

LESSON PLAN

Teacher Candidate	
School	

LESSON NUMBER	3
Lesson Title	Creating a community of advocacy with art
Length of Class Period	45 minutes
Approximate Number of Students in Each class	22
Grade Level or Course Title	5
Beginning Date for this <i>Lesson</i>	
Ending Date for this <i>Lesson</i>	

CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

- 5.2 CR Investigate ideas and inform artmaking through available resources

CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

- 5.3 PE Communicate an interdisciplinary concept using the elements of art and principles of design

CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

- 5.3 RE Evaluate the relationship between works of art and human experiences

CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

- 5.2 CO Recognize that art is a tool for advocacy and change

Performance-based Assessment Objectives

- Research bottle cap mural ideas and understand why we are choosing plastic as our material.
- Communicate an environmental activist message using the elements of art and principals of design.
- Communicate our human experience of plastic pollution through designing a bottle cap mural.
- Be an active, contributing part of our art community in building our mural.
- Share how our mural is activist art expressing advocacy or change.

Performance-based Assessment Strategies

(Attach assessment documents if applicable)

- Students will create mural concept drawings as a group and submit to teacher.

- Teacher will observe students during the process of creating the mural, evaluating their contribution to the community project.
- Students will use the [Community Art Reflection Rubric](#) to rate their contribution and performance in the community project.
- Students will complete the [Mural Art Reflection](#) prompt to reflect on their experience.

Academic Language

Vocabulary

- **Public art** – art that is visually and physically accessible to the public; it is installed in public space in both outdoor and indoor settings.
- **Mosaic** - A surface decoration made by inlaying small pieces of variously colored material to form pictures or patterns.
- **Upcycle** – to reuse discarded objects or material in such a way as to create a product of higher quality or value than the original.
- **Single-use plastics** – plastic products used once, or for a short period of time, before being thrown away
- **Community art** - artistic activity that is based in a community setting, characterized by interaction or dialogue with the community and often involving a professional artist collaborating with people who may not otherwise engage in the arts.

Additional Language Demands (*specific communication task*)

- Sketchbook reflection writing
- Discussion of important elements to include in our mural
- Writing for the [Mural Art Reflection](#) prompt
- Self-assessment with the [Community Art Reflection Rubric](#)
- Oral and written presentation of the meaning of the mural at the installation ceremony

Accommodations for Special Populations

There are multiple ways that students can engage with this lesson: plan the mural concept, wash/sort/weigh the caps, paint the boards, and create presentation posters for the Earth Day Celebration. This allows students with different needs to find a place that feels comfortable for them within this project.

Art/Visual Culture Examples

Feature artist: [Michelle Stitzlein](#) – She is from the central Ohio area, went to CCAD, and has two upcycled pieces at COSI (“moths”). She also wrote [two books](#) on art with plastic bottle caps. Could possibly arrange a Zoom talk with her.

Organizations: [Washed Ashore](#), [Plastic Expert](#)

Preparations

Materials/Resources for Teacher

- Connect with school administration for project approval
- Collect bottle caps from collection bins (from the start of the year)
- Connect with PTO to arrange parent volunteers to help assemble mural.
- Connect with building maintenance to review install requirements
- Organize an installation celebration with science teacher and school administration.
- Locate an area to work on the project boards if art room is not big enough.
- Screws (10,000)
- Drills (3-4)
- Dish soap (1)

Materials for Students

- Collected plastic bottle caps – approx. 10,000 - 15,000
- Acrylic latex caulk (4)
- Caulk guns (4)
- Plywood boards the size of the final mural (single or multiple pieces)
- Paint – white and colors (multiple)
- Large paint brushes (10-15)
- Projector for image transfer (1)
- Scale (1-2)
- Paper towels (2 rolls)

Safety Procedures

- Students know to enter the classroom and grab their sketchbooks and pencils, and head straight to their seats.
- If needed they will be reminded that pencils are for writing, not for stabbing things or people.
- Teacher will demonstrate to the class how to safely use latex caulk and a caulk gun using latex gloves. Teacher will have help with student oversight from parent volunteers.

LEARNING ACTIVITY

Getting the Classroom Environment Ready

- Have [slide deck](#) ready on Smart board
- Pass out sketch books
- Collect all the bottle cap bins from around the school and bring into classroom.
- Set-up a cap washing station at classroom sink, including dish soap.
- Set-up a cap weigh station at a table, including scale and chart.
- Have classroom iPads charged and ready.
- Collect house paint donations from the community or purchase some.

