will use their list of tasks and checklist to aid in time management in order to complete the group project and their individual assignment.

Decide on roles:

Supply runner

Illustrator/scribe

Presenter

Every team member helps create and clean up.

Upon completion of the assignment, students and models will participate in a runway show/gallery walk. After the gallery walk, students will then share their thoughts with the class. What was the most successful part of each design? What was the least successful? What was one problem you encountered and how did you overcome/solve it? Does your view on recycling/reusing differ from when you began this project? If so, how?

Extra Credit: Complete an accessory for the outfit.

[Trashion Rubric](#)

Credit to Erin Davis for the lesson idea.

Modifications:

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|---|--|--|---|------------------------------------|
| <input type="checkbox"/> Art Media | <input checked="" type="checkbox"/> Priority Seating | <input type="checkbox"/> Shortened Assignments | <input type="checkbox"/> Study Guides | |
| <input type="checkbox"/> Cloze Notes | <input type="checkbox"/> Test Accommodations | <input type="checkbox"/> Repeat & Clarify Instructions | <input type="checkbox"/> Peer Tutor | <input type="checkbox"/> Wait Time |
| <input checked="" type="checkbox"/> Extended Time | <input type="checkbox"/> Adjusted Assignments | <input type="checkbox"/> Adaptive Technology | <input type="checkbox"/> Graphic Organizers | |
| <input type="checkbox"/> Illustrated Texts | <input type="checkbox"/> Other: | | | |

Differentiated Instruction Strategies:

- | | | | | |
|--|--|--|--|---------------------------------------|
| <input type="checkbox"/> Learning Menu | <input type="checkbox"/> Anchor Activities | <input type="checkbox"/> Multi-Entry Journal | <input type="checkbox"/> Scaffolding | <input type="checkbox"/> Rubrics |
| <input type="checkbox"/> Highlighter | <input type="checkbox"/> Answer Guides | <input type="checkbox"/> Vocab Guides | <input type="checkbox"/> Headphones | <input type="checkbox"/> Partner Work |
| <input checked="" type="checkbox"/> Mini-Lessons | <input type="checkbox"/> Reflection and Goal Setting | <input type="checkbox"/> Pre-Tests | <input type="checkbox"/> Choice of Assignments | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Chunking Assignments | | | | |

Assessment: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> Pre-Test</div> <div style="width: 33%;"><input type="checkbox"/> Post-Test</div> <div style="width: 33%;"><input type="checkbox"/> Quiz</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Presentation</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Participation</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Teacher Observation</div> <div style="width: 33%;"><input type="checkbox"/> Test Item Analysis</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Bell Ringers</div> <div style="width: 33%;"><input type="checkbox"/> Exit Slip</div> <div style="width: 33%;"><input type="checkbox"/> Oral Response</div> <div style="width: 33%;"><input type="checkbox"/> Peer Feedback</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Rubric Graded Project</div> <div style="width: 33%;"><input type="checkbox"/> Other</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Checklists</div> </div>					
Technology Materials: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input checked="" type="checkbox"/> Camera</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Computer</div> <div style="width: 33%;"><input type="checkbox"/> DVD</div> <div style="width: 33%;"><input type="checkbox"/> TV</div> <div style="width: 33%;"><input type="checkbox"/> Scanner</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Promethean Board</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Internet</div> <div style="width: 33%;"><input type="checkbox"/> Computer Software</div> <div style="width: 33%;"><input type="checkbox"/> iPad</div> <div style="width: 33%;"><input checked="" type="checkbox"/> YouTube</div> <div style="width: 33%;"><input type="checkbox"/> PowerPoint</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Printer</div> <div style="width: 33%;"><input type="checkbox"/> Photoshop</div> <div style="width: 33%;"><input type="checkbox"/> Other:</div> </div>					
Vocabulary & Key Terms: Recycle, reuse, found objects, unconventional, design, accessory, sculpture in the round, functional sculpture, assemblage, additive technique, balance, color, texture, form, unity.					Art History <input type="checkbox"/> Aboriginal <input type="checkbox"/> Africa <input checked="" type="checkbox"/> America <input type="checkbox"/> Asia <input type="checkbox"/> Australia <input type="checkbox"/> Chinese <input type="checkbox"/> Egyptian <input type="checkbox"/> Folk Art <input type="checkbox"/> French <input type="checkbox"/> Gothic <input type="checkbox"/> Greek <input type="checkbox"/> Italian <input type="checkbox"/> Japanese <input type="checkbox"/> Medieval <input type="checkbox"/> Mehndi <input type="checkbox"/> Mexican <input type="checkbox"/> Native American <input type="checkbox"/> Prehistoric <input type="checkbox"/> Renaissance <input type="checkbox"/> Russian <input type="checkbox"/> Spanish
Elements: <input checked="" type="checkbox"/> Line <input type="checkbox"/> Shape <input checked="" type="checkbox"/> Form <input checked="" type="checkbox"/> Color <input type="checkbox"/> Value <input type="checkbox"/> Space <input checked="" type="checkbox"/> Texture	Principles: <input checked="" type="checkbox"/> Balance <input type="checkbox"/> Emphasis <input checked="" type="checkbox"/> Movement <input checked="" type="checkbox"/> Unity <input type="checkbox"/> Variety <input type="checkbox"/> Repetition <input type="checkbox"/> Proportion <input type="checkbox"/> Pattern	Art Media: <input type="checkbox"/> Ceramics <input type="checkbox"/> Collage <input type="checkbox"/> Digital <input type="checkbox"/> Drawing <input type="checkbox"/> Fashion <input type="checkbox"/> Glass <input type="checkbox"/> Fiber <input type="checkbox"/> Painting <input type="checkbox"/> Photography <input type="checkbox"/> Printmaking <input checked="" type="checkbox"/> Sculpture	Interdisciplinary: <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Other:	Art Styles: <input type="checkbox"/> Abstract <input type="checkbox"/> Architecture <input type="checkbox"/> Cartooning <input type="checkbox"/> Contemporary <input type="checkbox"/> Cubism <input type="checkbox"/> Expressionism <input type="checkbox"/> Graffiti <input type="checkbox"/> Impressionism <input type="checkbox"/> Non-Objective <input type="checkbox"/> Op Art <input type="checkbox"/> Pointillism <input type="checkbox"/> Pop Art <input type="checkbox"/> Realism <input type="checkbox"/> Surrealism	Artists: <input type="checkbox"/> Other: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"><input type="checkbox"/> P. Picasso</div> <div style="width: 50%;"><input type="checkbox"/> C. Monet</div> <div style="width: 50%;"><input type="checkbox"/> W. Kandinsky</div> <div style="width: 50%;"><input type="checkbox"/> G. Seurat</div> <div style="width: 50%;"><input type="checkbox"/> K. Haring</div> <div style="width: 50%;"><input type="checkbox"/> V. VanGogh</div> <div style="width: 50%;"><input type="checkbox"/> B. Morris</div> <div style="width: 50%;"><input type="checkbox"/> J. Pollock</div> <div style="width: 50%;"><input type="checkbox"/> D. Chihuly</div> <div style="width: 50%;"><input type="checkbox"/> J. Dine</div> <div style="width: 50%;"><input type="checkbox"/> G. O'Keeffe</div> <div style="width: 50%;"><input type="checkbox"/> J. Johns</div> <div style="width: 50%;"><input type="checkbox"/> G. Wood</div> <div style="width: 50%;"><input type="checkbox"/> P. Mondrian</div> </div>

