



A NEW FACE FOR THE EARTH:
ECOLOGY AND ART

Alicia Valdevira Riego

Norwich, octubre – diciembre de 2010

TEACHING RESOURCES

INTRODUCTORY UNIT 	JIGSAW PICTURES AND QUESTIONS. <u>INTRODUCTION PPT</u>
UNIT 1: WATER AND ART 	LESSON 1: a) LOOP GAME b) CLASSIFYING PICTURES (SUBSTITUTION CHART) LESSON 2: a) GIVE ME A CLUE (PAINTINGS AND PICTURES) (SCAFFOLDING LANGUAGE) b) STYLES OF PAINTING (SCAFFOLDING LANGUAGE) c) WHAT AM I? (SENTENCES AND ANSWERS) LESSON 3: a) STYLES OF PAINTING (SAMPLES OF PAINTINGS) b) PAINTING MY FAUVE WATER LANDSCAPE (INSTRUCTIONS) c) PAINTING MY LINEAR WATER LANDSCAPE (INSTRUCTIONS) d) PAINTING MY IMPRESSIONIST WATER LANDSCAPE (INSTRUCTIONS) LESSON 4: a) BINARY KEY: CLEAN AND POLLUTED WATER (SOLUTION) b) SIGNS OF STYLES OF PAINTING EXTENSION ACTIVITY

<p>UNIT 2: ENVIRONMENT AND ART </p>	<p>LESSON 1: a) NICE OR NASTY (PICTURES) (VISUAL SCAFFOLDING) b) MY PERFECT ENVIRONMENT (SCAFFOLDING)</p> <p><u>PPT ENVIRONMENTAL MESSAGES</u></p> <p>LESSON 2: a) DISCOVERING OUR ENVIRONMENT (SCAFFOLDING)</p> <p>LESSON 3: a) MIND MAP b) CREATING A CIVIC MESSAGE: MIXED-MEDIA OR ICT ACTIVITY c) IMPROVING MY LOCAL ENVIRONMENT (INSTRUCTIONS)</p> <p>LESSON 4: a) VISUAL POEM (TEMPLATE AND SAMPLES) (STEPS TO CREATE VISUAL POEMS)</p> <p>LESSON 5: a) THINK LINK (PICTURES) <u>SLIDE</u> b) GRAFFITI SIMILARITIES (SCAFFOLDING) c) INTRODUCTION TO GRAFFITI ART</p>
<p>UNIT 3: RECYCLED ART </p>	<p>LESSON 1: a) ALIENS IN THE LANDFILL (SOUND STORY) (STORYBOARD LANGUAGE FRAME)</p> <p>LESSON 2: a) TOUCH, GUESS AND DRAW (BOX SAMPLE) (QUESTIONS AND ANSWERS)</p> <p><u>PPT RECYCLED ART</u> GUIDE TO THE PPT</p> <p>LESSON 3: a) WHO IS WHO? (PICTURES) <u>PPT WHO IS WHO?</u> (GUIDE TO DESCRIBE MASKS) b) CREATING A NEW FACE BY RECYCLING (INSTRUCTION TEXTS) (SCAFFOLDING)</p>
<p>REFERENCES: BIBLIOGRAPHY, WEBSITES AND IMAGES. </p>	<p>USEFUL IMAGES BANK</p>

INTRODUCTORY UNIT

JIGSAW QUESTIONS

Give each children the following questions to find their partners.

.....

Looking for my partners

Questions::

- a) "Do you have water/river/sea/waterfall?"
- b) "Do you have graffiti/a sculpture/ a park?"
- c) "Do you have a plastic sculpture/ mask/ recycled art?"

Answers: "Yes, I do" or "No, I don't".

When you find your partners, talk about the picture.

- a) What can you see?
- c) Is it a nice place? Is it clean/dirty?
- d) What is this object made of?

Write your group answers

a).....

.....

b).....

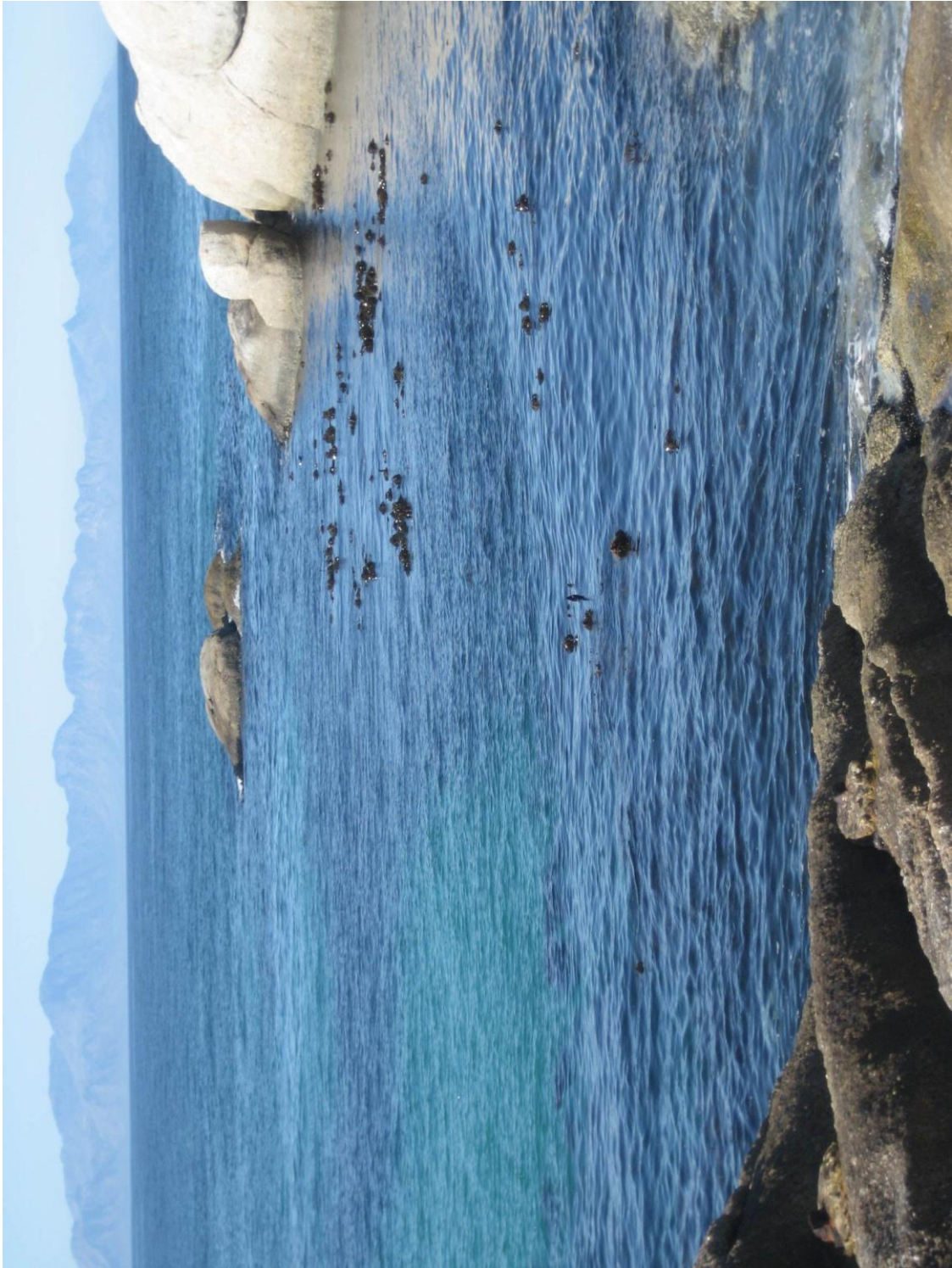
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c).....

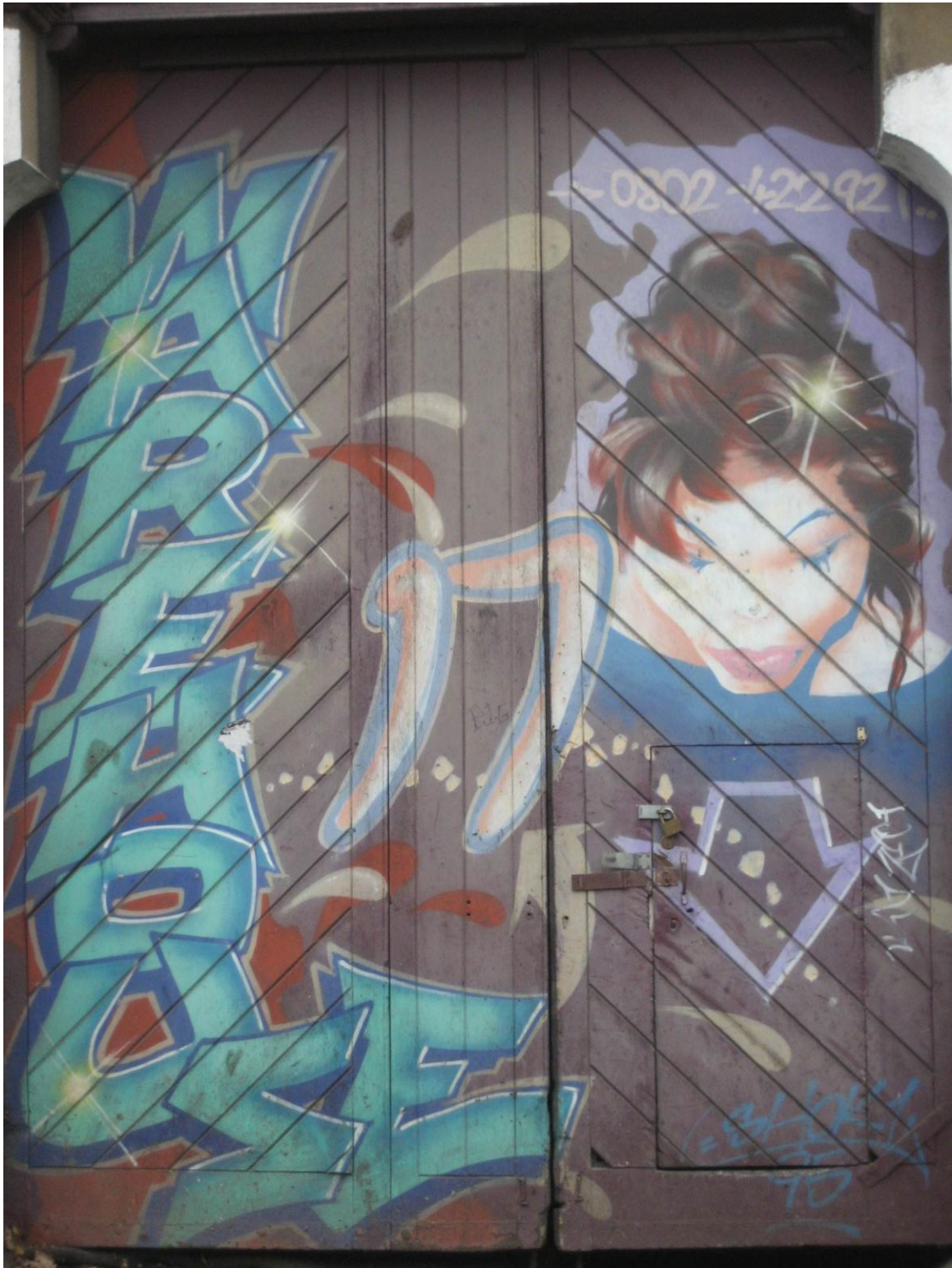
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Tsitsikama Park Waterfall. (South Africa) Photographer: Alícia Valdevira.



