

ARTS ENVIROCHALLENGER

Enviro-Arts Elements: Creating and Learning through Reusing Teaching Environmental Sustainability, Visual Arts, and Science

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Grade Level: Pre-Kindergarten



Enduring Understanding

Certain “trash” materials and objects can be recycled. The visual art elements of line, shape, color, texture and space can be explored through observing and organizing reused materials in compositions. *Students learn about reducing “trash” through recycling and re-using materials in works of art. Recyclable “Trash” objects are observed, discussed, and sorted based on function. The art elements of line, shape, color, size, texture and space are explored through observing, sorting, arranging and gluing repurposed trash materials within artistic compositions. Last, students reflect on what they have learned.*

Learning Targets and Assessment Criteria

Target: Responds to the EnviroChallenger message.

Criteria: Shares ideas about what it means to reduce, recycle, and reuse trash and show respect and responsibility. Describes materials/objects that can be recycled.

Target: Makes a variety of line directions and shapes.

Criteria: Draws and identifies lines moving in different directions (vertical, horizontal, diagonal) and shapes of different type and/or size.

Target: Makes a concentric circle construction.

Criteria: Selects, layers, and glues large, medium, and small reused lids/caps in three colors.

Target: Makes a line direction collage composition.

Criteria: Organizes and glues reused long and short paper lines in vertical, horizontal, and diagonal directions.

Target: Makes a texture animal collage composition.

Criteria: Uses a variety of textures shapes placed above, below, and next to each other to make an animal face.

Vocabulary	Materials	Learning Standards
<p><u>Arts</u></p> <p>Background Center Collage Composition Concentric Diagonal Horizontal Line direction Space Vertical</p> <p><u>Arts Infused:</u></p> <p>Above Below Cardboard Glass Metal Next to Paper Plastic</p> <p><i>continued</i></p>	<p>Artworks:</p> <p><i>Color Circle and Square</i> by Wassily Kandinsky</p> <p><i>Bulls-Eye/Target</i> Series and collages by Robert Rauchenberg</p> <p>Drawings by Leo Kenney, SAM</p> <p>Collages of Jonathan Talbot</p> <p><i>Mather</i> by Robert Yoder, TAM</p> <p>Unknown artist from Dan culture, Liberia <i>Mask (Ga Wree Wree)</i>, SAM</p> <p>Textural animal masks from Africa, the Americas, and Indonesia</p> <p><i>continued</i></p>	<p style="text-align: center;">Learning Standards</p> <p>WA Arts State Grade Level Expectations <i>For the full description of each WA State Arts Grade Level Expectation, see:</i> http://www.k12.wa.us/Arts/Standards</p> <p>1.1. Elements: Line, Shape, Color, Texture, Space 1.2.1 Skills and Techniques: Drawing, Collage 2.1.1 Creative Process 2.3.1 Responding Process 4.2.1 Connection between Visual Arts and Communication, Science, Math</p> <p>Early Learning Guidelines <i>For a full description of Washington State Early Learning and Child Development Guidelines see:</i> http://www.del.wa.gov/development/guidelines/ (Ages 3 to 4 Years)</p> <p>3. Touching, seeing, hearing and moving around: Using the small muscles: Draw some shapes and lines using a crayon or pencil.</p> <p><i>continued</i></p>