SC Visual Art Standards

Artistic Processes: Creating- I can make artwork using a variety of materials, techniques, and processes.

X Anchor Standard 1: I can use the elements and principles of art to create artwork.

X Anchor Standard 2: I can use different materials, techniques, and processes to make art.

Artistic Processes: Presenting - I can choose and organize work that demonstrates related concepts, skills, and/or media.

X Anchor Standard 3: I can improve and complete artistic work using elements and principles.

X Anchor Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.

Artistic Processes: Responding - I can evaluate and communicate about the meaning in my artwork and the artwork of others.

X Anchor Standard 5: I can interpret and evaluate the meaning of an artwork.

Artistic Processes: Connecting - I can relate artistic ideas and work with personal meaning and external context.

☐ Anchor Standard 6: I can identify and examine the role of visual arts through history and world culture.

X Anchor Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.

SC Design Standards

DE Creating: I can conceive and develop new design ideas and work.

X Anchor Standard 1: I can conceive and develop a design challenge.

☐ Anchor Standard 2: I can research to explore and identify aspects of the design challenge.

X Anchor Standard 3: I can select and create possible solutions to the design challenge.

X Anchor Standard 4: I can create an original prototype.

DE Presenting: I can present new design ideas and work.

X Anchor Standard 5: I can present my final design solution.

DE Responding: I can respond to feedback from others on new design ideas and work.

X Anchor Standard 6: I can reflect and revise based on feedback and input.

DE Connecting: I can relate artistic ideas and work with personal meaning and external context.

☐ Anchor Standard 7: I can identify and examine design through history and world culture.

X Anchor Standard 8: I can relate design ideas to other arts disciplines, content areas, and careers.

SC Media Arts Standards

MA Creating: I can conceive and develop new design ideas and work.

☐ Anchor Standard 1: I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.

☐ Anchor Standard 2: I can organize, improve, and complete artistic work using media arts elements and principles.

MA Presenting: I can share artistic ideas and work.

☐ Anchor Standard 3: I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.

MA Responding: I can interpret (read) and evaluate how media is represented and conveys meaning.

☐ Anchor Standard 4: I can describe, analyze, and evaluate the meaning of my work and the work of others.

MA Connecting: I can relate artistic ideas and work with personal meaning and external context.

☐ Anchor Standard 5: I can examine the role of media arts through history and cultures.

☐ Anchor Standard 6: I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.

☐ Anchor Standard 7: I can practice digital citizenship in researching and creating art.