Good Hope Cape (South Africa) Photographer: Alícia Valdevira



Graffiti in Norwich. Photographer: Alícia Valdevira.



Graffiti in Norwich. Photographer: Alícia Valdevira



Giant sculpture made of plastic boxes . Cape Town Waterfront (South Africa) Photographer: Alícia Valdelvira



Peacock made from CDs. Photographer:Roy Stead. From Flickr

UNIT 1: WATER AND ART

LESSON 1

LOOP GAME



A BOAT IN A RIVER

DROPS OF WATER ON A LEAF?



DROPS OF WATER ON A LEAF

ICED CUBS?



ICED CUBS

DEAD FISH?



DEAD FISH

A POLLUTED SEA?



A POLLUTED SEA

DRY WATERFALL?



A DRY WATERFALL?



FROZEN WATER

A DUCK COVERED IN OIL?



A DUCK COVERED IN OIL

TAP WATER?



TAP WATER

A FOUNTAIN?



A FOUNTAIN

SNOW?



SNOW

A SWIMMING POOL?



A SWIMMING POOL

A WATERING HOLE?



A WATERING HOLE

A PIPE?



A PIPE

DEAD TREES?



DEAD TREES

CRACKED LAND?



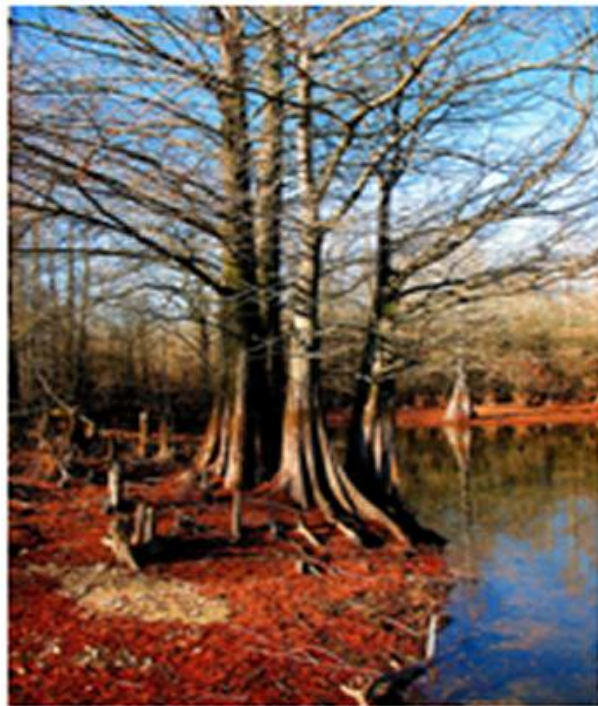
CRACKED LAND

A DRY RIVER?



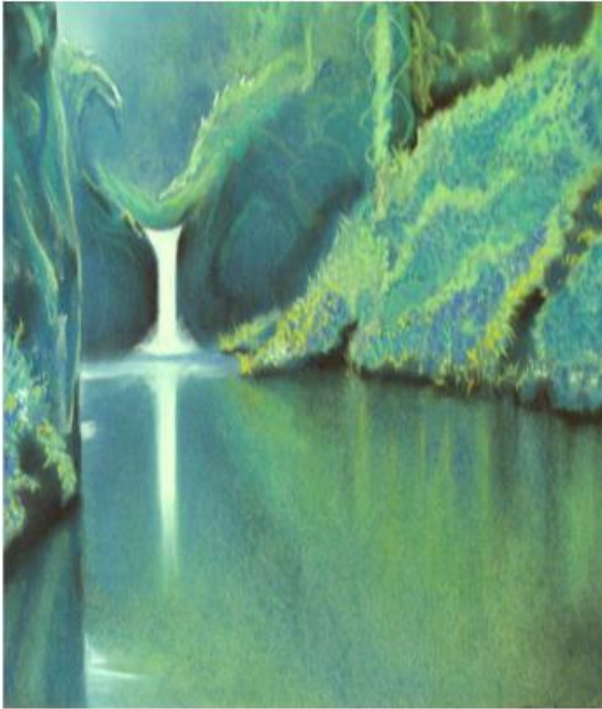
A DRY RIVER

A LAKE WITH TREES?



A LAKE WITH TREES

A LAKE WITH A WATERFALL?



A LAKE WITH A WATERFALL

A WATERFALL?



A WATERFALL

A GIRL CARRYING WATER?



A GIRL CARRYING WATER

THE SEA?



THE SEA

A FLOOD?



A FLOOD

WATER IN A WASHING-UP BOWL?



WATER IN A WASHING-UP BOWL

A SHOWER IN A GARDEN?



A SHOWER IN A GARDEN

A SHOWER IN A BATHROOM?



A SHOWER IN A BATHROOM

A BOAT IN A RIVER?

UNIT 1: WATER AND ART. LESSON 1: CLASSIFYING PICTURES

SUBSTITUTION CHART

Find a criteria to classify pictures into two groups

SUBSTITUTION CHART

The	landscapes pictures	have	trees water rivers desert mountains.....
-----	------------------------	------	--

The	landscapes pictures	are	polluted clean green dry.....
-----	------------------------	-----	--

We classify these pictures like this because

.....

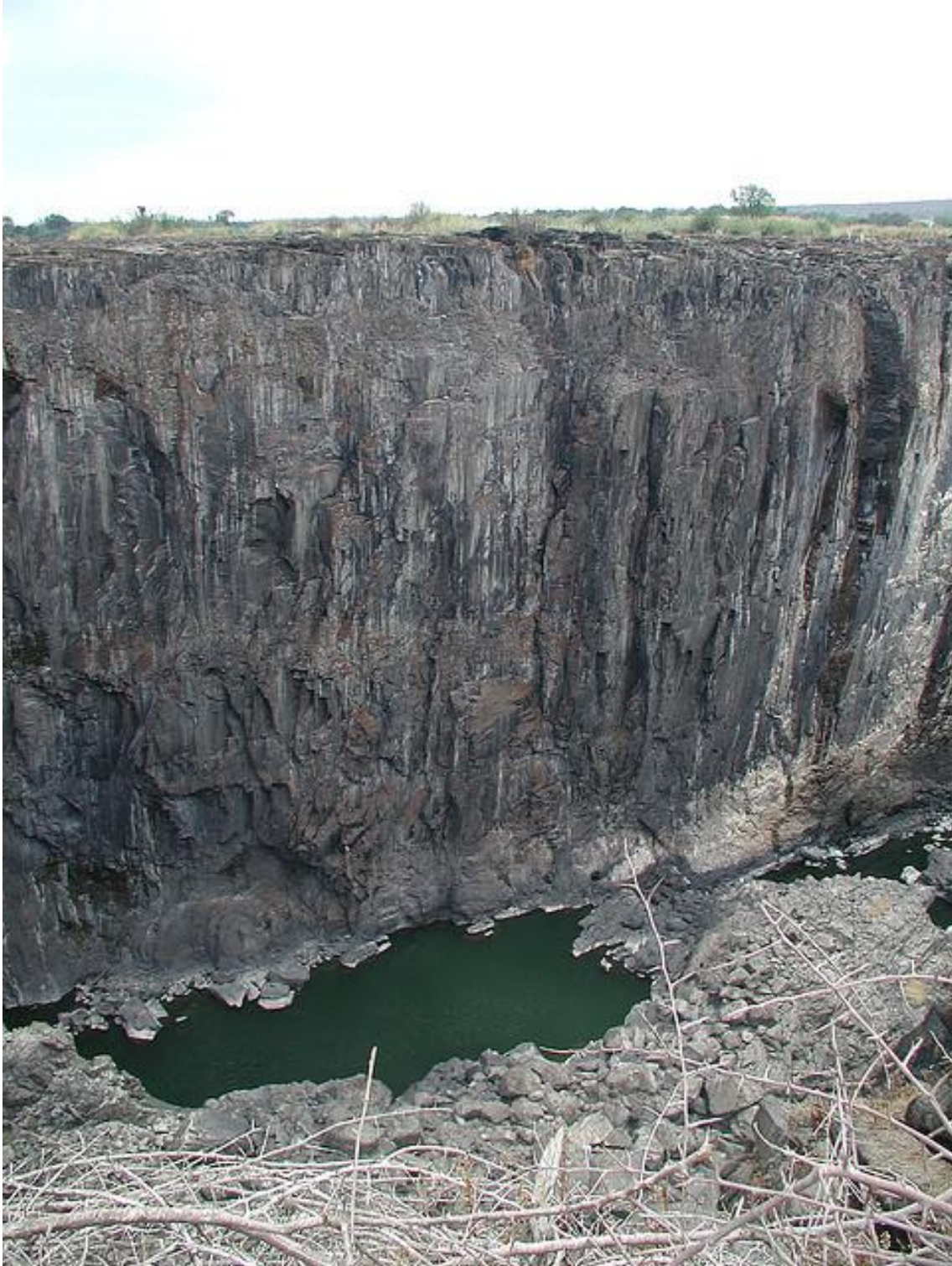
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UNIT 1: WATER AND ART. LESSON 2. GIVE ME A CLUE

PAINTINGS AND PICTURES

















Waterlilies. Claude Monet.



Marysse Casol.



Seurat.



Tempête. Marysse Casol.



Spaldrich bay.



The great wave. Hokusai.



Waterlilies in a garden. Claude Monet.



Fauve landscape with red and blue. Alfred Maurer.

UNIT 1: WATER AND ART. LESSON 2. GIVE ME A CLUE

SCAFFOLDING LANGUAGE

Guide to look at the painting and describe it:

WORD BANK
<u>Water</u> : Waterfall River Sea Wave Lake Fountain Snow Frozen water Drops of water
<u>Landscape</u> : Trees Vegetation Forest Desert Mountain Cracked land Coast Flat
<u>Others</u> : Pipe Tap Oil spill Rubbish

Substitution chart to describe your picture

On the	right left	side	there	is.... are
--------	---------------	------	-------	---------------------

In the	background foreground	I we	can see
--------	--------------------------	---------	---------

It's a	photograph painting	about
--------	------------------------	-------	-------

UNIT 1 : WATER AND ART. LESSON 2: STYLES OF PAINTING

SCAFFOLDING LANGUAGE

Guide to talk about differences between two paintings, A and B.

