

Oh No U Didn't! Lesson Plan

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Assistant to the Teacher: N/A
Documenter & Interested Adult: Ilayda and Sarah

Unit Title: The Art of Appropriation
Lesson Title: Appropriating Ideas
Grade Level: 6th-12th
Number of Students: 17
Lesson #: 2 of 4 projected lessons.

BIG IDEA (UNIT):

Appropriation and how artists can use different forms of appropriation to make a statement.

BIG IDEA (LESSON):

The appropriation of recycled objects into art works.

ART / ARTIST(S) OF RELEVANCE:

Dada and contemporary artists will be a large part of this lesson.



Pablo Cano. *Mona Lisa* (after Leonardo da Vinci). Found objects. 2008



Pablo Cano. Tomato Soup Can (after Andy Warhol). Found objects. 2008.



<http://jeffkoons.com/exhibitions/solo/jeff-koons-new-paintings-and-sculpture>



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Marcel Duchamp, *Fountain*, 1917



Hannah Höch, *Cut with the Dada Kitchen Knife through the Last Weimar Beer-Belly Cultural Epoch in Germany*, 1919.

PREREQUISITES:

- Basic building skills
- Glue gun competency
- Painting skills
- Museum etiquette
- Discussion skills

SAFETY HAZARDS:

Hot glue and glass safety.

Glue guns get very hot at the tips. Try to avoid direct contact with fingers or clothes. We are also working with some tin and glass objects which can be sharp if broken, If a glass bottle shatters immediately let an adult know so it can get cleaned up.

Crossing the road and Museum etiquette

Look both ways before crossing the road. Walk, don't run across the road and in the museum. Do not touch the artwork. The oils on our skin can degrade the paintings and objects over time as well as put marks on the glass protecting the works. Please don't draw on the works either!

INTERDISCIPLINARY CONNECTIONS:

This can be considered a STEAM project because building the sculptures involve some engineering skills. Students must know how to problem solve and make their sculpture stand up. It also deals with environmental sciences in terms of waste and pollution. This is exemplified by

the fact that the students brought in their own recyclables for the project and the Palmer's Plastic exhibit has some works that deal with pollution especially in the ocean.

I-B. UNIT OVERVIEW (RATIONALE)

We live in a manufactured, commercial world ruled by Pop Culture. The youth are tuned into television and plugged into music as often as they can be and have formed their own opinions on what they see. This unit on appropriation will help guide students through the visual language that they already know and expand their understanding of what it all means.

I-A. LESSON OVERVIEW (RATIONALE)

Middle and High schoolers are consumers of fashion, technology, food, and other objects. Today's teens and young adults are concerned about the impact that consumerist culture waste, such as old computer and plastics have on the environment. This lesson aims to show students how they can upcycle, repurpose, elevate, and appropriate everyday objects in a work of art.

II. LEARNER OUTCOMES

1. The student will explore how artists appropriate objects through methods such as upcycling, repurposing, and elevating consumer objects.
2. The student will create a sculptural work of art by appropriating consumer objects.
3. The student will reflect on the objects that they chose to upcycle, repurpose, or elevate and how that impacted their experience.

III-A. NATIONAL ART STANDARDS

VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.

VA:Cr1.1.7a Apply methods to overcome creative blocks.

VA:Cr1.1.8a Document early stages of the creative process visually and or verbally in traditional or new media.

VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.

VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.

VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

VA:Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.

VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing. **VA:Cr2.1.1a** Engage in making a work of art or design without having a preconceived plan.

VA:Cr3.1.6a Design or redesign objects, places, or systems that meet the identified needs of diverse users.

VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.

VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses.

VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

VA:Pr6.1.6a Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

VA:Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues.

VA:Pr6.1.8a Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

VA:Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

VA:Cr2.2.6a Explain environmental implications of conservation, care, and clean up of art materials, tools, and equipment.

VA:Cr2.2.7a Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.

VA:Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

III-B. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

9.3.12.C: Apply systems of classification for interpreting works in the arts and forming a critical response

9.1.12.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- paint
- draw
- craft
- sculpt
- print
- design for environment, communication, and multi-media

9.4.12.B: Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).

IV. MATERIALS NEEDED FOR LESSON

- Teacher Sample
- Recycled materials
 - Bags
 - Egg cartons
 - cereal/granola bar boxes
 - Plastic bottles
 - Glass bottles
 - Cans
- Cardboard
- Scissors
- Hot Glue Guns
- Hot Glue Sticks
- *Painting supplies
- Paper Towels
- Newspaper
- *Drawing supplies
- Epoxy
- Brads
- Resin
- Colored paper
- Glitter
- *Other craft supplies
- *Gloves and face masks for epoxy and resin in they are used.

V. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Teacher Actions	Expected Learner Actions
Day 1 No Sketchbook time today, get students to work on finishing their lesson one projects as soon as they walk in. (50 min) Have students clean up and put wet projects on window sills, tell them that we are going to the Palmer Museum. (5 min.) Have students gather sketchbooks and pencils and go to Palmer. (5 min.) * Bring my laptop to show slides there. Have students explore the plastics exhibit in small groups or by themselves. Have them write about what they see, what materials can they identify in the works of art, and how do they think the more sculptural works were made. (25 min.) Ask students to meet back up in the area with the shelf of objects by the stairs for a discussion about what they saw and what it means in terms of appropriation. (15 min.) Head back to classroom (5 min) Display my example and the array of materials that we have gathered. Have students start to think of ideas and do loose sketches (10 min.) Recap what we did at the museum and preview next class (work day and quick show and tell of Lesson 1 work.) Day 2 Plan A	Day 1 Walk in and get to work Clean up and place work up to dry. Bring sketchbooks and pencils, go to Palmer in an orderly fashion. Go off in small groups or solo in the plastics exhibit ONLY. Answer/ think about the questions I have posed along with additional observations. *Think about possible ideas for projects* Congregate at designated area and discuss what they saw and how that can fit into appropriation. Go back to classroom. Look at example and materials to further their own ideas. Listen and answer questions. Day 2 Plan A

Greet students and have a brief sketchbook time. (10 min)	Students sketch.
Once everyone is there, take out the *hopefully* completed works and have students share with the class what they did. (15 min)	Show and discuss work.
Get out the supplies that the students will be working with and ask them to get their sketches out. If they don't have any and want to get inspired by the materials, that is okay. (5 min) *The recycled supplies that they chose last week are already bagged up with students' names.	Get sketches out and wait for supplies.
Ask students to look through and gather any more desired supplies. Make them aware of the hot glue guns around the room. Also remind them to be careful with the glue guns and ask for help gluing if they need it. (5 min)	Students look through materials and bring them back to their stations. They can continue to look through supplies as needed.
Let them get to work. (70 min)	Students work on constructing their sculptures.
Clean Up! (5 min) ● Unplug hot glue guns. ● Clean and recycle any scraps or unused materials in their proper bins. ● Wash brushes and pallets. ● Put completed projects on window sills.	Students aid in clean up. (going well so far)
Discuss, reflect, and transition to next lesson. Ask students to share what they learned and their experience working with the materials. (10 min)	Participate in discussion.

Day 2 Plan B

So, a few students still need to finish their projects from week one... I told them that they will have 30 minutes at the beginning of class to continue that project before rejoining the current lesson.

These students will:

- Have no time for sketchbooks, will get straight to work. (10 min)
- Pause for the project sharing and will have the opportunity to share what they have done so far. (15 min)
- Work for an additional 20 minutes. (20 min)
- Clean up (5 min)
- Rejoin the rest of the class following **Plan A**. Get or gather their supplies and get to work. (5 min)

ONCE REJOINED.....

Have students get to work. (50 min)

Clean Up! (5 min)

- Unplug hot glue guns.
- Clean and recycle any scraps or unused materials in their proper bins.
- Wash brushes and pallets.
- Put completed projects on window sills.

Discuss, reflect, and transition to next lesson. Ask students to share what they learned and their experience working with the materials. (10 min)

Day 2 Plan B

Get out supplies and work.

Participate in discussion/ mini critique. (some might continue to work during this time.)

Continue to work.

Clean up.

Get supplies for sculpture.

Work on sculpture.

Clean up as directed.

Participate and discuss what they did/learned.

VI. ENDING THE LESSON

1. Closure of Lesson

- Day 1: Students were able to start selecting materials to work with and had general ideas of how to move on to next week.
- Day 2: Set aside finished projects and have students discuss what they learned and talk about what they made and why they were attracted to certain materials. Preview next week's new lesson about appropriating other artists' work.

1. Transition to Next Lesson

This really depends on the state of the projects at the end of Day 2. As seen with Lesson 1, some students take much longer to finish than others and need additional time to finish work. This then results in projects spilling over into other weeks.

The next lesson might be a one day lesson so that we can have an extra day at the end to finish any unfinished work. I will take a poll with the students to gauge their needs.

VII. REFERENCES TO MATERIALS CONSULTED

Artists listed in the visual references section.

Palmer Museum of Art, Plastic Entanglements exhibit.

VIII. THE CLASSROOM AS A THIRD TEACHER

The still life is finally moved in time for week 4! This will allow for me to lay out sculptural supplies on the center island and have an overall more cohesive feeling classroom. Day 1 the classroom was similar to that of lesson 1, until we moved to the Palmer's Plastic Entanglement exhibit. Once we were there, the museum became the classroom. After talking to several students, they were thoroughly inspired by what they saw in the museum and became extremely enthusiastic to start building on Day 2.

* Windows may have to be opened for ventilation.