<p>Shape Size: small, medium, large Surface Texture</p> <p><u>Science</u> Parts Properties Recycle Sort</p>	<p>Art Materials: An assortment of clean discarded recyclable materials: glass, paper, cardboard, cans, plastic containers</p> <p>Approx. 9x12 repurposed or recycled drawing paper, Lyra large diameter color pencils</p> <p>Large, medium and small diameter color plastic lids and caps, approx 8x8 inch color mat board or cardboard for background, White school glue in bottles</p> <p>½ inch strips approx. 8-9 inches long of repurposed papers from old calendars or maps, magazines, gift cards/wrap, sheet music and other interesting sources</p> <p>Assorted reused color file folders cut to approx. 8.5 x 11 inches for backgrounds Scissors, Glue sticks (or O glue), Glue mats</p> <p>Texture materials (packing materials, fabrics, lace, textural wallpaper samples pre-cut to geometric shapes or strips, feathers, buttons, ribbon). Heavy repurposed board or poster board, fabric, cardboard or or thin wood approx. 8x10 inches for background Scissors, Aleene’s Tacky glue sticks, Glue mats</p> <p>Adult use only: Hot glue gun and refill sticks for repair/reinforcement</p>	<p>5. Communicating: Speaking and Listening: Name most familiar things. Respond to questions verbally or with gestures.</p> <p>6. Learning about my world: Knowledge: Learn by doing hands-on and through the senses. Math: Identify by sight how many are in a small group of items, up to three. Sort and describe items by size, color and/or shape. Compare two objects by length weight or size. Understand words that tell where things are. Use these words to identify locations. Science: Play with materials of different texture and conditions with adult encouragement and supervision. Arts: Look at artwork from different cultures.</p> <p>(Ages 4 to 5 Years)</p> <p>3. Touching, seeing, hearing and moving around: Using the small muscles: Open and close a blunt scissors with one hand and cut a straight line.</p> <p>5. Communicating: Speaking and Listening: Remember and follow directions involving two or three steps, including steps that are not related.</p> <p>6. Learning about my world: Knowledge: Understand the ideas of “same” and “different”. Name more than three colors. Math: Match and sort simple shapes. Compare size. Describe objects using size words. Follow simple directions for position. Science: Use one sense to experience something and make one or two comments to describe this. Participate in activities to preserve the environment, such as disposing of litter properly, saving paper and cans to be recycled, etc. Arts: Show an increasing ability to use art materials safely and with purpose. Express self through art and music. Take pride in showing others own creations.</p>
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ICON KEY:

📖 = Note or reminder for teacher

✂ = Materials preparation suggestions

☑ = Embedded assessment points in the lesson

Pre-Teach

Class reads: *The Earth Book* by Todd Parr or *Little Green Helpers Recycle* by Caroline Davis

Lesson Steps Outline

Day One

TALK ABOUT THE ENVIROCHALLENGER MESSAGE

1. Introduce the 5 Rs through class discussion. Reduce, Recycle, Reuse, Respect, and Responsibility.

2. Invite students to share what they know about trash.

☑ Criteria-based checklist: Shares ideas about what it means to reduce, recycle, and reuse trash and show respect and responsibility for our environment.

INVESTIGATE RECYCLABLE TRASH MATERIALS

3. Demonstrate and guide using the senses to analyze different properties of “trash” materials/objects that can be recycled.

☑ Criteria-based checklist: Describes materials/objects that can be recycled.

TALK ABOUT ELEMENTS OF ART SEEN IN RECYCLABLE MATERIALS

4. Reflect on recyclable objects with emphasis on the elements of art (what artists think about): shape/form, color, texture, and lines.

PRACTICE DRAWING LINES AND SHAPES

5. Guide practice making lines going in different directions first in the air, then on paper.

☑ Criteria-based student self-assessment and teacher checklist: Draws and identifies lines moving in different directions (vertical, horizontal, diagonal).

6. Guide practice making different kinds and/or sizes of shapes first in the air, then on the other side of the paper.

☑ Criteria-based student self-assessment and teacher checklist: Draws and identifies shapes of different type or size.

Day Two

LOOK AT COLORFUL CONCENTRIC CIRCLE ART, SORT CAPS/LIDS INTO COLOR GROUPS

1. Share examples of art composed of concentric circles by Wassily Kandinsky, Leo Kenney, and Robert Rauschenberg. Review concept of “re-use”. Guide students in sorting lids/caps into color groups.

Criteria-based teacher process assessment: Sorts caps/lids by color.

SELECT AND COMPARE SMALL, MEDIUM, AND LARGE CIRCLES IN DIFFERENT COLORS

2. Facilitate noticing and admiring the color groups of caps/lids. Demonstrate comparing sizes of caps/lids: small, medium, and large. Guide selecting three different sizes and three different colors of caps/lids.

Criteria-based student self-assessment and teacher checklist: Selects large, medium, and small lids/caps in three colors.

GLUE CIRCLE CONSTRUCTIONS

3. Demonstrate layering and direct gluing caps/lids from large to small on background mat board.

Criteria-based teacher checklist: Layers and glues reused large, medium, and small lids/caps in three colors.

GO ON AN ARTWALK

4. Reflect on concentric circle constructions by having an art walk and talk through the classroom.

Criteria-based group reflection: Checks for small, medium and large caps in art and compare sizes of the largest caps/lids.