A has	thin/thick straight/curved solid/broken dotted	lines	but B doesn't
-------	---	-------	---------------

A has	light/dark warm/cold shiny/dull deep/pale	colours	but B doesn't.
-------	--	---------	----------------

A has	defined/undefined geometrical	shapes ,	but B doesn't.
-------	----------------------------------	----------	----------------

WORK BANK





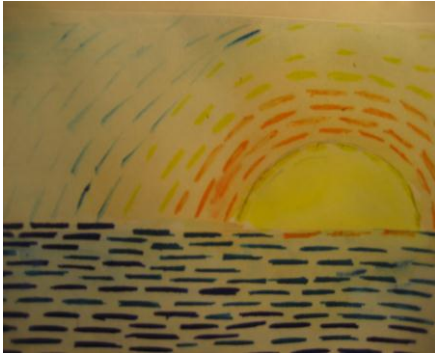



LINES	COLOURS	SHAPES
thin/thick straight/curved solid/broken dotted	light/dark warm/cold shiny/dull deep/pale	defined/undefined geometrical

WHAT AM I? SENTENCES TO READ.

Remember to say the number, the first sentence, pause, and read the second sentence.

- 1- The colours are cold and warm. The lines are broken and straight .
- 2- It's round and tiny . It's on an undefined warm coloured shape.
- 3- The colours are dull and neutral. The lines are straight and thin.
- 4- The colours are pale. The shape is undefined . The lines are thin and broken.
- 5- The colour is cold. The lines are thick and curved.
- 6- There is no water not here. In this picture there are many dotted lines . The colours are warm.
- 7- There are seven bright and deep colours . There are also seven thick lines .
- 8- The lines are dotted . The colours are cold . I'm flowing away under the moon.

ANSWERS

			
A river in the countryside 8	A fountain in a big city 3	A drop of water on the flowers 2	A rainbow after the rain 7
			
A sunrise over the sea 1	Waterlilies on a lake 4	A great wave in the ocean 5	No water in the desert! 6

LINEAR STYLE



The Great Wave off Kanagawa; wood-block print, reproduction from a miniature edition by Takamizawa, Japan (original size 38 x 25 cm)

Date : 1823 Source: The thirty-six views of Mt. Fuji. Wikimediacommons.org.

Author : Katsushika Hokusai (1760-1849)

Permission ([Reusing this file](#)) Author died more than 70 years ago - public domain

IMPRESSIONIST STYLE



Water Lilies and Japanese Bridge (1897-1899) by Claude Monet Princeton University Art museum.

Date : 1897-1899 .Source :the-athenaeum.org

<http://www.the-athenaeum.org/art/full.php?!D=3788>. Wikimediacommons.org

Permission : This image (or other media file) is in the public domain because its copyright has expired.

FAUVE STYLE



Fauve Landscape with Red and Blue, by Alfred Maurer (1868-1932)

Date:ca. 1908 . Source: Hollis Taggart Galleries. Wikimediacommons.org

Permission: This image (or other media file) is in the public domain because its copyright has expired.

Useful links with biographies, paintings:

<http://www.intermonet.com/>. Accessed 02/12/2010

<http://www.katsushikahokusai.org/> Accessed 02/12/2010

About fauvism:

http://en.wikipedia.org/wiki/Alfred_Henry_Maurer Accessed 02/12/2010

<http://www.youtube.com/watch?v=rEroJSyDwo> Accessed 02/12/2010

UNIT 1: WATER AND ART LESSON 4.

SIGNS OF STYLES OF PAINTING

IMPRESSIONIST

CLAUDE MONET

LINEAR

**KATSUSHIKA
HOKUSAI**

ALFRED H. MAURER

FAUVE

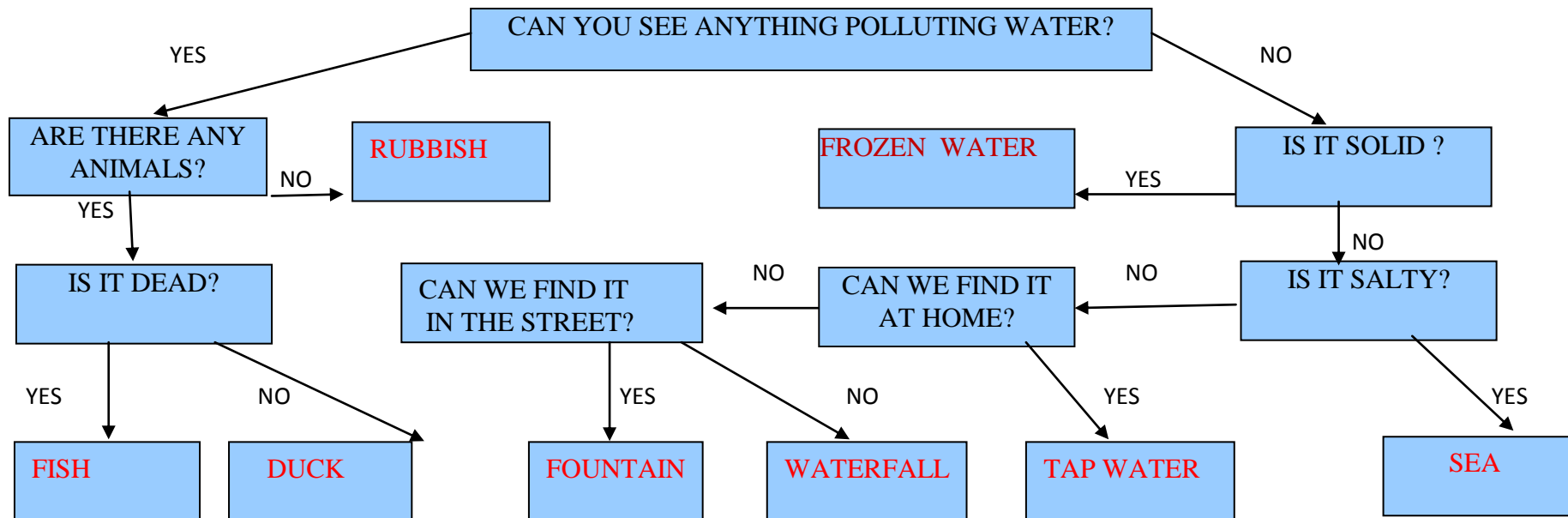
HUNDERTWASSER

ECLECTIC

UNIT 1 : WATER AND ART

LESSON 4. BINARY KEY: CLEAN AND POLLUTED WATER

Water in nature and polluting elements. What is polluting water in these pictures?
 What are the effects of pollution?



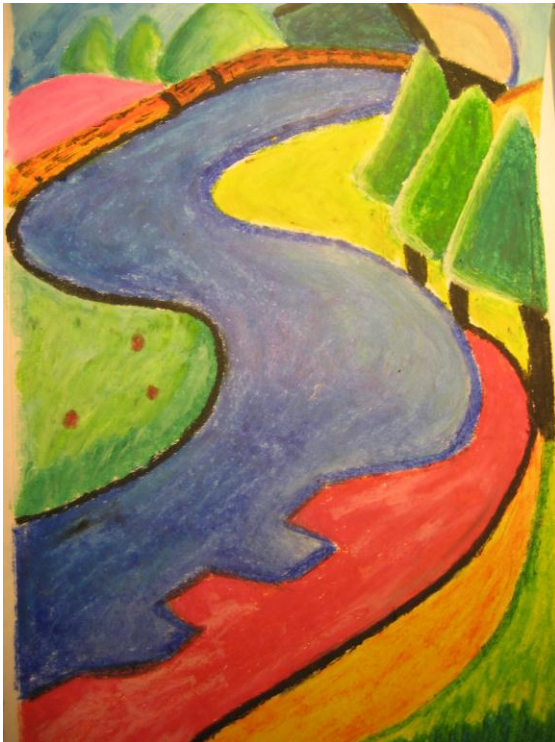
UNIT 1: WATER AND ART
LANDSCAPE

LESSON 3: PAINTING MY FAUVE WATER
INSTRUCTIONS

This is an original picture of a polluted river. Can you imagine this river without all of this rubbish???



Let's see how it can be improved...._Using wax colours and a fauve style, this landscape could be like this:



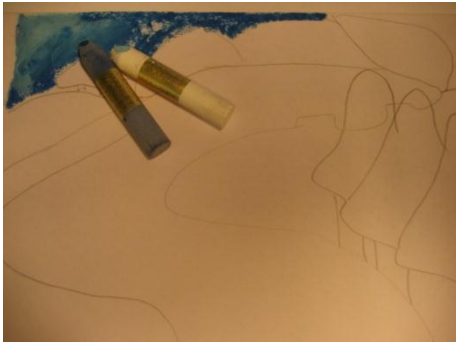
Steps:



You need Wax Colours



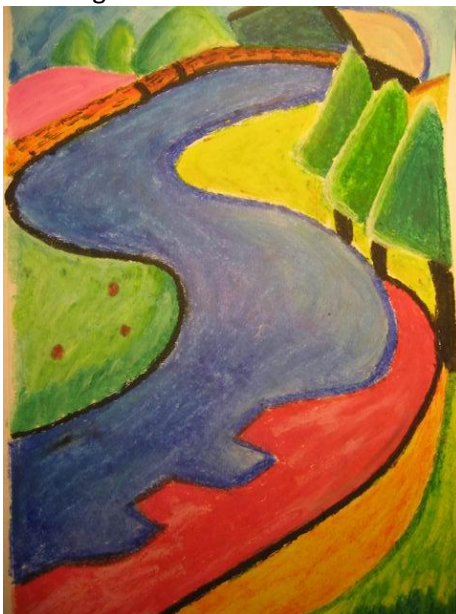
And Wax varnish



Draw the main lines. Start colouring the biggest surfaces, from top to bottom, blending colours to make them softer.



This is a detail: observe that all these colours have been blended with white.



This is the final result. Don't forget to varnish it!

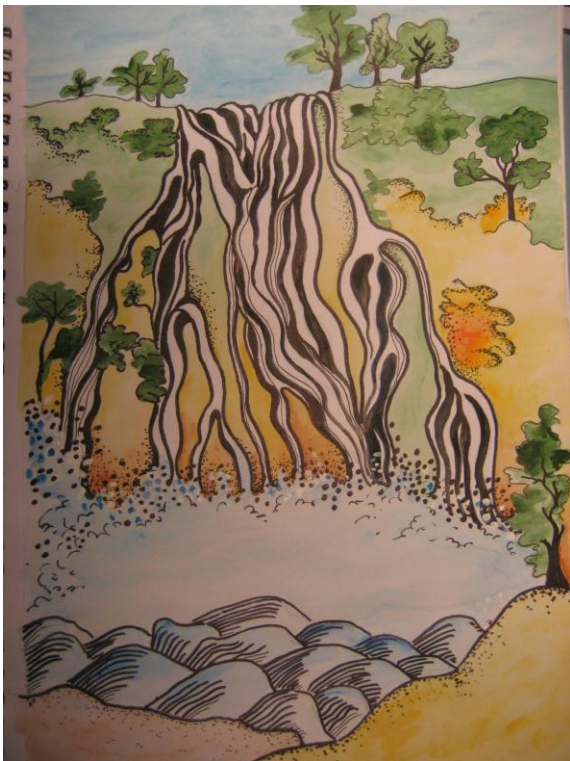
LESSON 3: PAINTING MY LINEAR WATER LANDSCAPE

INSTRUCTIONS

This is an original picture taken in Victoria Falls . Why is there no water in the Victoria Falls? Can you imagine how the landscape would change with water?



