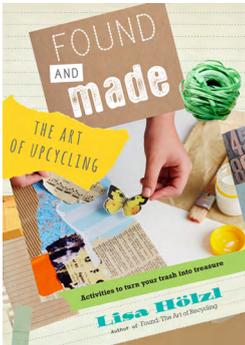


Walker Books Classroom Ideas



Found and Made: The Art of Upcycling

Lisa Hölzl
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*Notes may be downloaded and printed for regular classroom use only.

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Outline:

Make a masterpiece from your rubbish! With eleven exciting projects to inspire you, *Found and Made: The Art of Upcycling* will help to turn your trash into treasure. A toilet roll holder and some papier-mâché can become a puppet king. A shoebox can transform into a treasure box. Ice-cream sticks, magazines, plastic bags, tin cans – are all waiting to be part of your art kit. Collect. Create. And upcycle!

Author/Illustrator Information:

Lisa Hölzl is an artist, teacher and writer who lives in Sydney with her husband and two children. In addition to lecturing in art and design, Lisa runs art workshops for children and adults from her studio, an old bakery in Marrickville. During some of these workshops, she realised there was a need for an educational art resource focusing on the rich history and use of recycled and found materials by contemporary and historical artists. Her first book *Found: The Art of Recycling*, published in 2012, met this need. A second book was always planned to focus on practical art-making projects using sustainable materials. Lisa has a design degree and Masters degrees in both Visual Arts and teaching and currently lectures at Billy Blue College of Design, in Sydney. She wrote this book as a resource to inspire and assist other teachers, parents, artists and children to use recycled materials in their art making.

How to use these notes:

These notes are to be used in conjunction with the text *Found and Made: The Art of Upcycling*. The book works on a number of multimodal learning levels. The suggested activities are relevant for a wide age and range of abilities. Please select according to the level, learning style and targeted outcomes of your students.

These notes are for:

- Primary years F-6
- Ages 5+

Key Learning Areas:

- English
- The Arts
- Humanities
- Science

Example of:

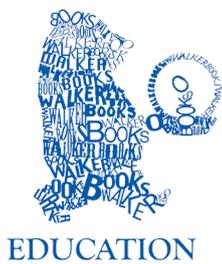
- Art Making
- Historical Narratives
- Making & Responding
- Responding and Composing

Themes/Ideas:

- The Environment
- Cultural Diversity & Change
- Memory and the Past
- Tradition and Innovation
- Science & Technology
- Consumerism

Experience of:

- Multimodal Learning
- Reflecting on text
- Viewing & Creating
- Research



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Discussion Questions and Activities

Before Reading the Book (cover and pages 6-7)

- Looking at the front and back covers of the book, discuss what you think it might be about. Do you do any of the things described on the cover? What do you make? What do you use to make your work? Do you use bought materials or do you find them?

Language Style and Structure (cover and page 8)

- Is this a fiction or non-fiction book? What do you think it's about? Are you familiar with the term "upcycling"? What does it mean?
- What is the typical life-cycle of a consumer product? Compare it with that of a living organism. What are the similarities or differences?

Introduction

- What materials are being used in the introduction? Name the materials used on this page and place them in different categories. Name your different categories. (e.g. paper, cardboard, plastic, metal, etc.). Where could you find them? What else could you make from them? Make a mind map of all the different things that you can do with these materials. In groups, brainstorm uses for different materials.
- In this book there may be kinds of art you haven't heard about before or been able to name. What are the different art forms you know of (e.g. painting, sculpture, drawing, photography, etc.)? Discuss these with a partner or a small group. Match these to the projects shown on the contents page. Are there any you can't name or that seem to be two kinds of art? (e.g. is Project 6 a painting or a collage? Is Project 10 a sculpture or a musical instrument? What would you call Project 11?) Add to your list as we read, e.g. art book, montage, bust, collage, installation, assemblage, accumulations.