Day Three

REVIEW AND FIND SHORT/LONG LINES GOING IN DIFFERENT DIRECTIONS IN ART

1. Review line direction through recalling drawing on day one and air drawing. Introduce practice with line length.

Criteria-based process assessment: Practices making directions and lengths of lines.

INTRODUCE COLLAGE

2. Define collage. Introduce art by Jonathan Talbot and Robert Yoder.

Criteria-based process assessment: Identifies direction and length of line in art.

SELECT MATERIALS AND MAKE COLLAGE

3. Demonstrate and guide selecting materials to create a line direction/length collage.

Criteria-based process assessment: Selects and cuts reused long and short paper lines.

4. Demonstrate and guide arranging and gluing with glue sticks (or O'glue).

Criteria-based self and teacher checklist: Organizes and glues reused long and short paper lines in vertical, horizontal and diagonal directions.

MAKE A TALKING ABOUT ART CIRCLE

5. Reflect on line direction/length collages.

Criteria-based group reflection: Shares observations about materials and line direction/length.

Day Four

DESCRIBE MYSTERIOUS TEXTURES

1. Guide review and tactile exploration of texture. Facilitate students in describing what they felt.

Criteria-based process assessment: Describes reused fabric, cardboard, netting, or other texture shapes.

DESCRIBE TEXTURES IN CULTURAL MASKS

2. Introduce masks by Unknown artist from Dan culture, Liberia *Mask (Ga Wree Wree)*, from SAM plus additional textural animal masks from Africa, the Americas, and Indonesia.

Criteria-based process assessment: Responds to art with observations about texture.

SELECT MATERIALS AND MAKE ANIMAL TEXTURE COLLAGE

3. Demonstrate and guide selecting and arranging texture shapes in space (above, below, next to) to create an animal face (or whole animal) for collage.

Criteria-based self and teacher checklist: Describes, organizes, and glues four or more textures. Texture shapes are placed above, below, and next to each other to make an animal face (or whole body).

GO ON AN ARTWALK

4. Reflect on animal texture collage faces by having an art walk and talk through the classroom.

Criteria-based peer assessment: Describes texture shapes placed above, below, and next to each other.

REFLECT ON ENVIROCHALLENGER MESSAGE

5. Close with affirmation of the EnviroChallenger message.

Group reflection: Responds to EnviroChallenger message and creative processes reusing materials.

LESSON STEPS

Day One

TALK ABOUT THE ENVIROCHALLENGER MESSAGE

1. Introduce the 5 Rs through class discussion. Reduce, Recycle, Reuse, Respect, and Responsibility.

- *We are learning about art, science, and ways that we can help take care of our planet earth through our choices and actions. These are the 5 Rs: let's talk about each of them!*

Reduce means make smaller: "make less trash by using less" how can we make less trash?

Reuse means "use again" what can we reuse to make less trash?

Recycle means to us change the material through some sort of process (heat, water, mechanical) then form into into something usable again. What are some things we can recycle?

Respect means to value, admire, and take care of our environment and living things. How can we show respect for our environment?

Responsibility means a sense of doing your part in daily actions, or a job that needs to be done to help take care of our environment. Who is responsible? YOU!

2. Invite students to share what they know about trash.

- *Where does trash go after we put it in the garbage can? Why would we want to reduce the amount of trash we create?*
- *How does trash harm plants, animals, and other humans?*

Criteria-based checklist: Shares ideas about what it means to reduce, recycle, and reuse trash and show respect and responsibility for our environment.

INVESTIGATE RECYCLABLE TRASH MATERIALS

3. Demonstrate and guide using the senses to analyze different properties of "trash" materials/objects that can be recycled.

▣ Have students sit in a circle around a pile of clean recyclable materials/objects (cans, jugs, jars, paper, cardboard boxes, plastic bags...) Give each student an object and ask them to think of a word to describe its shape, color, or texture and/or say what the function of the object was (pop can, water bottle, etc). State the material the object is made from, then guide them in placing it in a recycle bin.

Each person has something that we can recycle...

- *What is the shape?*
- *What is the color?*
- *What is the texture: how does it feel?*
- *What was it used for?*
- *We can recycle it! Let's place it in the blue recycle bin/container.*



Criteria-based checklist: Describes materials/objects that can be recycled.

TALK ABOUT ELEMENTS OF ART SEEN IN RECYCLABLE MATERIALS

4. Reflect on recyclable objects with emphasis on the elements of art (what artists think about): shape/form, color, texture, and lines.