Let's see how it could change, using a linear style, as Hokusai did.



Steps:



You need acrylic paint or watercolours



Wet the paper with clean water, and start to paint the biggest surfaces.



Always! Paint from top to bottom.
Go over the main lines with a black pen marker.



Paint the foreground and add the details
such as dots with the black pen marker.

UNIT 1: WATER LESSON 3: PAINTING MY IMPRESSIONIST WATER
LANDSCAPE. INSTRUCTIONS

These are some examples to show how we can improve a landscape, using different techniques and styles.

Look at this landscape. Where do you think it has been taken? Why is there no water? Can you imagine it with water?



Using acrylic paint (or Watercolours) this could be the new improved landscape with water:
Can you see any change from the original picture?



STEPS TO CREATE THIS PAINTING



Wet the paper with clean water. Paint the biggest surfaces with a thick paintbrush.



Go on painting, cleaning the paintbrush when you change the colour.



With a thin paintbrush, add the details. lines.



There are curved lines but also straight lines.

UNIT 1: WATER AND ART

EXTENSION ACTIVITY

Here are children's descriptions about water near where they live. They live in other countries so their culture and life are different. Choose one description and:

- 1) Find their country on the map and write the child's name and country on it. (Worksheet 1.5)
- 2) Draw what she or he describes. Add captions below or speech bubbles. Paint with colours or felt-tip markers.

Omari Saidi: TANZANIA

I live near to a river, my house is on one side, the school is on the other side. There is no bridge to cross. I have to jump in the water every day to go to school and back home!

Anselme Pave: MALI

One day we had tap water in our homes. I was happy and I danced. Now I can wash myself when I want. I can also wash my clothes when I want.

Ashraf : JORDAN

My mom told me that the river had a lot of water in the past. In the past, the river was very nice, and people walked there. But now there are a lot of farms that consumed water from the river. Now people don't walk there because there is not much water in the river.

Kheang: CAMBODIA

I like the lotus flower in the river. It's very nice. It's white and pink with big round leaves. We collect the lotus flowers from our boats. Later, we sell them at the market.

Tsuong: VIETNAM

We like fishing. I go fishing with my friends. It's part of our culture: my father and my grandfather go and fish in their boat. If we don't fish, we don't eat!

James : ECUADOR

Water is important because a lot of animals drink water . There are many animals which live in the water : fish, turtles, seals...

Adapted from "Tales of water", A child's view. Taco Anema, Umbrage Editions.

PICTURES

These pictures should be cut and laminated . It is the resource for this activity, as well as other "realia" such as flowers, leaves, crumpled papers, bits of plastic....















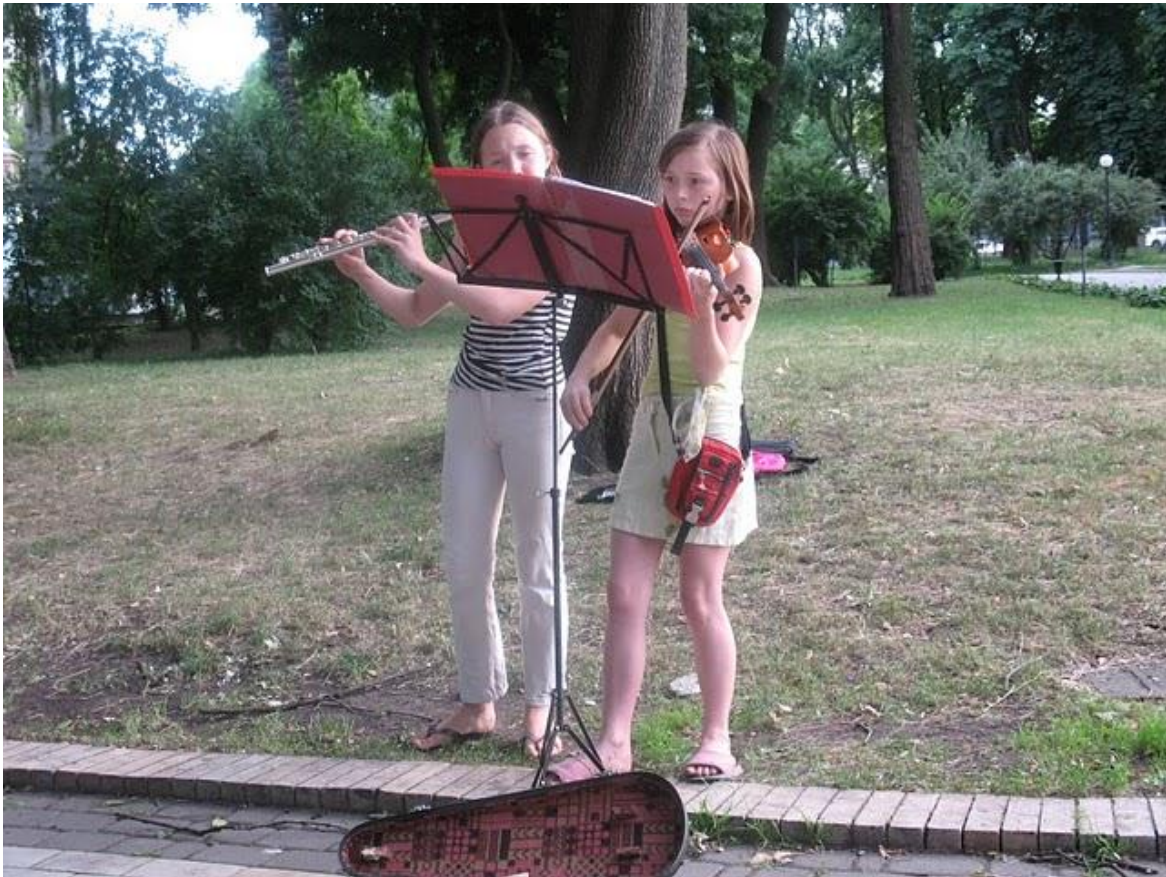












This words can be laminated to be placed on : Nice or Nasty landscapes as a visual scaffolding.

STREET

VEHICLES

SQUARE

LEAVES

PARK

LIGHTS

FOREST

GRASS

HOUSE

PEOPLE

BUILDING

TREES

SHOP

RUBBISH

FLOWERS

BUTTERFLIES

FOUNTAIN

SMOKE

BENCH

BINS

DOG SHIT

BIRDS

ENVIRONMENTAL ART

UNIT 2: ENVIRONMENT AND ART. LESSON 1: MY PERFECT ENVIRONMENT

SCAFFOLDING

WORD BANK																			
<p>Places</p> <p>Street Square Park Forest House Building Shop</p>	<p>What can we see there?</p> <table border="0"> <tr> <td>Flowers</td> <td>Vehicles</td> </tr> <tr> <td>Leaves</td> <td>Lights</td> </tr> <tr> <td>Grass</td> <td>People</td> </tr> <tr> <td>Trees</td> <td>Rubbish</td> </tr> <tr> <td>Fountain</td> <td>Environmental art</td> </tr> <tr> <td>Bench</td> <td>Dog shit</td> </tr> <tr> <td>Butterflies</td> <td>Smoke</td> </tr> <tr> <td>Bins</td> <td>....</td> </tr> <tr> <td>Birds</td> <td></td> </tr> </table>	Flowers	Vehicles	Leaves	Lights	Grass	People	Trees	Rubbish	Fountain	Environmental art	Bench	Dog shit	Butterflies	Smoke	Bins	Birds	
Flowers	Vehicles																		
Leaves	Lights																		
Grass	People																		
Trees	Rubbish																		
Fountain	Environmental art																		
Bench	Dog shit																		
Butterflies	Smoke																		
Bins																		
Birds																			

Speaking guide

- A) I'm drawing a/the..... . What are you drawing?
- B) I'm drawing a/the..... . What els are you drawing?

Writing guide: What would you like to have in your environment?

We'd like to	see find hear smell	the a some	but we wouldn't like to	see find hear smell	the a any
--------------	------------------------------	------------------	------	----------------------------	------------------------------	-----------------	------

UNIT 2: ENVIRONMENT AND ART.

LESSON 2

DISCOVERING OUR ENVIRONMENT: SCAFFOLDING

Describe these:

- the place where you took the picture
- what's in the picture
- if it's a pleasant or disgusting place why

WORD BANK	
<u>Places where we took pictures</u>	<u>What is in the Picture?</u>
Street	Flowers Vehicles
Square	Leaves Lights
Park	Grass People
Forest	Trees Rubbish
House	Fountain Environmental art
Building	Bench Dog shit
Shop	Butterflies Smoke
	Bins
	Birds

1) We took this picture in (a/the).....

2) There is (There are)

.....

WORD BANK	
<u>Disgusting/ nasty</u>	<u>Pleasant /nice</u>
Dirty	Clean
Noisy	Calm
Polluted	Fresh
Smoky	Well
Spoilt	Nice
Ugly	Bright
Smelly	Quiet....
Dark	
Crowded	

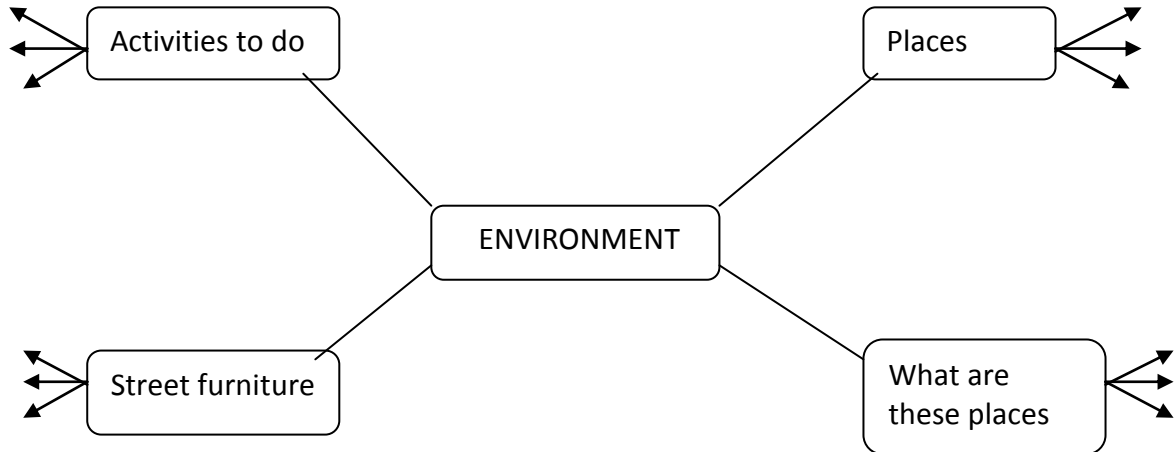
3) Theis/arebecause
(it's / of the)

.....

Guide to create the mind-map

The main objective for this activity is to recall previous knowledge about vocabulary. Besides, the introduction of street furniture is a new vocabulary that will be useful during the unit. This is a guide to create it. Working in pairs for two or three minutes, children should think about words to place beside every arrow and then create the mind map all together.

