

VISUAL ART LESSON PLAN

UWM METHODS TEMPLATE

UNIT TITLE: Earth, Art, and Innovation

Big Idea: Environmentalism and Sustainable Art forms

(3-4 sentences describing the core concepts for the unit and why it matters)

Considering sustainable art forms for any age group when teaching is important. New exciting ways to be more conscious of the environment and change is a key part of helping students grow their artistic practices and conceptual ideas. With the ever changing aspects of environmental issues around the globe students can explore sustainable art and also apply it to future projects of ideas.

LESSON OVERVIEW

Lesson # 3: Upcycled Tote bags

Number of Teaching Days Planned for this Lesson: 3

Lesson Description: (Include concepts, artists and art activities that will be introduced in this lesson)
This unit introduces students to sustainable art practices by transforming old t-shirts into reusable tote bags they can use for grocery shopping or carrying things. We will have a focus on fast fashion, and teach the class a bit about fabric waste, and some statistics and numbers. Through doing this project they can become more aware of their environmental impact, and find ways to reuse old clothing to have another use instead of ending up in landfills.

Knowledge of Students To Inform Teaching

Age Group of Students: 11-14

How does this lesson connect with and build on students' previous/subsequent knowledge ?

This lesson builds on prior knowledge of sustainability, artistic design, and basic tool use, while also preparing students for future projects involving more complex design thinking and functional art. It connects to previously explored themes of environmental responsibility or basic crafting techniques, and this upcycled tote project deepens their understanding by merging art and activism. It also scaffolds toward future projects that may involve textile art, mixed media, or community-centered art.

What are the developmental characteristics of these learners that are relevant to this lesson? (physical, social/emotional, cognitive). Describe how this lesson meets the

developmental characteristics of your age group and why they might find this lesson engaging and appropriate?

Physical: Students in late elementary to middle school (or even high school) are developing fine motor skills that are necessary for cutting stencils, handling fabric, and using embellishments. This hands-on work supports those skills.

Social/Emotional: Many learners at this age value self-expression and are forming strong opinions about social issues. This project allows them to express individuality while contributing to a collective discussion about sustainability, which can be empowering and validating.

Cognitive: Students are developing the ability to plan, reflect, and iterate on their work. This ideation-heavy session supports their growth in brainstorming, design thinking, and evaluating their work through experimentation.

It allows for *hands-on engagement*, which is crucial for kinesthetic learners and for developing fine motor skills.

The open-ended design component respects their growing desire for *independence and self-expression*.

By linking the project to sustainability and fast fashion, it also appeals to their developing *social consciousness*, making the activity feel relevant and meaningful.

The iterative design process (sketching, stenciling, experimenting) gives them room to

What are common misconceptions or challenges in relation to this lesson and how will they inform your planning for instruction?

Misunderstanding sustainability: Students might think one project doesn't make a difference. Begin with a powerful visual or video showing textile waste to reinforce impact.

Difficulty visualizing stencil results: Students might not understand how negative space works in stenciling. Your stencil demo is crucial—consider showing both “what worked” and “what didn’t” examples.

Impatience with experimentation: Some students may want to jump straight to final products. Emphasize the value of *ideation and iteration*—maybe even model your own brainstorming to show the process.

Skill frustration: If cutting stencils is hard for some, have alternative options (pre-cut shapes, support scissors, or simple shapes to trace).

What adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs?

Whole Class:

- Clear visual instructions on board.
- Step-by-step modeling of each activity.
- Timed transitions and verbal cues to help pace the workshop.

Individuals:

- Offer extension prompts for early finishers (e.g., create a logo or slogan for your bag).
- Offer simple shapes or printed icons for students who struggle with drawing or ideation.

Students with Specific Needs:

- Modified tools (e.g., loop scissors, pre-cut stencils, larger grip markers).
- One-on-one check-ins for clarity and support.
- Clear, concise verbal instructions broken into smaller steps.
- Buddy system for students who benefit from peer modeling or social support.
- Consider auditory or visual supports (like audio instructions or enlarged images of examples).

WISCONSIN CORE ART STANDARDS (list grade level specific number and text)	LEARNING OBJECTIVES (Aligned with 4 core Artistic Processes identified in NCAS: Creating, Responding, Presenting, & Connecting)
<p>A.A.R.11.m: Describe – Students will describe details, subject matter, context, and the formal characteristics of an artwork using art and design vocabulary.</p> <p>A.A.R.12.m: Analyze – Students will compare and contrast the use of media, design principles, and context to influence ideas, emotions, and actions.</p> <p>A.A.R.13.m: Interpret – Students will interpret the formal and expressive qualities in a work of art or design and integrate those qualities into their own work.</p> <p>A.A.R.14.m: Inquire – Students will compare and contrast the intent of art based on an analysis of subject matter, details, media, and context.</p> <p>A.A.R.15.m: Evaluate – Students will create a convincing argument critiquing artwork and design utilizing established criteria, considering style, process, media, and artistic goals.</p>	<p>Interpreting Works of Art:</p> <p>(For example: Students will demonstrate an understanding of (Big Idea) by interpreting the works of (Artists/Visual & Material Culture).</p>
<p>A.A.Cr.5.m: Experiment – Students will experiment with various materials, methods, and approaches to develop artistic skills and express their ideas.</p> <p>A.A.Cr.6.m: Organize – Students will apply artistic knowledge to organize and plan artworks, considering media, techniques, and design principles.</p> <p>A.A.Cr.7.m: Develop – Students will refine and revise their artwork based on feedback and self-reflection.</p> <p>A.A.Cr.8.m: Synthesize – Students will use multiple approaches and media to develop personal expressions and artistic solutions.</p> <p>A.A.Cr.9.m: Realize – Students will create, refine, and complete an artwork that demonstrates technical skill, creative problem-</p>	<p>Developing Works of Art:</p> <p>(For example: Students will effectively create/skillfully apply (technical skill or medium).</p>