- *What do you notice about some of these objects: what colors did we see? What shapes? What textures?*
- *Did we see any lines? Where?*
- *Color, shape, texture, and line are all art elements that artists think about!*

PRACTICE DRAWING LINES AND SHAPES

5. Guide practice making lines going in different directions first in the air, then on paper.

▣ Depending on student needs, teachers can direct the drawing of each direction of line or students can work independently to draw all three directions of line.

- *First with an imaginary pencil in the air, make lines that go up and down: vertical lines.*
- *First with an imaginary pencil in the air, make lines that go across: horizontal lines.*
- *First with an imaginary pencil in the air, make lines that slant (from corner to corner): diagonal lines.*
- *On your paper, make vertical, horizontal, and diagonal lines using colors that you like.*
- *Check for all three directions of lines: On your paper point to a vertical up and down line, point to a horizontal across line, point to a diagonal slanted line.*



☑ Criteria-based student self-assessment and teacher checklist: Draws and identifies lines moving in different directions (vertical, horizontal, diagonal).

6. Guide practice making different kinds and/or sizes of shapes first in the air, then on the other side of the paper.

- *Remember that shapes are made out of lines that meet: they have an inside and an outside.*
- *First with an imaginary pencil in the air, make a circle.*
- *First with an imaginary pencil in the air, make a triangle.*
- *First with an imaginary pencil in the air, make a square.*
- *On your paper, using a color pencil that you like, make a shape. Make another shape. Is it the same kind of shape? Is it bigger or smaller than your first shape?*
- *On your paper point to the inside of one of your shapes. Point to the outside of that shape. What kind of shape is it?*



☑ Criteria-based student self-assessment and teacher checklist: Draws and identifies shapes of different type or size.

ARTS ENVIROCHALLENGER

Enviro-Arts Elements: Creating and Learning through Reusing

Assessment Checklist

Disciplines	SCIENCE		VISUAL ARTS/ MATH				6
Concept	Environmental Sustainability/Properties		Line Drawing			Shape Drawing	
Student	Shares ideas about what it means to reduce, recycle, and reuse trash and show respect and responsibility for our environment.	Describes materials or objects that can be recycled.	Draws and identifies vertical lines.	Draws and identifies horizontal lines.	Draws and identifies diagonal lines.	Draws and identifies shapes of different type and/or size.	

Day Two

LOOK AT COLORFUL CONCENTRIC CIRCLE ART, SORT CAPS/LIDS INTO COLOR GROUPS

1. Share examples of art composed of concentric circles by Wassily Kandinsky, Leo Kenney, and Robert Rauschenberg. Review concept of "re-use". Guide students in sorting lids/caps into color groups.

- *What shapes do you see? (circles) What colors? What sizes?*
- *We are thinking like artists who re-use by thinking about the colors, shapes, and sizes of trash materials.*
- *Trash materials are going to be our art supplies!*

▣ Distribute a small pile (scoop) of lids/caps of all different colors and sizes to each student group.

- *Let's start by sorting caps and lids at our table into color groups.*

☑ Criteria-based teacher process assessment: Sorts caps/lids by color.

SELECT AND COMPARE SMALL, MEDIUM, AND LARGE CIRCLES IN DIFFERENT COLORS

2. Facilitate noticing and admiring the color groups of caps/lids.

- *Let's check together to make sure all of our colors are correctly grouped....*
- *Are these all blue...are these all green.... are these all white...etc.*



Demonstrate comparing sizes of caps/lids: small, medium, and large. Guide selecting three different sizes and three different colors of caps/lids.

- *Now, let's think about colors and sizes to help us create our works of art!*
- *To make our art each artist will need one cap/lid that is large, one that is medium, and one that is small.*
- *To make your art interesting, make sure that each of your small, medium, and large caps are three different colors.*
- *Test the size of your caps. Put the biggest one down first, put the medium cap on top of the large cap, then put the small cap on top of the medium cap. Do they fit one inside the other?*



☑ Criteria-based student self-assessment and teacher checklist: Selects large, medium, and small lids/caps in three colors.

