

Flash Trash!

The Arts, Level 1

THE LEARNING CONTEXT:

In this unit students will create artworks for a “Wearable Arts” performance that will be presented to other classes in the school, parents, grandparents and/or the local pre-school. Students will design and make a piece of clothing such as a hat, jacket, skirt, shoes or trousers from recycled ‘junk’ found in the school and home environment.

In the first stage of the unit students will gain an understanding of ‘wearable arts’ by watching video footage of the ‘Montana World of Wearable Arts’ shows. Students will be encouraged to appreciate the creative and innovative costumes on show and recognise the different types of materials that the artists have used. Students will also use the video footage to gain choreography ideas for their performance.

In the next stage of the unit students will collect a range of ‘junk’ from their school and home environments such as newspaper, milk bottle lids, empty cans, cardboard boxes and cylinders, tinfoil, buttons, cellophane, etc. They will experiment with the different materials before designing and creating a piece of clothing to wear for their “Wearable Arts” performance.

During the final lessons of the unit students will select a piece of music for their performance and create movement sequences that effectively present their wearable art and suit the rhythm and beat of the song. Students will then host their “Wearable Arts” show to celebrate and share their learning with an audience.

Approximately 15 lessons

Achievement Objectives:

THE ARTS CURRICULUM:

Visual Arts:

Developing practical knowledge:

Understand how formal and informal groups make decisions that impact on communities.

Communicating and Interpreting:

Share the ideas, feelings, and stories communicated by their own and others’ objects and images.

Understanding the visual arts in context:

Share ideas about how and why their own and others’ works are made and their purpose, value, and context.

Dance:

Developing Practical Knowledge:

Explore and identify, through movement, the dance elements of body, space, time, energy, and relationships.

Communicating and Interpreting:

Share dance movement through informal presentation and identify the use of the elements of dance.

Visual Arts Learning Outcomes:

Students will be able to:

1. Describe what wearable art is.
2. Use a variety of recycled material in creative ways.
3. Construct an item of ‘wearable art’ that is durable and easy to wear.
4. Demonstrate simple movement sequences in time to music.
5. Perform on stage in front of an audience.

Enterprising Attributes:

- Generating, identifying, and assessing opportunities
- Generating and using creative ideas and processes
- Identifying, solving, and preventing problems
- Monitoring and evaluating
- Identifying, recruiting, and managing resources
- Planning and organising

Teachers to observe and collect evidence of these enterprising attributes in action.

Resource Requirements:

- Video footage of the “Montana World of Wearable Arts” shows
- Recycled ‘junk’ such as newspaper, milk bottle lids, empty cans, cardboard boxes and cylinders, tinfoil, buttons, cellophane, etc
- Glue
- Cello tape
- Wire and wire cutters
- Glitter
- A selection of music for the performance
- Elevated staging to create a catwalk

Teaching and Learning Sequence

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The future focus issue of enterprise can be explored during this unit. Students will be innovative and enterprising in designing and running this event. Their enterprise will bring benefits to others in their community and to do this they will be social entrepreneurs. As they undertake this venture, students will experience risk taking; an important part of enterprise and entrepreneurship.

The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.

<p>Getting Started:</p> <p>The teacher shows the students some video footage from the “Montana World of Wearable Arts” and explains that they are going to make their own wearable art and host a “Wearable Arts” performance.</p> <p>The teacher and students brainstorm who they could invite to come and watch their performance. The students make invitations and send them out.</p> <p>The class creates a timeline for the unit with key dates for critical actions. This process will make the teaching sequence of the unit explicit to the students.</p>	<p style="text-align: center;">LINKS TO BES Best Evidence Synthesis</p> <p><i>1. Quality teachers encourage and support student motivation.</i></p> <p><i>2. Quality teachers facilitate active learning in the classroom.</i></p>
<p>Teaching and Learning Sequence:</p> <ol style="list-style-type: none"> 1. The teacher explains the history of “Wearable Arts’ in New Zealand and shows further video footage of the shows. Students are asked to choose a favourite costume. They draw their favourite costume and stick their pictures on a class poster. The teacher sources photographs of ‘wearable art’ from newspapers and other promotional material and pins these on the poster too. This poster can become a reference point for ideas later in the unit. 2. The teacher explains to students that they are going to make one item of wearable art each for the performance. If students are really young they could use existing hats, tops, trousers or shoes and ‘re-vamp’ them by attaching re-cycled materials. Older students can construct their clothing from scratch. The teacher and students brainstorm the different clothing items that could be made. The list could include: hats, shoes, skirts, trousers, dresses, bags, etc. Generating, identifying and assessing opportunities <ol style="list-style-type: none"> 1. Students and teacher formulate success criteria for the students’ wearable arts show. The list of success criteria could include the following: <ul style="list-style-type: none"> *clothing design is appealing to the viewers; *the performance runs according to students plans, including timeline *feedback from guests about the event is very positive. Excellence 	<p><i>8. Quality teachers ensure tasks and classroom interactions provide support and guidance to facilitate student learning.</i></p> <p><i>6. Quality teachers match activities to students’ developmental needs.</i></p>

