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| Duration  1 hour | Theme  Resources | Subject focus  Art, D&T | Age group  Year 3, 4, 5 and 6 |

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| Resources required  • Outdoor area  • Enough litter for whole class  • Flipchart paper  • Whiteboards  • Craft materials: glue, string, tape, split pinks, pencils, pens, crayons, chalk, paint, glitter, etc… |
| Adult Support   * Teacher to introduce project, then circulate as necessary. Children with motor skills difficulties may struggle here, so adults may particularly focus on these children for support. Support investigation through appropriate questioning and prompting. Generally help and assist with distributing materials, behaviour management, etc. |
| Follow up activities   * The Farmer Jack Series Chapter 3 |

***Learning outcomes (differentiated)***

**Keywords**

art, create,

make, design, assemble,

design, brief,

rubbish, garbage, junk, sculpture, artwork, audience, purpose, repurpose, recycle, reuse, resources,

evaluate

* To work collaboratively
* To plan an artwork based on a design brief, for a specific audience
* To create an artwork from found materials
* To celebrate and assess critically their own and others’ work

***MUST*** All pupils must work cooperatively to design and create a junk sculpture

***SHOULD­*** Most pupils should adhere to the design brief, and design their sculpture with a particular audience in mind

***COULD*** Some children could act as pupil teachers, going around groups and offering advice/assistance where needed.

**Starter**

Class competition to collect as many pieces of (non-natural) rubbish as possible!

* This could be turned into a team challenge, wherein groups have to guard their ‘treasure’ from other teams.
* NB- Do not use the term “litter pick”, or other words that associated with being bad/punishment – this risks completely losing the group before the activity begins.

**Main activity**

This artwork will have the advantage of being greener than most because it uses recycled materials: see the example of the Bristol whales sculpture, part of which was created using used plastic bottles (**link to video).**

Explain that designers work to a **brief**, which explains the desired results of the project. Stress importance of **audience** and **purpose**. Give a brief of creating a sculpture, Garbage Monster or Garbage Angel- purpose, to look cool, but also to raise awareness of green issues, and encourage reduction/reuse/recycling in school.

* NB- Know your group –if any children may be offended by the use of religious terms, avoiding alienation by not using the word ‘Angel’ – just use Garbage Goody or something similar.

**Activity 1:**

Pupils work cooperatively to come up with ideas for the sculpture based on the brief and the rubbish materials they have created (note down on flipchart paper or whiteboards).

* Come together as a class- groups share ideas, then each group is given time to decide their final sculpture design.
* Work together to create one composite, annotated sketch showing and explaining their final design, identifying any materials used. This encourages pupils to be realistic in their expectations, and helps them to visualise how each part will be constructed.

**Activity 2:**

Each group works cooperatively to create their artworks, working to the design brief and using their sketch for help.

Encourage participation from everyone within the group. (Depending on the nature of the class, it may be useful to assign roles, or at least to nominate a group leader who can oversee the task.)

**NB- Possible variations of this activity:**

* Pupils can commission art: each team has to respond to a brief given to them by their opponents – encourage pupils to be really difficult!
* Ask pupils to create a piece based on a theme – e.g. a ‘before and after’ picture of a part of their visit, a conservational threat to the world, something that reflects their current Topic, etc.

Plenary

Verbally self and peer assess each other’s sculptures based on the design brief. What do we like? What could be improved? How did the artworks differ from the original sketches? How well did they work together?

Ask children how they might change the sculpture for a different audience.

As a group, give their artwork a title, and come up with a snappy sentence that describes it!

Extension tasks

* Evaluate their sculptures in writing.
* Look at ‘review writing’ as an English exercise. Write a review of someone else’s artwork in the role of a critic.
* Instruction writing- how to create a piece of junk art
* Stage an exhibition of the children’s artwork, and invite parents/other children in!
* Create an advert and invitations promoting the art exhibit/exhibition
* Explore environmental artists, such as Richard Long or Andy Goldsworthy. Carry out an artist study in future lessons.
* Investigate other creative projects where recycled materials are used- eg Bristol 2015 textile recycling lessons/video

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| Curriculum links  **D&T**   * Use, research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * Generate, develop, model and communicate their ideas through discussion (and) annotated sketches * Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work   **Art**   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. |
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