GLUE CIRCLE CONSTRUCTIONS

3. Demonstrate layering and direct gluing caps/lids from large to small on background mat board.

- *Feel your small, medium, and large caps. Which is the flat side or surface?*
- *We want to glue down the flat side of each of our caps/lids.*
- *We will glue our cap/lid circles to a thick sturdy mat board.*
- *On the color mat board side, use a firm but gentle squeeze to make a big glue circle about the size of an Oreo cookie or cracker in the center.*
- *Squish (feel it, hear it...) the flat side of your biggest cap/lid into the glue circle.*
- *Now, in the center of your biggest cap/lid, make a smaller glue circle about the size of a quarter. (Show a quarter to help visualize.)*
- *Squish (feel it, hear it...) the flat side of your medium cap/lid into the glue circle on the largest cap/lid.*
- *Now, in the center of your medium cap/lid, make a smaller glue circle about the size of an M & M. (Show one to help visualize.)*
- *Squish (feel it, hear it...) the flat side of your smallest cap/lid into the glue circle on the medium cap/lid.*



- *Let your circle construction take a nap without being disturbed while the glue dries.*

Criteria-based teacher checklist: Layers and glues reused large, medium, and small lids/caps in three colors.

GO ON AN ARTWALK

4. Reflect on concentric circle constructions by having an art walk and talk through the classroom.

☐ Have students walk and look slowly, silently and with hands behind their backs.

- *Artists, enjoy all of the beautiful combinations of colors. Please look with your eyes, not your hands.*
- *Does each construction have a largest cap/lid? A medium cap/lid? A smallest cap/lid?*
- *Compare all of the largest caps/lids. Are some of the largest caps in one artist's artwork larger than the largest caps/lids in another artist's artwork?*



☑ Criteria-based group reflection: Checks for small, medium, and large caps in art and compare sizes of the largest caps/lids.

ARTS ENVIROCHALLENGER

Enviro-Arts Elements: Creating and Learning through Reusing

Assessment Checklist

Disciplines	VISUAL ARTS/SCIENCE/MATH			
Concept	Shape/Size/Color Construction			3
Student	Selects three colors of circles.	Layers large, medium, and small reused lids/caps.	Glues large, medium, and small reused lids/caps.	

Day Three

REVIEW AND FIND SHORT/LONG LINES GOING IN DIFFERENT DIRECTIONS IN ART

1. Review line direction through recalling drawing on day one and air drawing. Introduce practice with line length.

- *Let's review lines and where they can travel. Remember the lines we drew with our giant color pencils? Today we are going to think about direction of line and length of line.*
- *With an imaginary pencil in the air, make lines that go up and down: vertical lines. Make a short one. Make a long one.*
- *With an imaginary pencil in the air, make lines that go across: horizontal lines. Make a short one. Make a long one.*
- *With an imaginary pencil in the air, make lines that slant (from corner to corner): diagonal lines. Make a short one. Make a long one.*

Criteria-based process assessment: Practices making directions and lengths of lines.

INTRODUCE COLLAGE

2. Define collage. Introduce art by Jonathan Talbot and Robert Yoder.

- *Collage is a French word that means "to paste" (or glue). Let's say "collage" together.*
- *Artists cut up materials and glue them down to a background to make collages. These artists used repurposed trash materials that people did not want. Cardboard, scrap paper...Robert Yoder sometimes cuts up and makes art out of old road signs!*
- *Let's talk about the lines in these collage artworks.*
- *Find and show us a vertical line...find and show us a horizontal line...find and show us a diagonal line in the art.*
- *What lines are long? What lines are short?*

Criteria-based process assessment: Identifies direction and length of line in art.

SELECT MATERIALS AND MAKE COLLAGE

3. Demonstrate and guide selecting materials to create a line direction/length collage.

✂ Prepare repurposed papers of all different types by cutting them into linear 1/2 inch strips up to 8-9 inches long. Paper strips store and distribute to students well in repurposed flat clear berry containers. 1-2 containers can be placed at each table group. Trim away tabs and cut repurposed color file folders in half for collage backgrounds.

- *I am choosing one color background paper that I will glue my lines to. I like red. You might choose another color for your collage background.*
- *I am choosing five paper lines (strips) for my collage. You will too. Show me how many (5) with your hand. Help me count.*
- *I am going to cut up two paper strips into (2) shorter lines. You will too. Show me how many (2) I will cut into shorter lines.*

- *Notice I open scissors wide, have thumb up and cut across the paper line to make shorter lines. I don't need to cut and cut to make many short lines, I just want to make a few.*
- *Choose your background paper, choose and count five paper lines, and cut two paper lines into shorter lines.*

Criteria-based process assessment: Selects and cuts reused long and short paper lines.