VOCABULARY FOR THE MIND-MAP



Places

(Think about open spaces in your close environment or something you saw)
Houses, buildings, streets, roads, paths, parks, forests, squares,

What are these places like ?

(Think about colours, shape, noise, smell etc)
Narrow/Wide Quiet/Noisy Calm/Busy-Crowded Clean/Dirty Polluted
Large/Small High/Low Old/New Nice/Ugly Light/Dark

What can we do there?

(Think about activities to do in these places, either for you or for other
People)
Play, walk, run, eat, read.....

Street furniture

(Think about things seen in the streets. They are put there for a reason)
Lamp posts, letter boxes, recycling bins, bench.....

Some ideas for civic messages

1) By Hundertwasser

- You are a guest of nature. Behave.
- Enjoy your city. Use public transport.
- Among trees you're at home.
- Nature is our freedom.
- Save the forests. Save the planet.

2) Other ideas to write as a message

Questions

Depending if the selected element/ object is positive or negative.

- Do you like this Picture? (If not, why not?)
- Where else could you see an environment like this?
- Would you like to live here?

Advice

- Keep the park/streets/walls/buildings clean
- Pick up your rubbish/waste/litter
- Throw different rubbish into the correct bin

Developing the activity (Options)

Pair work

- 1) After cutting out the Picture, each group of three decide where it will be placed. Then they can write the message using the scaffolding provided.
- 2) Draw something else as a contrast, showing a nice environment. Then, write the civic message, as well.

Pair or individual work

- 3) Using the computer, create a poster with:
 - a) A sentence to say why it is a spoilt environment.
 - b) The modified Picture
 - c) A positive civic message to improve the environment.

UNIT2: ENVIRONMENT AND ART
IMPROVING MY LOCAL ENVIRONMENT

LESSON 3
INSTRUCTIONS

This activity will be done in the computer's room. We also need the projector to show the steps to create a new image from the pictures taken in previous sessions, working with layers. (using Paint Shop Pro)

- 1) Open Paint Shop Pro. Go to the top left, and click to Archivo (File) ➤ Examina.
- 2) Open the image



- 3) Top left : click new file
- 4) Create a new Image keeping the same size (look at the bottom right on the screen to check the size). Keep this new file at the screen.
- 5) Select, using the "Mano libre"(free hand) tool at the left hand bar, the part of the Picture to emphasize. Crop it.



- 6) Keeping the "Mano libre "(free hand) tool activated, press Ctrl+C , go to the new Picture and press there Ctrl+L. The selected part will we transferred to the new image.



- 7) Go back to the first image, still keeping the “free hand” selected , put this tool inside this cropped part and Delete it. Go to the left hand bar, press double click on the “free hand” to fix the image.



- 8) Go to the top bar and select the Colour options → Grey scale.



9) Go back to the cropped part, press Ctrl+C



10) Place the cursor back on the Black and white Picture.




11) Press Ctrl+L and place the cropped element in its right place.

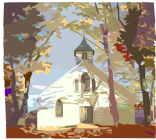



- 12) Go to the top left bar and select : Layers.
- 13) Choose the option: fusionar todas (to fuse).
- 14) The new image is ready to use. Save with a new name, to use it to create a poster with other computer tools, or print it in Din A 4 size to create a Din A 3 size mix-media poster, individual or in pairs, with pencil and felt tip markers.

A) TEMPLATE

B) SAMPLES WITH THE STEPS TO CREATE A VISUAL POEM (OPTIONS)

HOUSES	HOUSES	HOUSES	
			HOUSES
			HOUSES
			HOUSES
HOUSES	HOUSES	HOUSES	

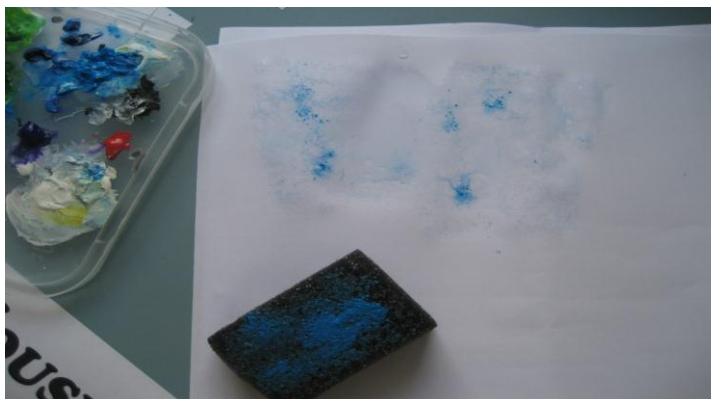
PARKS	PARKS	PARKS	
			PARKS
			PARKS
			PARKS
PARKS	PARKS	PARKS	

STREETS	STREETS	STREETS	
			STREETS
			STREETS
			STREETS
STREETS	STREETS	STREETS	

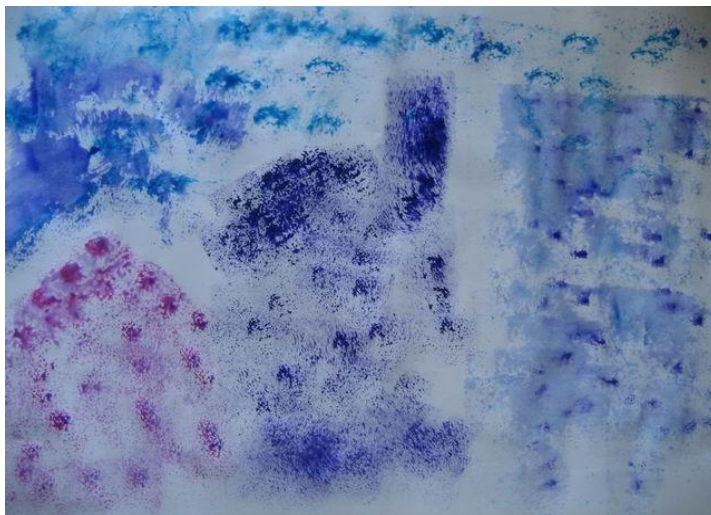
STEPS TO CREATE A VISUAL POEM

OPTION 1: CREATE A VISUAL POEM JUST WITH THE WORDS USED IN A.

- 1) Paint a background with sponge and watercolours.



- 2) Fill in all the paper surface, creating shapes as houses, or trees, or streets, etc depending on the poem.

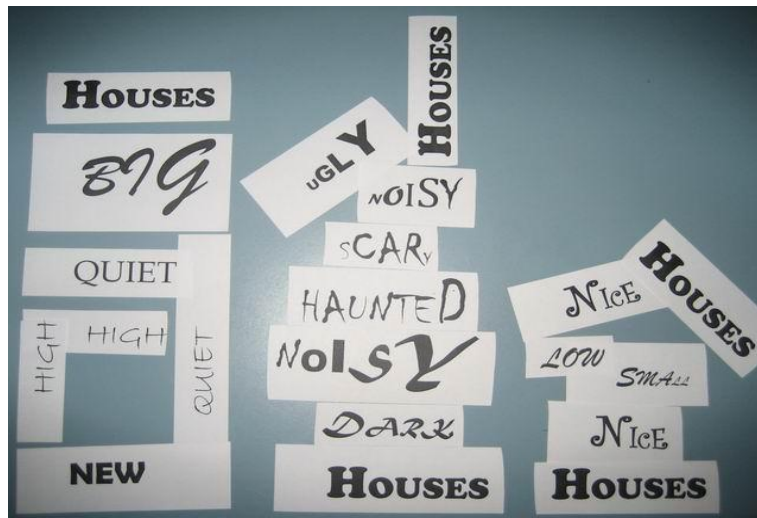


- 3) Tear up little papers if you want children to do using felt tip markers. Every bit of paper will contain a word. Place them on the background. Take into account the final shape !



(In this Picture there is also a tree with an acrostic, on the left)

- 4) If children use the computer to write the words using different styles and sizes, just print them and cut out .



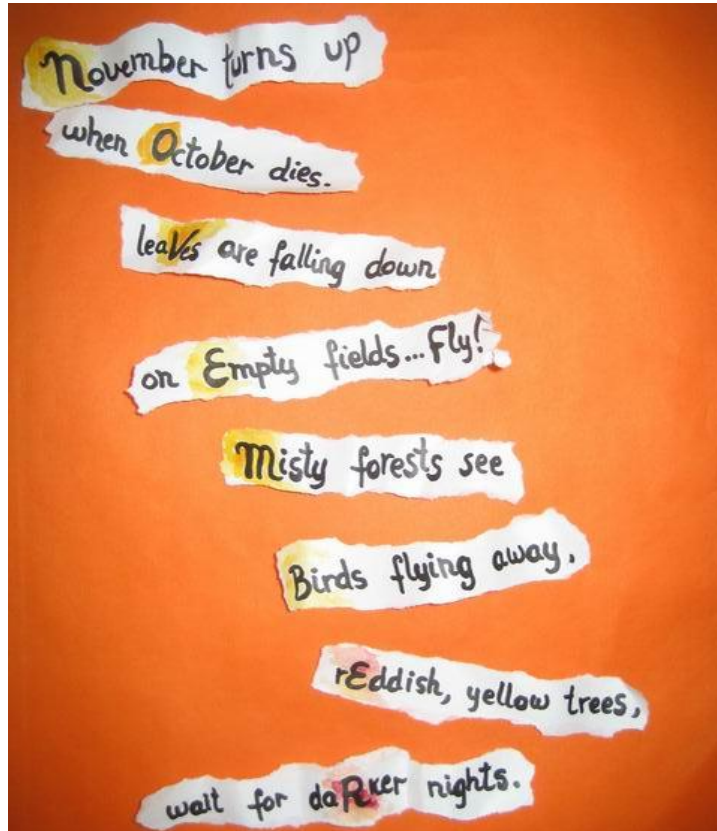
- 5) Place them on the background creating shapes, and use the felt tip marker to draw several lines to emphasize the shapes.



OPTION 2: ACROSTIC

It's more challenging, but some children can do it!

- 1) Write the word in vertical . Every line must contain one of its letters.



- 2) Paint the background either following the steps mentioned in option 1, or paint a landscape related to the word . Place the poem over the background.



STEPS TO CREATE VISUAL POEMS



By Alex Selenitsch.

Photo from flickr.



Has H. Duke. Photo from Flickr.





Has H. Duke. Photo from Flickr.

HOW CAN YOU MAKE IT?