Guided Reading Questions

- Look at the pages titled "Build Your Own Art Kit". List all the different materials you could collect as an individual or as a class.
- Where will you find them? How could you store and organise them so that they are ready whenever you need them?
- Where will you keep the ideas you have about what to make from all these different materials?
- Take students on a walk around the school to collect some found objects and recycled materials.
- Ask students to take a walk around the classroom and investigate and record the use of recycled materials in use.
- Label recycled materials for future reference.
- Ask students to bring in some recyclable materials from

home to start a class art kit or trolley.

Project 1: Handmade Art Book (pages 18-23)

- Do you know how most books are made? Look at a few different books with a variety of different binding systems (e.g. stapled, sewn and glued). What uses do books have? Scaffold ideas around uses such as reading (novels and picture books), instruction (cookbooks and textbooks) and blank books (diaries and sketch books) to use for whatever you like.
- Read the section "Before You Start". What would be the advantages of making your own art book instead of buying one in a shop? (Scaffold the ideas of it being cheaper and more personal.) How could you make the cover uniquely yours? What materials could you recycle in order to make it? What would you use it for? (Drawing, writing, ideas, etc.)
- After making Project 1, draw or write down notes about ideas you have for other art projects using recycled materials. You could also take photos of your finished projects, print them and paste them in your handmade art book as a record of your art making.

Project 2: Finders Keepers Box of Secrets (page 24-29)

- Do you have any collections? What do you like to collect? (E.g. feathers, stones, bottle tops, marbles, corks?) How do you store your treasures?
- Go to the "Look This Up" section on page 29 and search the internet for images of the artworks referenced by Joseph Cornell and Marcel Duchamp. Compare and contrast how both artists used boxes in interesting ways as part of their art practices.
- Find a small box (e.g. a shoebox) or start collecting boxes that photocopier paper or other supplies come in, to use for this project. Students can use the boxes to store their own collections of found or recycled materials. Creatively make labels for each of the boxes.
- Alternatively, students could create a box for storing one, two or three particular materials for use by the whole class. Collage these boxes to include the names of the contents on the outside, for easy storage and retrieval of recycled materials as needed.
- Write a story, create a cartoon or draw a mind map about each object in each box – where it was found and why you thought you should keep it as part of your collection.
- Research the history of Cabinets of Curiosity for more ideas on how to categorise and store your collections of materials. You might even want to create your own "Wonder Room".

* A useful reference for this project can be found on page 18 of *Found: The Art of Recycling* where the work of artist Joseph Cornell is explored.

Project 3: What Bird is That? (page 30-35)

- Observe birds in the playground or school grounds. Look at the ways the birds interact with other birds, what they are doing and their behaviour.
- Look at the “Try This Too” section on page 35 as a starting point for this project and research extinct or endangered species from your local area. You could make your own bird drawings or make a larger collaborative group drawing before making a sculpture.
- The “Look This Up” section gives some great examples of artists who have made birds from recycled materials. This project can be done in stages as time allows. In spring, collect feathers on your way to school or from around the school grounds to add to your bird sculptures.
- This project can also be done using fish as a source of inspiration. Instead of making feet, wind the wire around the fish, twisting the two ends together and forming a single circular shape or “foot” for the fish to balance upon for display.

* A useful reference for this project can be found on page 32 of *Found: The Art of Recycling* where the work of Australian artist Fiona Hall is explored.

Project 4: Fantasy Room Montage (page 36-39)

- Make another room collage in the style of your favourite art movement, e.g. pop art or surrealism.
- After completing this project, make a cardboard model of your room, turning it from 2D to 3D. Think about the scale of the furniture and other elements you decided to include. When you have finished, place a cut-out of a person (you?) inside the room and take a photograph to see how real it looks.
- Now imagine your room as a film set for an animation. Create some characters by cutting some more people out of magazines and gluing to a piece of cardboard bent at the base so they stand up by themselves. You could use an iPad app to make your animation.

* A useful reference for this project is page 24 of *Found: The Art of Recycling* where the work of pop artist Tom Wesselmann is explored. Did you have any/many consumer products in your room?