4. Demonstrate and guide arranging and gluing with glue sticks (or O'glue).

▣ This step can be differentiated by having students arrange and glue with the directive to "show lines in different directions", then students can identify which directions (vertical, horizontal or diagonal) they have shown when collages are complete.

✂ Provide glue mats



- *Collage artists think and then glue.*
- *Watch as I arrange my paper lines so that I have vertical, horizontal and diagonal lines on my background. Now I am going to think more and try a different way of arranging my paper so that I have vertical, horizontal, and diagonal lines.*
- *Now that I like my collage idea, I am turning each paper line over, one at a time, on my glue mat (so glue does not go where I don't want it) and putting glue all along my lines on the back. Now I am turning each paper line over and rubbing it down so it sticks to the background.*
- *Think: Practice arranging your short and long lines: Make lines vertical, horizontal, and diagonal. Make sure you have long and short lines.*
- *Glue: Use your glue mat, put glue along the back of your paper lines. Place so they are vertical, horizontal, and diagonal and rub down.*
- *Check for all three directions of lines: On your collage point to a vertical up and down line, point to a horizontal across line, point to a diagonal line.*

Criteria-based self and teacher checklist: Organizes and glues reused long and short paper lines in vertical, horizontal, and diagonal directions.

MAKE A TALKING ABOUT ART CIRCLE

5. Reflect on line direction/length collages.

▣ Have students sit in a circle on the carpet with the art arranged flat in a smaller circle within the student circle. Emphasize that art goes flat onto the floor in front of students and stays there (it can be moved slightly farther into the circle out of reach if needed).

- *Artists, enjoy all of the short and long lines (made out of trash papers!) going in different directions!*
- *Tell us about a paper line that you chose that comes from something you recognize (wrapping paper, magazine, newspaper) ...*
- *Find and tell us about a work of art where you see lots of vertical lines...horizontal lines...diagonal lines...long lines...short lines...*

Criteria-based group reflection: Shares observations about materials and line direction/length.

ARTS ENVIROCHALLENGER

Enviro-Arts Elements: Creating and Learning through Reusing

Assessment Checklist

Disciplines	VISUAL ARTS/SCIENCE/MATH						6
Concept	Line Length in Collage			Line Length in Collage			
Student	Cuts short paper lines.	Uses short paper lines.	Uses long paper lines.	Organizes and glues in vertical direction.	Organizes and glues in horizontal direction.	Organizes and glues in diagonal direction.	

Day Four

DESCRIBE MYSTERIOUS TEXTURES

1. Guide review and tactile exploration of texture.

▣ Have students sit in a circle on the carpet with eyes closed ready to reach into a “mysterious secret texture bag” full of different repurposed texture materials cut into strips and shapes (that will later be used in collages).

- *Does anyone remember the word texture? What does texture mean?*
- *What kind of texture does the table have? What kind of texture does your hair have? What kind of texture does the bottom of your shoe have?*
- *We are going to explore mysterious textures contained in my secret texture bag.*
- *We are just putting our sense of touch to work on this. So our eyes are closed and our voices and ears are turned off and resting.*
- *Close your eyes and keep them closed. Reach in and quickly pull out the first texture you feel.*
- *Silently touch and think. When we all have our texture and all have time to think, then we will share what we noticed.*

Facilitate students in describing what they felt.

- *Open eyes and share your texture along with word(s) to describe your texture: (Soft? Rough? Bumpy?)*

☑ Criteria-based process assessment: Describes reused fabric, cardboard, netting, or other texture shapes.

DESCRIBE TEXTURES IN CULTURAL MASKS

2. Introduce masks by Unknown artist from Dan culture, Liberia *Mask (Ga Wree Wree)*, from SAM plus additional textural animal masks from Africa, the Americas, and Indonesia.

- *We can't touch the textures in these photographs of masks, but we can imagine what they might feel like.*
- *Point to a texture you see and tell us what you think it would feel like.*

☑ Criteria-based process assessment: Responds to art with observations about texture.

SELECT MATERIALS AND MAKE ANIMAL TEXTURE COLLAGE

3. Demonstrate and guide selecting and arranging texture shapes in space (above, below, next to) to create an animal face (or whole animal) for collage.