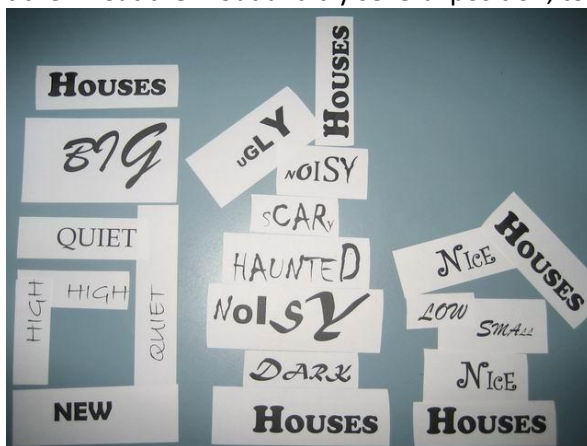
a) WITH THE COMPUTER:

Steps:

1) Use the same words that you have from the activity 1 (trees, streets, houses)

HOUSES	HOUSES	HOUSES	
-----	-----	-----	HOUSES
-----	-----	-----	HOUSES
-----	-----	-----	
HOUSES	HOUSES	HOUSES	

2) Choose different style , size of letters. Write every word several times, changing its Size. Print them. Cut them out and try several position, to draw shapes (houses in this sample)



3) On Din A4 Basik paper, paint a background using a sponge with watercolours to add more colour to the poem.

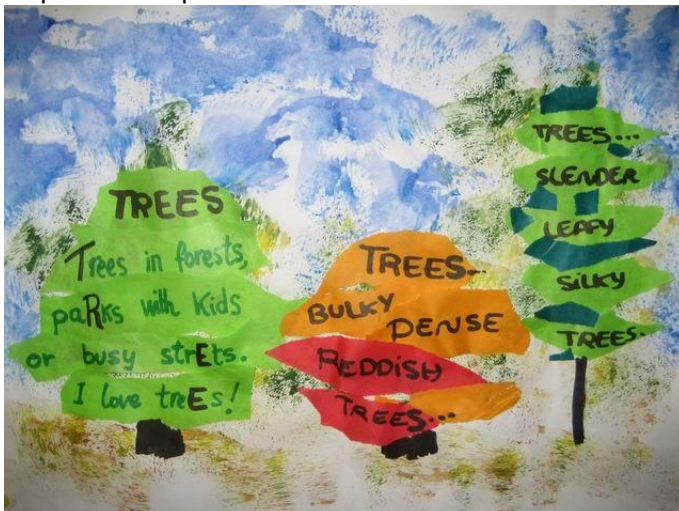


4) Stick all the words onto paper with glue to create a visual poem.



b) COLLAGE TECHNIQUE

Write the words with felt tip markers, tearing up bits of different kinds of paper and follow the steps above explained.



c) ACROSTIC

- 1) To create an acrostic, write the word in vertical on a scrap paper. Ex:

N
O
V
E
M
B
E
R

- 2) Think of a sentence to create the poem. Notice it must contain the letter.

November turns up
When October dies.
Leaves are falling down
on Empty fields. Fly!
Misty forests see
Birds flying away,
reddish, yellow trees,
wait for darker nights.

- 3) Write every line of your poem in a piece of paper. You can tear it up, or cut it out with scissors. You're the artist!

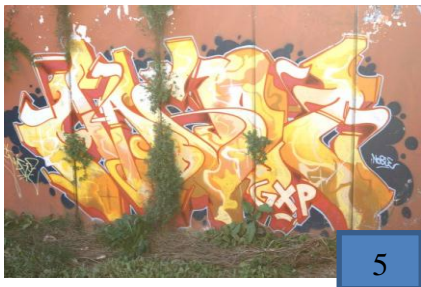


- 4) Imagine the description of your poem and create a nice picture. You can use watercolours as in the sample. Glue the poem .



UNIT 2: ENVIRONMENT AND ART.

LESSON 5: THINK LINK : GRAFFITI SIMILARITIES



GIVING REASONS

A) Do you think the graffiti is a work of art?

I think	It's It's not	a work of art because of the	beautiful bright ugly dirty nasty well painted	colours shapes lines message
---------	---------------------	---------------------------------	---	--

B) Would you like to have graffiti like these on your house walls?

Ex Yes/No, because I like the colours and the shapes.

Yes/No, because it's painted very badly.

Yes/ No, because
.....

Yes/ No, because
.....

Yes/No, because
.....

Yes/No, because
.....

Yes/ No, because
.....

UNIT 2: ENVIRONMENT AND ART.

LESSON 5

INTRODUCTION TO GRAFFITI ART

“Graffiti” is now appreciated by many people as an expression of street art. It can be only a word, a message or a complicated picture spray-painted on walls and buildings in our town neighbourhoods. However, graffiti is often associated with vandalizing other people's property, as well.

That's why, although graffiti is very popular, it is still illegal to paint on someone else's property without their permission. Luckily, many cities also have "permission" or "legal" walls specified for graffiti art. Legal graffiti is often more respected than street art.

Practise drawing names on paper. You can opt for various styles of letters. Try to find your source of inspiration on-line, where there are many different graffiti styles. You can also find on-line several tutorials to learn the steps to create your own graffiti style.



Downtown Ithaca Skateboard Park. Paul_houles. Image from Flickr



Newcastle Graffiti. This picture belongs to apwbattack's. Flickr



“Task” Photo from Flickr.

Draw pencil sketches initially. Try various compositions. Once you try various layouts, you can select the one that you like best. Paint with colours of your choice and experiment with different colour combinations.

Learning to draw graffiti doesn't have to be necessarily associated to vandalise any property. You can practise either on paper or on the computer, using Paint Shop Pro , for instance.

Here you are two webpages where you can find tutorials to learn to draw graffiti:

http://www.actden.com/grap_den/lesson1/page1.htm

<http://www.wikihow.com/index.php?title=Draw-Graffiti-Names&print>

UNIT 3: RECYCLED ART

LESSON 1

ALIENS IN THE LANDFILL: SOUND STORY

Aliens are zooming through space. They want to discover a new planet. Their spaceship is made of grey metal and grey plastic. Through space it flies and shakes.

The Aliens arrive on planet Earth. "Ohhhh! They say. Look at the bright colours! Let's go over there." Their spaceship shakes, and the grey Aliens clap their hands (THEY ONLY HAVE TWO FINGERS!). They have landed over a landfill.

The Aliens walk over metal drink cans, over plastic bottles, over hills of crumpled papers.... They are really excited and clap hands again. "Look, how many shining colours there are here" says one little grey Alien. "Let's pick them up! I want these colours." The alien leader looks forwards, backwards, to the left, to the right.... No one there. "What a strange planet!" She walks over metal drink cans, over plastic bottles, over hills of crumpled papers and over old clothes .

One man is working in the landfill. He's classifying all the rubbish "Pff, it's smelly!. People should do that at home!". He looks forwards, backwards, to the left... "Ohhh! What's that?" He sees the metal and plastic spaceship. "People throw away such huge things!. I'm going over there..."

The Aliens and the man meet right in the middle of the landfill. They are so surprised: Ohhhh! After a few minutes, they get to know each other. Little aliens want to take the coloured items, the metal drink cans, the plastic bottles, the crumpled papers.... Quickly, they start classifying everything (Aliens can do things one thousand times faster than humans)

Ohhhhh! They are happy and clap their hands loudly. The little aliens say, "Now we have colours to take away. We want to make puppets and toys with the metal, plastic, paper and clothes" The man says. "Now my job is easier"

They shook hands. The Aliens go back to their spaceship with a big bag filled with coloured metal, plastic, paper and clothes. The Little aliens play and make fantastic puppets and toys with all the brightly coloured materials. The spaceship shakes and flies away.

The man looks up into space from the landfill and waves his hands. "Bye, Aliens! Thank you for your help!"

Now his job is much better. He thinks... "Maybe people will come and pick up metal, plastic and paper to create new things." At least, the landfill is not so smelly!

UNIT 3: RECYCLED ART.

LESSON 1

STORYBOARD LANGUAGE FRAME

Working with your partner, choose one of these expressions to start writing below every box. You can change the following order, or repeat some of them, using what you need.

1) Starting the story (introducing characters)

One day
Somewhere
One night/morning..

2) Explaining the problem (with time expressions)

A few minutes later...
An hour later...
Later...

3) Going on (without time expressions)

Afterwards...
Then....

4) At the same moment

Meanwhile
By the time
At that moment

5) Solving the problems (results)

So...

6) Ending (conclusion)

Finally...

At the end..
Eventually...

Ending, ending

And they lived happily ever after.

UNIT 3. RECYCLED ART.

LESSON 2

ACTIVITY : TOUCH, GUESS AND DRAW

BOX SAMPLE

This boxes are made with cardboard shoes boxes and Black plastic bags.

INSTRUCTIONS:

- 1) Make a round hole in the box top large enough to put an arm into.
- 2) Cut the plastic bag in vertical stripes, like a fringe.



- 3) Fix the plastic with sellotape inside the box top.
- 4) Write the question, and that's all. You can use this resource for many activities!



UNIT 3. RECYCLED ART.

LESSON 2

ACTIVITY: TOUCH, GUESS AND DRAW

GROUP A

1) QUESTIONS TO HELP TO GUESS THE OBJECT

You can ask the other team about the object . The only answer is yes or no.
Write your answer, but don't tell the other team!

Shape: Is it round /square/flat/ irregular?
Is it like a ball/cylinder?

Feel: Is it cold/warm , hard/soft, rough/smooth, flexible/rigid?

Material: Is it made of plastic/metal/fabric/paper?

- 1) It's the
- 2) It's the.....
- 3) It's the.....
- 4) It's the.....

Check the answers looking at their pictures. How many did you guess?.....

2) DESCRIPTIONS TO READ TO TEAM B

BOTTLE TOP **Shape:** It's round and flat.
Feel: It's hard .One side is smooth and the rest is rough, with vertical lines.
Material: It's made of plastic.

SACK CLOTH **Shape:** It's thin, flat and it has many holes.
Feel: It's rough, (a coarse material) warm, and flexible.
Material: It's made of fabric .

CRUMPLED PAPER **Shape:** It's more or less round, like a ball.
Feel: It's a little pointed, but several parts are smooth. It's soft.
Material: It's made of paper.

DRINK CAN **Shape:** It's round, like a cylinder. It has a hole in one side.
Feel: It's cold , not very hard, and smooth.
Material: It's made of metal.

UNIT 3. RECYCLED ART.

LESSON 2

ACTIVITY: TOUCH, GUESS AND DRAW

GROUP B

1) QUESTIONS TO HELP TO GUESS THE OBJECT

You can ask the other team about the object . The only answer is yes or no.
Write your answer, but don't tell the other team!

Shape: Is it round /square/flat/ irregular?
Is it like a ball/cylinder?

Feel: Is it cold/warm , hard/soft, rough/smooth, flexible/rigid?

Material: Is it made of plastic/metal/fabric/paper?

- 1) It's the
- 2) It's the.....
- 3) It's the.....
- 4) It's the.....

Check the answers looking at their pictures. How many did you guess?.....

2) DESCRIPTIONS TO READ TO TEAM A

BUTTON **Shape:** It's flat and round. It has a hole in the middle
Feel: It's warm, hard and smooth.
Material: It's made of plastic.

FUR **Shape:** It's flat and square.
Feel: It's warm. One side is rough and the other one is soft and hairy. It's flexible.
Material: It's made of fabric.

FOIL **Shape:** It's round, like a ball.
Feel: It's cold , rough and hard.
Material: It's made of metal.