Project 5: Bottle Bust (page 40-43)

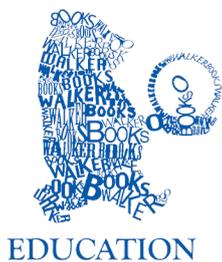
- Look at different indigenous cultures and how they use body adornment to reflect their cultural rituals and beliefs.
- Research, design and draw masks from different cultures.
- Provide a selection of different masks in the “dress up” or “creative play or drama” part of the classroom so that the students can improvise on texts, poetry and songs using masks.
- How would you use found materials to portray your own personality or that of another fictional character?
- Write a character profile or a poem about your character and read to the rest of the class. In groups, write a script for a play or a story around your characters.

* A useful reference for this project is page 16 of *Found: The Art of Recycling* where the work of dada artist Raoul Hausmann is explored.

Project 6: Painting with Paper (page 44-47)

- Introduce students to the colour wheel and basic colour theory.
- Using recycled magazines and newspapers, tear up and sort primary colours only, then secondary colours only and finally tertiary colours only.
- Paint landscapes or still life compositions using these limited colour palettes. For example, just using primary colours or just using secondary or tertiary palettes. You could also try using one or two colours only from each palette or monochromatic colours such as different shades of green only.
- Write about the different moods which are evoked using different colour combinations in your work.
- Work on one large collaborative landscape painting based on an environment from other units of work such as Antarctica, desert or national parks.
- Photograph a landscape scene at different times of the day. Look at the colours portrayed in the photos. Identify these colours on the colour wheel. Explore the use of enhancement using digital software to change colours.
- Use the “Take a Look At” section for referencing relevant artists. For example, explore the rules of perspective in the work of David Hockney. Go outside and notice how colour has perspective too, e.g. close-up colours are brighter than colours in the distance.

* A useful reference for this project is page 10 of *Found: The Art of Recycling* where the work of Picasso is explored. Note how his abstract collages have no perspective.



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Project 7: Wheel of Woven Waste (page 48-53)

- Identify and name the parts of a circle, then find circles in the environment and draw them.
- Using bubble soap mixture, have the students blow bubbles to make different shaped circles. Who can blow the biggest bubble? Look at the shapes of the bubbles. Video the moving bubble shapes.
- Explore making circles with compasses.
- Research the history of the circle.
- Study the use of circular motifs in indigenous art and their symbolism (e.g. in Western Desert dot painting).
- Learn about the Golden Mean and the Fibonacci sequence to inform the making of a “Wheel of Woven Waste”.
- Research how fabrics are made from fibres, yarns and the weaving process.
- Research the Indigenous Ghost Net Weavers and the work of Janet Echerman for ways to re-use and recycle waste through weaving.
- Make your own yarn from as many recycled materials as possible then start your own project using coat hangers or hula hoops as circular looms.
- Look outside for other materials from the natural environment that you could weave into your work, e.g. feathers, grass, flowers, etc.

* A useful reference for this project is page 36 of *Found: The Art of Recycling* where the work of Australian artist Shona Wilson is explored

Project 8: Self-Portrait in String (page 54-57)

- Go for a walk around the school with a clipboard, recycled paper and a pencil or a camera, iPad or iPod looking for and recording as many different kinds of lines as you can: straight, curved, symmetrical, jagged, etc.
- Consider the use of lines in the creation of patterns, shapes and tessellations in architecture, floor tiles, cracks in the ground, concrete, lines in leaves and the trunks of trees.
- Use mirrors and glass to explore and draw different lines with non-permanent markers.
- Look at the use of lines in topographic contour maps and how they are used to represent the height of different terrain. Now imagine the human face as a landscape with similar valleys and hills.
- Draw a contour map in string of the face of a friend sitting opposite you.
- Try the same technique to draw an object or a landscape.
- Try also drawing faces using construction wire. The work of Alexander Calder is a good reference for this.

Project 9: Puppet Play (page 58-63)

- Research the history and types of puppets that have evolved in different parts of the world (e.g. hand, rod, marionette, etc.). Compare and contrast Asian (e.g. Chinese shadow puppets) and European puppet styles and characters. Which characters typically represent the forces of good and evil? What characters from your favourite films and animations do you think have been inspired by or relate to these character stereotypes? Discuss common cultural and national stereotypes.
- View operas, films and musicals using puppets, e.g. *The Sound of Music*.
- As a class, write your own story scene or poem, then write a song to go with it and perform it with your puppets, to other classes.
- Create a recycled puppet theatre for students to perform with their puppets.
- Make a puppet of a historical figure relating to a classroom history task. Play a “Who am I?” game with another class once your puppets are completed.