<p>3. The teacher and students brainstorm a list of materials that could be used to make their wearable art. The teacher encourages students to make use of recycled rubbish that can be found around the school and at home such as cardboard boxes and cylinders, newspapers, magazines, old curtains and bedspreads, tin cans, bottle tops, etc. The teacher and students begin collecting the materials and write a request in the school newsletter for other families to assist. Identifying, recruiting and managing resources</p> <p>4. Students select a piece of clothing that they would like to make. The teacher may direct students to one type of clothing such as hats or trousers to make the teaching and learning process more manageable. Students then watch video footage of the shows again to get ideas for their particular clothing item. The teacher may pause the footage to allow students to sketch any costume features that they like.</p> <p>5. The teacher and students explore the materials that they have collected for their wearable art and come up with creative ideas on how each material could be used. The teacher and students make posters for each material to show its potential uses, eg: a 'newspaper' poster could feature scrunched up newspaper, curled newspaper, newspaper cut into long strips, newspaper folded into a fan, etc. These material posters could be used as a reference when students begin planning their wearable art. Generating and using creative ideas and processes, Identifying, recruiting and managing resources Innovation, inquiry, and curiosity</p> <p>6. The students begin sketching their initial wearable art design and list the materials that they intend to use. They could refer to the poster of costumes that was made at step 1, the material posters that were made at step 5 and video footage to gain ideas and inspiration. Planning and organising, Generating and using creative ideas and processes</p> <p>7. The teacher conferences with each student about their design. The teacher and student talk about how the wearable artwork will be constructed and identify any potential problems that will need to be overcome. The teacher places particular emphasis on the durability of the artwork and asks students to consider how they will ensure that their artwork won't fall apart. The student makes adaptations to their design if necessary. Identifying, solving and preventing problems</p> <p>8. Over the next series of lessons the students make their wearable artworks. A buddy class of older students or parent helpers could be called upon for assistance with gluing, cutting, sewing, etc.</p> <p>9. Students present their finished wearable artwork to their classmates. They select the wearable art that they like and consider why it is appealing. Monitoring and evaluating</p> <p>10. The teacher and students identify the strengths of their own wearable artwork and areas for improvement paying particular attention to the creativity of the work and the durability. Students may need to spend time making adaptations to their artwork. It is important that they are given the opportunity to modify and enhance their work so that they are happy with their final product. Monitoring and evaluating</p> <p>11. The teacher and students talk about how they could present their wearable art to music. Brainstorm performance ideas with emphasis on movement, music, props, make-up, other clothing, etc. Generating and using creative ideas and processes</p>	<p>9. Quality teachers promote sustained thoughtfulness through questioning approaches, wait time and opportunities for application and creativity.</p> <p>8. Quality teachers provide to students effective, positive, responsive and appropriately frequent feedback on task engagement.</p> <p>10. Quality teachers utilise assessment to improve learning.</p>
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12. The students watch video footage of the shows and observe the music and movements used. Add any further performance ideas to the brainstorm that was made at step 11. **Excellence**
13. The teacher and students listen to a range of music and select a song to perform to. The teacher encourages students to consider the mood, speed, and rhythm of the music when making the selection. What type of performance do we want to create?
14. The students listen again to the selected music and begin exploring movement ideas that suit the rhythm and mood of the song. The students share and practise a range of movement sequences. **Generating and using creative ideas and processes**
15. The teacher and students select movement sequences that best fit the music and best showcase the wearable art. The students practise the movement sequences to ensure that they remember them and can move fluidly and with confidence. **Planning and organising**
16. The teacher and students consider other components of their performance: Do they need any other props? What other clothing should they wear? Should somebody speak to the audience and introduce each artwork with an explanation of how it was made? Should all students come back onto the stage at the end of the performance for a final exhibition? Who will play the music? Who will assist with costume changes? Students are given the opportunity to apply for additional responsibilities and specialist roles such as MC, music manager, prop manager, etc, are allocated. **Planning and organising**
17. The students take part in a dress rehearsal. The teacher or a student videos the dress rehearsal.
18. The teacher and students watch the video footage of their dress rehearsal and suggest any changes to enhance the performance. Students practise the performance again with the suggested changes. **Monitoring and evaluating**
19. The students present their "Wearable Art" to an audience. **Community and participation**

9. Quality teachers make transparent to students the links between effort and achievement.

7. Quality teachers encourage critical thinking

Reflective Questions:

Exploring new knowledge and skills

- What is wearable art and why do people make it?
- What are the crucial steps I needed to follow to make my wearable art?
- How do I feel about my artwork? Am I happy with the design? Do I like the materials I chose? Was my artwork durable?
- How do I feel about my performance?
- Would I do anything differently next time?

Exploring what it is to be innovative and enterprising

- What step/s were you doing when you used each of the Enterprising Attributes? Break each attribute into its separate words and refine your answers.
- How could you improve on using the Enterprising Attribute/s for next time?
- Can you transfer this learning to your other topics?

Exploring further future focus issues

- How did our guests feel when we put on our performance? Our enterprise brings benefits to others.

Possible Assessment Activities (Teacher):

Learning Outcomes 2 and 3: The teacher could evaluate the completed wearable art paying particular attention to the creative use of materials and the durability of the clothing.

Learning Outcomes 4 and 5: The teacher could evaluate the students' performances – Can students remember the movement sequences? Do they move in time to the music? Do they move with confidence? Do they look at their audience? Etc.