PLASTIC BOTTLE **Shape:** It's more or less like a cylinder. It has a hole in one side
Feel: It's smooth, not very hard .It's a little rigid.
Material: It's made of plastic.

RUBBISH OR ART MATERIALS?

- **Slide 1 - Introduction.** The first image shows a world with no rubbish. Ask them to imagine more things that could happen in a world without rubbish.
- **Slide 2- Contrast-** This image shows a landfill, creating a big contrast with the first one. You can talk about more unpleasant things and ask them to tell you more problems related to rubbish.
- **Slide 3-** This is to link this lesson with lesson 1, which showed several pictures from landfills and it) showed how disgusting these places could be to work. Ask them if they remember that, and also talk about the working conditions which they can see in this picture.
- **Slide 4- Contrast-** Some facts about a large amount of gift wrapping paper, to think about our consumer habits. Read and ask (them) questions such as: When do you think we throw away most packaging? Christmas time, or other moments when people buy many gifts .
- **Slides 5 to 12 - Solution-** Introducing the concept of recycling as a way to help the environment. These slides show glass, paper, cardboard and metal, and give some facts about what happens around the world, to emphasize that this is a global issue, a global problem which affects all countries.
Each material has a slide to show how artists use recycled materials to create their artworks. Ask children many questions about them, such as, “What’s that made of?” “How manydo you think were used to make that”? ? etc .These creations can be a source of inspiration for the art activity.
- **Slides 13 to 15-** Introducing the concept of using less plastic instead of recycling, talking about problems they can see in their local environment or that they already know such as death of animals which eat plastic bags...) and also showing art creations made of plastic.
- **Slide 16- Design-** Talk about how artists use these materials in the latest creative trends, both in environmental art and in fashion design.
- **Slide 17-** Time to think about their own creations....
- **Slide 18-** Text reference

UNIT 3: RECYCLED ART.

LESSON 3

ACTIVITY : WHO IS WHO?

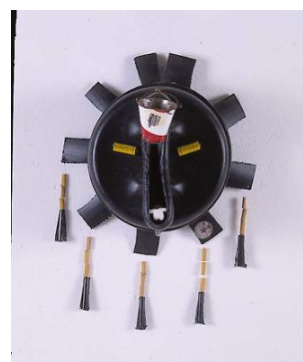
4



3



2



1



A

B

C

D

UNIT 3: RECYCLED ART.

LESSON 3

ACTIVITY : WHO IS WHO?

GUIDE TO DESCRIBE THE MASKS:

You can use as many questions as you need to describe a mask.

- 1) Material: It's made of metal/plastic/cardboard/ fabric/ glass/ many different materials.
- 2) It's a 2D or 3D character.
- 3) Colours: It's,, and.....
- 4) Properties: It looks soft/ hard/
- 5) Shape: It's round/ square/like a cylinder/ or..... it has an animal shape.
- 6) What it is: Animal/ face/ object

UNIT 3: RECYCLED ART.

LESSON 3

ACTIVITY: CREATING A NEW FACE BY RECYCLING

HOW TO CREATE A NEW FACE WITH METAL

- A) MATERIALS you could collect: drink cans, foil, magnets, screws, nails, washers, nuts, stainless steel scourer, little pieces of metal....



- B) TOOLS to work with metal: scissors, screwdriver, pliers, "super glue" or silicon gun.



- C) STEPS to follow:

- 1) Cut some drink cans to make the face's shape. You can join them either making holes with the screwdriver and wire. ATTENTION! The drink cans are extremely Sharp . Children can be hurt! It's difficult to work with that. You can use other materials to make this surface, as plastic or cardboard wrapped with foil.



- 2) Make two holes as eyes, and fold up and down the face's edges.



- 3) Use the glue or the silicon gun to decorate the face with the scourer, metallic objects, etc



- 4) If you glue several magnets, you can change the , screws, nails, washers etc whenever you want, as they will be held in place by the magnet. It's an interactive face!!!



- 5) Perfect. You have now your “new face” made with recycled metal stuff. Think about giving it a name! (This is a 2D creation. You will need a surface like cardboard to display it. But you can also create a 3D face)



UNIT 3: RECYCLED ART. LESSON 3: A NEW FACE FOR THE EARTH

ACTIVITY: CREATING A NEW FACE BY RECYCLING

HOW TO CREATE A NEW FACE WITH PLASTIC

- A) MATERIALS you could collect: plastic bottles, bottle tops, little pieces of plastic, fruit packaging , wire



- B) TOOLS to work with plastic: scissors, cutter (only for the teacher!) “super glue” or silicon gun.



- C) STEPS to follow:

- 1) Use a bottle as a main structure for your creation. If you need to change its shape, use the scissors to cut it. In this sample, we're creating a cow face, so we need to cut the bottle as it's too long.



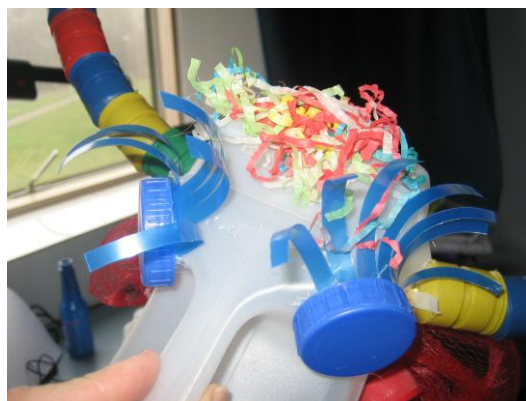
- 2) Think about the cow's eyes. You can use bottle tops and plastic to make its eyelashes. Glue everything with silicon.



- 3) To make the horns, we can either make holes in some bottle tops or little plastic cylinders, or just glue them using the silicon gun. (Be careful! You can get burned)



- 4) Decorate its face with some plastic strips. Make holes on the bottle to place the horns, and fix them with silicon.



- 5) Think about the cow's ears. You can use fruit packaging and bottle tops.



- 6) Perfect. You have now your "new face" made with recycled metal stuff. Think about giving it a name!



UNIT 3: RECYCLED ART. LESSON 3: A NEW FACE FOR THE EARTH

ACTIVITY: CREATING A NEW FACE BY RECYCLING

HOW TO CREATE A NEW FACE WITH OLD CLOTHES
AND OTHER FOUND OBJECTS

- A) MATERIALS you could collect: socks, ribbons, buttons, feathers, different kinds of old cloth, sequins, etc



- B) TOOLS to work with clothes: needle, scissors, thread.

- C) STEPS to follow:

- 1) Stuff an old sock with recycled plastic bags until you have a round shape.



- 2) Think about what you could use as a nose, eyes, ears, mouth, hair..... Check if you like the colours, the size, etc without sewing anything. Then , you can start to sew some things to the sock using the needle and thread.



3) To stop the plastic bags coming out the sock, you can tie up its neck with a ribbon and cover it with a strip of cloth, fur, etc. You can put your hand inside this empty part of the sock to hold your creation.



4) Perfect. You have now your "new face" made with recycled old cloth.
Think about giving it a name !!!



UNIT 3: RECYCLED ART. LESSON 3: A NEW FACE FOR THE EARTH

ACTIVITY: CREATING A NEW FACE BY RECYCLING

HOW TO CREATE A NEW FACE WITH CARDBOARD

- A) MATERIALS you could collect: boxes, cardboard tubes, recycled giftwrapping papers, tissue papers...



- B) TOOLS to work with plastic: sellotape, stapler, scissors, glue stick, paintbrushes, paint, felt tip markers.

- C) STEPS to follow:

- 1) Use some boxes to create the main structure of your work. In this sample, we're creating a totem, inspired by American art. Fix the boxes with sellotape. You can add other shapes with pieces of cardboard.



- 2) Cover all the structure with papers (recycled gift papers, tissue papers, old newspapers) using the stick glue.



- 3) Think about the totem's face. How many eyes? How many mouths? Draw them with a pencil and paint them (you can glue white paper with eyes or mouth shapes, instead)



- 4) Decorate all the totem's sides using paint and varnish them .



- 5) Draw thick black lines with the felt tip marker (When the totem is dry!) to create more contrast between colours. You can also add extra decoration, such as thin strips of streamers, or whatever you like!



- 6) Perfect. You have now your “new face” made with recycled cardboard and paper stuff. Think about giving it a name!



ACTIVITY: CREATING A NEW FACE BY RECYCLING

CONVERSATION SCAFFOLDING

Read these questions and choose some of them to prepare a conversation with your partner. Write them either on worksheet 3, using speech bubbles, (or on worksheet 4, below the Past, Present or Future column). When you ask these questions, write their answers. When your partner asks you the questions, use the scaffolding in B) Telling your story, to answer.

A) To ask questions to your partner

To ask about the character's past life:

"What were you before you were a"

"Where did you live...?"

"Who found you..?"

"Did you like your life before?"

To ask about the character's present life:

"What are you made of?"

"What are you like? (Cold, warm, smooth, etc)

"Do you like being a"?

"Where do you live?"

"Do you have any friends?"

And their future:

"Where would you like to live?"

"What would you like to do?"

B) To tell your story:

Talking of your past:

I was.....

I lived in.....

I was thrown away to.....

I was (happy, sad.)

Talking of your present:

Now I'm

I like

I don't like.....

My friends are.....

I live in / with.....

Talking of your future:

I would like to go to

I would like to.....



Rubbish mountain stream. A stream of pitch black water cascades down from the Addis Ababa landfill site. Photographer: Magnus Franklin. From Flickr



Calgary landfill . Photographer: D'aRcy Norman. From Flickr.



Veracruz-Llave, MX. Mexico. From Flickr.



Recycling point. Tiverton. Photographer: Martin Bodman. From Geograph project. Creative commons.



Nature's World - Recycling Point. Photographer: YAffa Phillips. From Flickr.



