

Artist View Activity

ART FROM RECYCLED MATERIALS

Grades 3-5th

by Debbie Corson

Overview

In this lesson, students will create art from recycled materials, both natural and man-made, while learning about artists who work in each way.

Preparation

- Have students complete graphic organizer – K-W-L about recycling. Then divide class into two groups – Nature-made and Man-made. Nature students collect leaves, seeds and twigs (a minimum of 50 items). Man-made students collect one type of recycled item each, such as pop tops, lids, (a minimum of 50 items each.) Teacher may go to the Teacher's Recycling Center (see resources). Teachers should print a few pictures from the websites of Andy Goldsworthy and Claire Graham (see resources). Use information on the artists below.

MATERIALS

- Nature materials such as pressed leaves, twig and seeds.
- Recycled materials such as pop-tops, milk carton lids, etc.
- Paper grocery bag, pencil, paper, and digital camera.

OBJECTIVES

- Students will extend their lessons on tree recognition by making art with leaves, twigs and seeds they have collected.
- Students will compare & contrast artwork by Andy Goldsworthy and Claire Graham.
- Students will list ways that nature recycles and ways that man recycles. They then compare and contrast each.
- Students will discover that art can be made from natural and recycled materials.

BACKGROUND

When we think of recycling, we often think of the man-made items, such as cans, bottles and paper, but nature also recycles — leaves, twigs and flowers. Artists often make art from both recycled and natural materials and we will look at two artists, comparing and contrasting their process and product. Some students will create patterned art collages using leaves, twigs and seeds/berries; others will create art collage/sculpture from recycled man-made materials. The two artists are Andy Goldsworthy who makes art from nature and Claire Graham who makes art from everyday throwaway materials.

Procedure

At least two weeks ahead, have a short class discussion about recycling. Make two lists — one of man-made items that are recycled and one of natural materials. What is the difference between the two? Talk about the impact of recycling on students and the earth. Ask if students think that “nature” recycles. What are examples? Tell the two groups of students to start collecting items in a paper grocery sack with their names on them. They may help one another.

- 1 The day of the art lesson, introduce students to Andy Goldsworthy and Clare Graham’s work. Explain how Andy Goldsworthy creates art from only things he finds in nature. His works are not permanent and only remain in his books of photos. Clare Graham takes everyday ordinary items and creates more permanent art pieces that are shown in galleries. Talk about patterns and repetition in the work and about other patterns in the classroom. What forms do these artists use? How are their works similar? How are they different?
- 2 Next pass out student bags of items and tell students the rules. Explain that art is individual to each person and that no one can be right or wrong. Art is play. The rules are: During the creation time, each student must work independently, there is no talking, students should play with their items and may choose to make a regular pattern or not. As they work, they should think about what is going on in their thoughts and how they are feeling. At the end, they will have 5 minutes to write about the experience and then there will be a class discussion.
- 3 Tell students that you will walk around taking pictures, but only of students who are working and not of posers. Play music while they work.
- 4 Have students spend a few minutes to write about how they worked and how they felt.
- 5 Ask for students in each group to share about the experience and their work. As a class, make comparisons between the similarities and differences in the art.

Final Activities

Have students walk around the class to view others’ work, then look at the artwork again of Andy Goldsworthy and Clare Graham, and discuss the similarities and differences.

RESOURCES

-  **Goggle** — Cezanne, Van Gogh, O’Keefe
-  **Environmental Art**
<http://www.goldsworthy.cc.gla.ac.uk/>
-  **Trees is Art**
<http://artsedge.kennedy-center.org/content/2318/>
-  **Art from Recycled Materials**
<http://www.claregraham.com/ARTpageHOME.html>
-  **Tree Paintings by Various Artists**
<http://www.nyu.edu/projects/julian/>
click on *Tree Museum* and then *tribute tree* for a gallery of tree paintings by various artists

Extensions

-  Invite another class to view the art exhibit on each desk.
-  Do the project again, switching students and materials, so that the “man-made” group now uses the natural materials and vice versa.
-  Write Haiku poems that go with the art and use prints of the digital photos to display with the poems.
-  Ask the school art teacher to do an assignment using <http://www.nyu.edu/projects/julian/>, drawing or painting a tree in the style of one of the artists.

Assessment

- Repeat the graphic organizer and compare with the initial one.
- Make a new list of similarities and differences between the art of Andy Goldsworthy and Clare Graham. Compare to the first list.

GLE'S

THIRD GRADE

- Strand 3, 1A** Compare different responses students may have to the same artwork
- Strand V, 1B** Compare and contrast two artworks on: Subject matter, Media, Use of line, color, shape, and texture, Theme, Purpose of art in culture, Place

FOURTH GRADE

- Strand 1, 3C** Create an original artwork that communicates ideas about the following themes: Missouri, The Environment, Time (e.g., past, present, future)
- Strand 3, 1A** Discuss and develop answers to questions about art, such as: What is art? What is beauty?
2A Describe the use of the following in artworks: Outlines, Organic shapes, Organic forms, Tints and shades, Values, Positive and negative space, Radial balance, Center of interest/focal Point, Contrast/ variety of values, Complex patterns, Facial proportions
- Strand V, 1B** Compare and contrast two artworks on: Subject matter, Media, Use value and space, Theme, Purpose of art in culture, Place

FIFTH GRADE

- Strand 3, 1A** Discuss and develop answers to questions about art, such as: Who decides what makes an artwork special, valuable or good?
- Strand V, 1B** Compare and contrast two artworks on: Time, Place, Subject matter, Media, Use of elements, Theme, Purpose of art in culture, Use of materials and technology

LEARNING STYLES: Naturalist – Spatial – Intrapersonal

Andy Goldsworthy...

uses materials from nature, only, to create his art. He does not use paint or even glue. Instead, he uses leaves or varying colors and spit for glue. Some of his materials include leaves, sticks, rocks, ice, dirt, and vines. He likes several “forms” such as circles, arches, spirals, spheres, lines, edges, cracks and holes.



If you look closely at this photo, you can see that Andy Goldsworthy even stitched the leaves together with straw.

In this photo, you can see how Andy Goldsworthy used darker and lighter leaves to vary the color in the design.



Clare Graham...

also works with materials from his environment, but in his case, the materials are all man-made. Like Andy Goldsworthy, he uses the materials as he finds them, not adding paint to change their appearance. Clare also uses many of the forms that Andy uses, such as spirals, wavy lines and vessel-like forms. Clare Graham uses buttons, swizzle sticks, bottle caps and yardsticks in his work. Like Andy, he likes to stitch items together. His forms are much more permanent.



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ANDY GOLDSWORTHY



Differences

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CLARE GRAHAM

Name:

What I know...

K

What I want to know...

W

What I learned...

L