Procedures for the Teaching/Learning Structure *(indicate approximate time for each step)*

Day 1

1. As a class, we will reflect on what we have learned about how artists use art to express concerns about environmental issues like waste, pollution, and reduce/reuse/recycle.
2. We will also reflect on how graphic designers use principals of design to communicate a message to their audience.
3. The teacher will explain that now we are going to use all that previous learning to create a community upcycled project – a plastic bottle cap mural for our school.
4. The teacher will facilitate a class discussion on plastic bottle caps:
 - a. How is plastic good?
 - b. Why is it also a challenge?
 - c. What do these caps represent?
 - d. Are there times when we need bottled water?
 - e. How does pollution affect drinking water?
5. The teacher will present artists:

- a. [Oscar Olivares](#) – Venezuela
Partnered with a local environmental organization to create a plastic bottle mural in his community. Over 200,000 caps. Link to video artist talk.
 - b. [Michelle Stitzlein](#) – Ohio
She has multiple pieces on display at COSI (teacher will share images). She also helps schools make plastic bottle cap murals (books on display).
6. Teacher will present community organizations [Washed Ashore](#), [Plastic Expert](#) and how they use plastic waste to make art and talk about making public art as a group/community
 7. The teacher will go over the [mural project steps](#) with the class
 8. The teacher will go over the [Community Art Reflection Rubric](#) with the class
 9. As a class, we will talk about what we would like to include in our mural, creating a class brainstorming list
 - a. What is our message?
 - b. What is our theme?
 - c. What graphics should we include?
 - d. Should we add text?
 - e. Principals of design – Unity, Emphasis, Balance
 - f. Special considerations – what colors of bottle caps are most available? Which are least available?
 10. Students will pair up in groups of 2-3 students and will use Google Canvas to draw a mural concept on the classroom iPads/Chromebooks.
 11. Before the next class, the teacher will review the concepts and create a final one based on class brainstorm and concept ideas

Day 2

1. The teacher will reveal to the class the final concept design. (3 min)
2. Now we begin putting our mural together.
3. The students will be split into groups, and then will switch groups ½ way through class. (35 min)
 - a. **Group 1:** paint the wood panel(s) white.
 - b. **Group 2:** sort/clean the bottle caps.
4. The teacher will transfer the mural concept onto the white painted wood panel(s) outside of class time.

Day 3

1. We will review as a class our final design and what our goals are for today:
 - a. To paint the colors on our mural
 - b. Finish cleaning the caps
2. The students will be split into groups. Students will switch groups ½ way through class.
 - a. **Group 1:** Students will paint the colored background.
 - b. **Group 2:** Students will sort/clean the bottle caps.

Day 4

3. The teacher shares that today we will add the plastic bottle caps to our mural.
4. Class demonstration on how to glue using a caulk gun.
5. The students will match-up and glue the bottle caps to the painted wood panels. Here students will be collecting data on weight and number of caps.
6. After we wrap up, the students will fill out the [Mural Art Reflection](#) prompt.

Clean-up Procedures (Room, Materials & Work Storage)

- Any unused bottle caps should be put back into their respective color bin for future art projects.
- Caulk and caulk guns will be collected and stored away.

Closure, Review & Anticipation (what's next?)

- With the help of parent volunteers, the teacher will use a power drill and secure the bottle caps with screws.
- In science class, the students will prepare a presentation speech for the ceremony on what they learned about environmental protection.
- When the mural is complete, we will have a school-wide “Earth Day Ceremony” where the finished, installed mural will be revealed. The students will present it. We will invite the district’s Superintendent, the School Board members, and parents of the students. We will also invite our feature mural artist Michelle Stitzlein to the event (maybe include a book signing).

Supplemental Activity

Since this is a group project, there won't necessarily be early finishers, but there might be students who lose interest or want to do something of their own. There will be a bin of

recyclable materials along with glue, tape, scissors, and markers that students can use to make their own upcycled art piece.

Teacher reflection focused on the lesson *after* it has been taught

- What was the most successful part?
- What were the biggest struggles with this unit?
- How did the students handle a community project?
- Did the students understand how this mural is a form of activism?

Lesson 3 Teaching & Learning materials

[Slide deck](#) slides 11-14

[Teacher sample sheet](#)

[Mural Art Reflection](#)

[Community Art Reflection Rubric](#)