Sutton's little problem... A collection of bottles outside a Sutton recycling point.
Photographer: Adam Tinworth. From Flickr



Plastic Bag Bale at Allied Waste . A 1700 pound bale of film plastic, like plastic grocery store bags, is ready to be shipped to market. Currently Allied Waste is sending film plastic to Hong Kong. It's cheap to send recyclables overseas, especially from a port city like Seattle where would-be empty containers are heading back to China after unloading products.
Photographer: Kuow. From Flickr



Plastic bottles. China. Ecomonkeyblogspot



Living with trash - a reminder not to use plastic bags- Families living along the river bank. Seeing this everyday helps us kick the plastic bag habit. Many local people who we have met are doing the same as well. Photographer: Thegreenpages. From Flickr



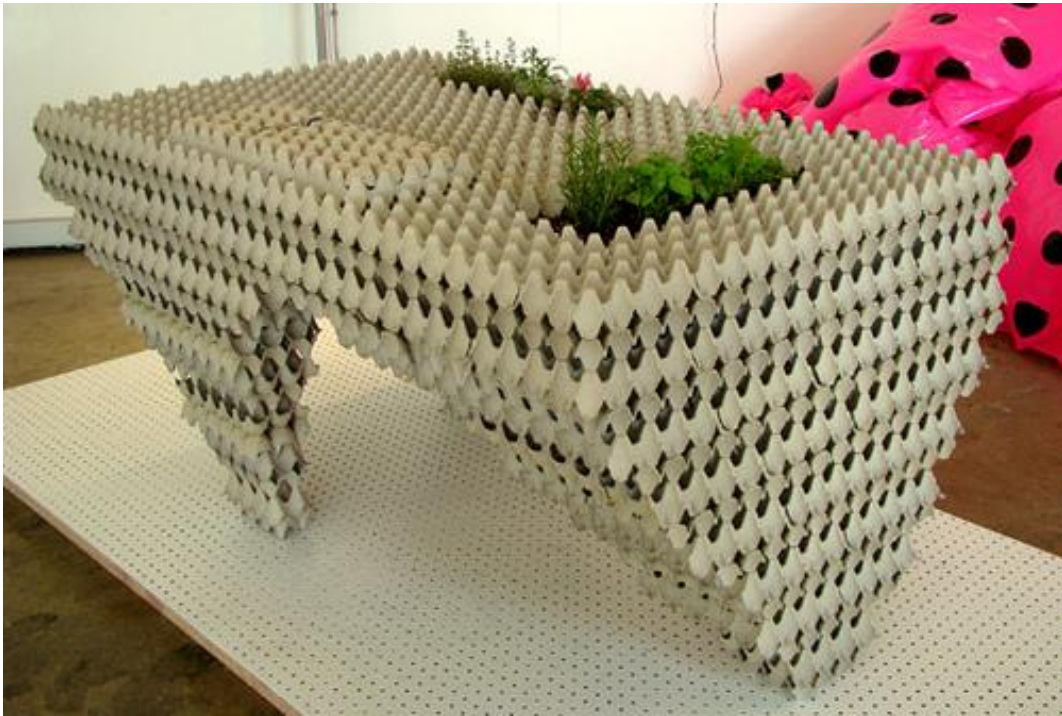
Aluminum cans and trays. Plastic samples. From Flickr



Recycled glass sculpture. Pot Belly deli in Washington, D.C. Photographer: Kim Taylor. From Flickr

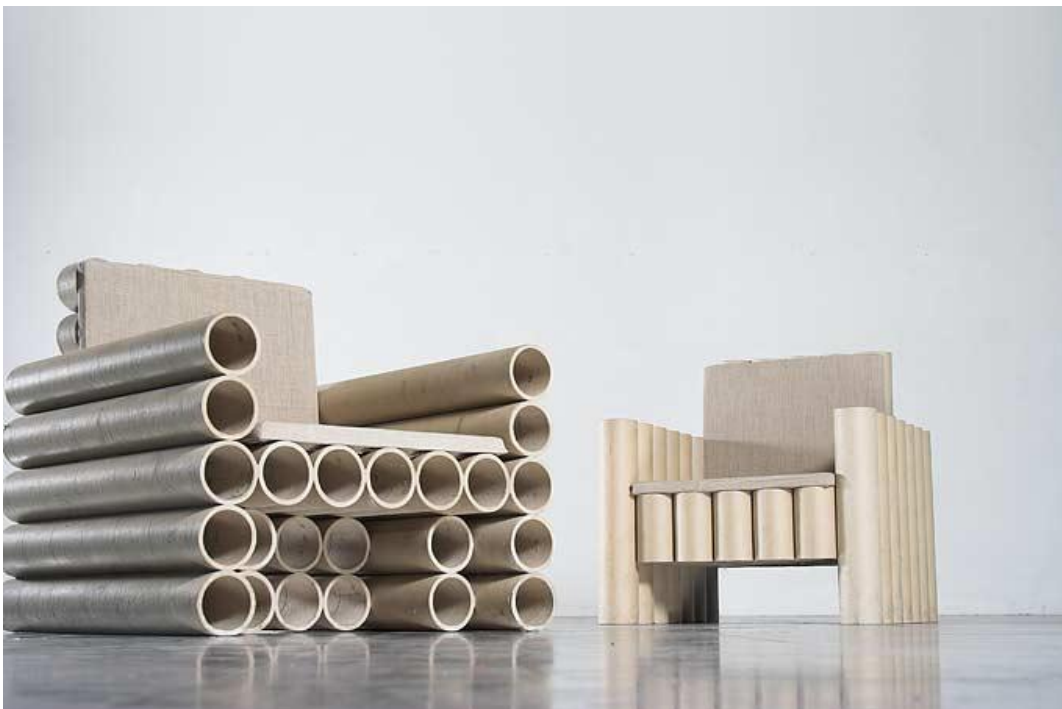


China Cardboard. Cardboard transported on a bike. Photographer: Laurent Bleuze. From Wikimedia commons.



Auto Cannibalistic Table - made from eggcrates. Atema Architecture. Inhabitat blog.

From Flickr



Paper tube chair. The armchairs are made from used cardboard tubes. The tubes are made from recycled paper. Manfred Kielhofer. Photographer: Kronberger4. From Wikimedia commons



David Batchelor's Festival Remix on the South Bank .London. Garlands of recycled plastic bottles. Photographer: Mark R. From Flickr



Book Bookshelf, by Richard Jennions. Inhabitat blog. From Flickr



African recycling craftwork. Photographer: Gertrud k. From Flickr



2009 UMM Fashion Trashion show (rest) IMG_6577 . From the first annual Fashion Trashion show put on by the Studio Art program at University of Minnesota, Morris. Photographer: Nick McPhee. From Flickr



Silly Little Dolls from Recycled Upholstery Fabric. These upcycled dolls are made from recycled upholstery sample fabric from the St. Louis Teacher's Recycle Center and filled with recycled plastic bags. Their faces are hand embroidered. Photographer: Jacque Davis. From Flickr.



Doggie Raincoat (Made from a broken umbrella!)Inhabitat blog. From Flickr



Wheels. Shaldon: hubcap tepees. These tepees are part of an art trail in the Teignmout area, with an environmental/recycling theme, and they use hundreds of abandoned hubcaps. The one in the background is the only one that has an opening. Photographer: Chris Downer . Creative Commons Licence.



Longplay record recycling - Work of art longplay records in a big ball.
Place University of Art and Design Burg Giebichenstein Halle/Saale Germany . From Flickr



Drops Chair by Camilla Hounsell Halvorsen. Inhabitat blog. From Flickr



PL-Elblag/Monument, Decoration or Recycling...? Travel album. Picasaweb.



Egg, Digital DNA, City of Palo Alto, Art in Public Places, California, USA. By Adriana Varella and Nilton Maltz. Photographer: Wonderlane. From Flickr

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PICTURES

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UNIT 1: WATER AND ART

Photographs

Niagara falls. Photographer:Wouter. From Flickr

Waterfall.Photographer: Dhilung Kirat. From Flickr

Saving Water. Congo. Photographer:Julien Karneis. From Flickr

Camels at a watering point at Pushkar Camel Fair. Photographer: Khosyk. From Flickr

Girl on her way to get water, Kabala, Sierra Leone (West Africa) Photographer : John Atherton. From Flickr.

Pollution water. Photographer : Horia Varlan. From Flickr

Oiled Bird - Black Sea Oil Spill . From Flickr

Punta de Abona. Arico. Basuras arrastradas por el mar y piche (restos de petróleo, chapapote) Photographer : Jose Mesa. From Flickr.

Drought. Trees from a drowned river valley, long dead, exposed by a once in a hundred year drought. Huon, Victoria. Photographer : Tim Keegan. From Flickr

Drought in the middle Rio Grande near Socorro, NM, June 2006, before the rains. Photographer :Joel Deluxe. From Flickr

Water Garden sans water. Atlanta. Photographer : James Emery. From Flickr

Base of Victoria Falls.Dry due to four years of drought. Photographer: Michael L. Dorn.

Jayakarta Hotel, Bali - lovely swimming pool. Photographer: Leo Zaza. From Flickr.

Shotover Jet, Jet Boating the Shotover River Canyons, Queenstown, New Zealand. Photographer: Alex E.Proimos. From Flickr.

Waterfall 1. "Cunha - Paraty", no estado de São Paulo.Sao Paulo. Photographer:Diego Silvestre. From Flickr

Stop snowing. Ottawa, Ontario. Photographer: John Talbot. From Flickr

DIY Fake Ice Cubes. Photographer: Kyle May. From Flickr

Paintings

Seascape at Port-en-Bessin, Normandy by Georges Seurat. Photo:Frank Kovalchek. From Flickr

Après-midi printanier: Neo Fauvism painting by French contemporary artist Maryse Casol. Photo: Mickael Casol. From Flickr

Spaldric Bay, Isle of Man, Rough Seas, 1906.Vintage postcard. Photo: Pamla J. Eisenberg

UNIT 2: ENVIRONMENT AND ART

Graffiti

Rime MSK LosAngeles. Graffiti Art. Photographer: Anarchosyn. From Flickr.

DEVO Graffiti in the Bunker Under the Marine Exchange. Photographer: Marshall Astor. From Flickr.

Colourful wall paintings in the Bohemian neighbourhood Santiago de Chile. Photographers: Vera and Jean Cristophe. From Flickr.

Environment

"Egg" sculpture by Egon Möller . Photographer: Nielsen. From Flickr.

The Palm Tree - Vincent Browne. Ireland. Photographer: William Murphy. From Flickr.

UNIT 3: RECYCLED ART

Landfill in Calgary. Photographer: D'Arcy Norman. Flickr

Veracruz, Mexico. Photo from Flickr

A collection of bottles outside a Sutton recycling point. Photographer: Adam Tinworth. From Flickr

Recycled glass sculpture. Washington. Photographer: Kim Taylor. From Flickr

Hundertwasser's Glass window. Photographer: R'duta.From Flickr

China Cardboard. Photographer: Laurent Bleuze. From Wikimedia commons.

Paper beads .Photographer: Becky F. From Flickr

Table made from eggcrates. Atema Architecture. Inhabitat blog. From Flickr

Book Bookshelf, by Richard Jennions. Inhabitat blog. From Flickr

Manfred Kielhofer. Photographer:Kronberger4.From Wikimedia commons

PL-Elblag/Monument, Decoration or Recycling...? Travel album. Picasaweb

Aluminum cans and trays. Plastic samples. From Flickr

African recycling craftworks. Photographer: Gertrud k. From Flickr

Giant Egg. By Adriana Varella and Nilton Maltz. Photographer: Wonderlane. From Flickr

Skull made of cans.Venice. Photographer: UrbanDigger. From Flickr

Peacock made from CDs. Photographer:Roy Stead. From Flickr

Plastic bags. China. Photographer: Kuow. From Flickr

Plastic bottles. China. Ecomonkeyblogspot

Romuald Hazoumé. Masks with plastic.. Photographer:, XENI'S . From Flickr

Festival in London. Photographer: Mark R. From Flickr

Fashion Trashion. Photographer: Nick McPhee. From Flickr

Old clothes. Photographer:: Davis. From Flickr.

Vinyl records. From Flickr.

Hubcaps. Photographer: Chris Downer.Creative Commons.

Drop chair. Inhabitat blog. From Flickr

Broken umbrella. Inhabitat blog. From Flickr