✂ Pre-cut repurposed textural materials of all different types by cutting into rectangle, circle, square and triangle shapes. Additional materials like feathers and buttons can be provided as well for details. Background boards need to be sturdy.

- *Remember that collage artists think and then glue.*
- *I am choosing different textures (shapes) for a face to start. Eyes, nose, mouth. These texture materials are hard for small people to cut, so I will be looking for just the right shapes.*

- *How can I arrange them to show an animal face? I am placing one eye and then next to it, another eye. What should I put below my eyes? Nose? What will my nose be above? Mouth?*
- *Now that I like my animal face I am ready to start gluing.*
- *Think: Choose at lots of different textures/shapes. Arrange them above, below and next to each other to make an animal face.*
- *Glue: using our special "tacky" glue sticks, and glue mats, remember to turn each shape upside down on the mat, run glue all over it, place it on your collage and rub it down so it sticks.*
- *If you like, you can glue a few more texture details for hair, whiskers, or ears or horns...*



Criteria-based self and teacher checklist: Uses a variety of textures shapes placed above, below, and next to each other to make an animal face.

GO ON AN ARTWALK

4. Reflect on animal texture collage faces by having an art walk and talk through the classroom.

Have students walk and look slowly, silently and with hands behind their backs. This activity can also be differentiated by having a teacher led reflection in a circle where students point to locations of shapes in space on their own collages.

- *Find another artist's collage and stop in front of it. Look for textures. If you see three different textures, nod three times.*
- *Find another artist's collage and put your hands on your head if you see shapes above each other.*
- *Put your hands on your elbows if you notice shapes next to each other.*
- *Put your hands on your nose and your chin if you see shapes below each other.*



Criteria-based peer assessment: Describes texture shapes placed above, below, and next to each other.

REFLECT ON ENVIROCHALLENGER MESSAGE

5. Close with affirmation of the EnviroChallenger message.

Have students sit in a circle on the carpet.

- *Let's remember and say the 5Rs together: Reduce, Reuse, Recycle, Respect, Responsibility.*
- *What did you discover about reusing materials in art?*
- *What are some of the art words we have learned?*
- *How could you reuse materials to make art in the future?*

Group reflection: Responds to EnviroChallenger message and creative processes reusing materials.

ARTS ENVIROCHALLENGER

Enviro-Arts Elements: Creating and Learning through Reusing

Assessment Checklist

Disciplines	VISUAL ARTS/SCIENCE/MATH				4
Concept	Texture	Space in Collage Composition			
Student	Uses a variety of texture shapes.	Places and describes texture shapes above each other for an animal face.	Places and describes texture shapes below each other for an animal face.	Places and describes texture shapes next to each other for an animal face.	



ARTS ENVIROCHALLENGER

Enviro-Arts Elements: Creating and Learning through Reusing Teaching Environmental Sustainability, Visual Art, and Science

- We worked with a **teaching artist** and learned about the elements of art, science, and ways that we can help take care of our planet earth through our choices and actions. We learned about the **5 R's** of the **EnviroChallenger message**:
 - **Reduce** means make smaller: "make less trash by using less".
 - **Reuse** means "use again" instead of throwing away.
 - **Recycle** means to us change the material through some sort of process (heat, water, mechanical) then form it into something usable again.
 - **Respect** means to value, admire and take care of our environment and living things.
 - **Responsibility** means a sense of doing your part in daily actions, or a job that needs to be done to help take care of our environment. Who is responsible? YOU!
- We shared ideas about what it means to reduce, recycle, and reuse trash and show respect and responsibility. We learned about materials and objects that can be recycled.
- We thought about the properties of trash materials: What shapes, colors, textures are they? We connected our observations with art.
- We learned about the fundamentals of art: We practiced drawing different directions of lines and different sizes and kinds of shapes.
- We looked at art made of concentric circle shapes. We sorted caps/lids into color groups and then chose small, medium, and large sized cap/lids in three different colors to layer and glue.
- We admired collages composed of reused materials. We created collages composed of different directions and lengths of paper strips cut from giftwrap, catalogs, and other scrap papers.
- We observed and described the textures of different kinds of trash materials first using only our sense of touch.
- We arranged shapes cut from a variety of textural materials into animal faces. We focused on using a variety of textures and arranging shapes above, below, and next to each other.

Enduring Understanding

Certain "trash" materials and objects can be recycled. The visual art elements of line, shape, color, texture, and space can be explored through observing and organizing reused materials in compositions.