Project 10: Musical Morph (page 64-67)

- Research the concept of metamorphosis and how it can be seen in the biological transformations of insects, amphibians and fish.
- Look at the work of surrealist artists referenced in this chapter.
- Are there toys and films that you have seen that represent the same kinds of metamorphosis or rapid change? (E.g. *Transformers* and *Howl's Moving Castle*.)
- Create a musical instrument that represents a metamorphosis by following the “making” steps in *Found and Made*. Ask your school music teachers if they have any broken or unwanted recorders, tambourines, xylophones or castanets, etc.
- When you have finished making your instrument, compose a dance to perform to the music you create with your instruments.

Project 11: Diary of the Discarded (page 68-71)

- As a class, consider what happens to objects over time. Are they kept or thrown out? Why? How and where do you get rid of things you no longer need or want? Where do these things end up?
- Make a mind map of the things you most often throw out, dividing them into recyclable and non-recyclable.
- For each recyclable object or material, make another mind map of what else you could do with it.
- Visit a major art gallery and count how many artworks in an exhibition are made from new or recycled materials. Start an alphabetical index like the one in the back of this book, listing all the materials and found objects that you have used or you think could be used in an artwork.
- Go to the website of a major Australian art gallery such as AGNSW or ANG and search for artworks made from



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recycled materials. Add to your materials index as you find innovative uses of recycled materials and found objects.

* A useful reference for this project is page 30 of *Found: The Art of Recycling* where the work of artist Tony Cragg is explored. Also look at the work of artist Tara Donovan, who makes sculptural installations from paper cups.

After Reading the Book

- What do all the projects in this book have in common? Are the materials bought or found? What impact do you think this has on our environment? Which of the activities suggested in this book would you like to do? What materials can you bring in from home to use? What would you like to make? Write down a list of materials, equipment you will need and the steps you are going to have to take, to make the project.
- Start a recycling club. Is there a spare space or room in your school where you could start to store and organise found and recycled materials? What will you name your club? How will you organise your club?
- Create a materials trolley in your classroom which includes a kit of equipment like scissors, glue, tape as well as baskets of bottle tops, paddle pop sticks and other found and recycled materials. Be creative in the way you organise these materials.
- For messy projects, always keep a big bucket of water handy with a hand towel for cleaning hands and/or materials between steps in your art making activities.
- Organise an exhibition online or physically to share your upcycled artworks with the rest of your school and community.

Exploring the Language

- Write down all the names of artists referenced in the book and research when and where they live(d). Make a time line using different ideas, such as date of birth, categorise artists by names, country of birth or types of artwork.
- Exploring the metalanguage: Discuss the difference between found and made, sculpture and installation, abstract and realistic, traditional and contemporary. Present findings in different ways – pictures, words, illustrations, maps, oral presentations – with the use of technology to make a slide show.
- Glossary: create a crossword using the names of recycled materials and found objects.
- Personify an unwanted object or material. Write a story about it from the day it entered the world and the material transformations it underwent throughout its life. Will it live forever or end up in landfill or the dump? Outline its journey with words (narrative, diary), pictures, visual prompts or a combination of some or all these things.



Found: The Art of Recycling

Lisa Hölzl

A beautiful non-fiction book which aims to inspire children to think about art made from recycled material.

In the early 1900s the way art was created changed. Pablo Picasso used cardboard instead of paint. Marcel Duchamp called a bicycle wheel art and Raoul Hausmann made a sculpture out of an old shop-keeper's dummy. Instead of using traditional materials such as paint, more and more artists started using found materials like newspapers, old photographs and bits of furniture. And they are still doing it today. Find out how these artists, using found materials, changed the art world. Be inspired to create your own masterpieces!

9781921720130 RRP: Aus \$34.95/NZ \$39.99

Classroom ideas available