solving, and thoughtful decision-making.	
<p>A.A.Cn.1.m: Investigate – Students will investigate how art reflects and is influenced by history, culture, and societal issues.</p> <p>A.A.Cn.2.m: Relate – Students will analyze and interpret how personal, social, cultural, and historical contexts influence artistic decisions and the meaning of artworks.</p> <p>A.A.Cn.3.m: Synthesize – Students will create artwork that demonstrates an understanding of how visual art relates to personal experiences, cultures, and global perspectives.</p>	<p>Relating Art to Context:</p> <p>(For Example: Students will demonstrate an understanding of (Big Idea) through the creation of (Artmaking Outcome).</p>

KEY VOCABULARY

(List & define in developmentally appropriate language key vocabulary for the lesson. Include relevant conceptual and art-specific language to be taught.)

Upcycle

To reuse old or unwanted things in a creative way that gives them new life or a new purpose.

Sustainability

Taking care of the Earth by using resources in a way that doesn't harm the planet, so future generations can enjoy it too.

Fast Fashion

Clothing that is made quickly and cheaply to keep up with trends, but often creates a lot of waste.

Tote Bag

A large, reusable bag with handles, often used to carry groceries, books, or art supplies.

Stencil

A cut-out shape or design that you can trace or paint through to make repeating images.

Design

A creative plan or drawing that shows how something will look or work before it's made.

Ideation

The process of coming up with ideas—like brainstorming drawings or designs before starting a project.

Embellishment

Something added to make art more interesting or beautiful, like rhinestones, buttons, or fabric markers.

Negative Space

The empty area around or inside a shape—especially important when working with stencils.

Fabric Spray Paint

Special paint made for fabric that sprays like regular paint, letting you add color and designs to cloth without making it stiff.

DETAILED PLANS FOR INSTRUUCTION

The following sections are detailed, chronological descriptions of teacher and student activities and learning tasks in your lesson. For each you must plan for how to **transition** from one activity to the next These will usually include:

Review (where appropriate),

Motivation/introduction -often a children's book, video, game, or some other motivator for learning

Looking and talking about art -Teacher and the children look closely at an artist's work and use words to describe and analyze it

Demonstration, Teacher shows how to use new tools and techniques

Studio practice and art making, Students are making art using these tools and techniques

Closure activities Review learning, clean up,

ACTIVITY #1

Title: Introduction to Upcycled Totes and Ideation Workshop

Description:

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this part of your lesson)

Materials: Their sketchbooks, markers and other drawing supplies for ideation, fabric markers, rhinestones and hot glue guns, fabric, water color paper, tempra, spray water bottles

Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this activity, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
1:00-1:05	<p>Go over agenda on board: What we are doing today...</p> <p>Introduction to the upcycled tote bags, and about how it ties into sustainability:</p> <p>Tonnes and tonnes of clothing waste ends up in landfills, in the days of fast fashion. We will be transforming old T-shirts, into reusable totebags, to help eliminate more clothing waste, and to also allow us to consume less plastic grocery bags, which are a commonly littered item.</p>	<p>listening and asking questions</p>	<p>paper handout, with facts and statistics about fast fashion and fast fashion waste</p>

Transition

1:05- 1:20	Modeling teacher example of sketchbook set up and encourage doodling	Sketchbook ideation students demonstrate engagment with ideation process and completing more than 3 ideas before moving to stencil and practice spraying	Giving different paper/drawing materials (pencil vs marker) to allow students to experiment
Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative) Students show experimentation with more than one sketch. Students develop their sketches into stencils.			

DAY 6: Upcycled Totes: Introduction

1:00- 1:05	<p>Go over agenda on board: What we are doing today... Introduction to the upcycled tote bags, and about how it ties into sustainability:</p> <p>Tonnes and tonnes of clothing waste ends up in landfills, in the days of fast fashion. We will be transforming old T-shirts, into reusable totebags, to help eliminate more clothing waste, and to also allow us to consume less plastic grocery bags, which are a commonly littered item.</p>
1:05-1:20	<p>Show students the stencils, and designs of the tote bags we have made as examples.</p> <p>Lead a short sketchbook and warm up activity, where in 15 minutes, they make rapid sketches, as many as they can of different icons, drawings, doodles and designs they could put on their bags.</p> <p>Give a stencil demo, and how to cut it out, as use tools appropriately.</p>
1:20-1:30	<p>IDEATION BRAINSTORMING WORKSHOP AND WORKTIME:</p>
1:30-2:15	<p>Hand out sheets of blank printer paper, 3 for each student, and a piece of fabric taped to cardboard for each, as well as one piece of stencil paper to make their own designs.</p> <p>They will cut their own stencils, and on the paper, spray a bottle of water colored water, to see how their design works out, and to experiment with their stencils. On the fabric taped on the cardboard, they can experiment with embellishments, like gluing rhinestones, or using the fabric markers. As they are doing this and experimenting, we will walk around and talk to each of them, where each student will present their sketches and potential ideas that they have for their tote bags, and we will give advice and ask questions. This will be an intense ideation day.</p> <p>Pick up their ideation workshop</p>
2:15-2:20	<p>Lay out T shirt options for them to choose from, and put their designs on. If the</p>
2:20-2:30	<p>shirts have designs they don't want seen, they can flip the shirt inside out for plain fabric</p>

