



JUNK ART: PBL and Visual Art Lesson

Project Overview

Project Title: Junk Art		Duration: 4 weeks + ongoing
Content Area: Visual Arts – Architecture, Sculptures; incorporating Drawings, Paintings, Photo Stories		Grade Level: Early Childhood – Kindergarten group 3-5 years
Integrated Content: Literacy (narratives, journaling), Numeracy (mathematical language and symbols, sorting and patterning)	Created by: Margaret Stephens	
<p>Project Description: Children will work collaboratively and individually to create Junk Art using a range of recycled materials. Children’s creative processes will be documented and displayed to make learning visible to children, families and community. Children will connect to their world through researching, gathering loose parts / recycled materials, and community engagement.</p>		
<p>Driving Question(s): How can children develop creativity skills and create art works using loose parts / recycled materials?</p>		
<p>Early Years Learning Framework for Australia (EYLF):</p> <p>Outcome 4: Children are confident and involved learners</p> <ul style="list-style-type: none"> Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesizing, researching and investigating Children transfer and adapt what they have learned from one context to another Children resource their own learning through connecting with people, place, technologies and natural and processed materials <p>Outcome 5: Children are effective communicators</p> <ul style="list-style-type: none"> Children interact verbally and non-verbally with each other for a range of purposes Children engage with a range of texts and gain meaning from these texts Children express ideas and make meaning using a range of media Children begin to understand how symbols and pattern systems work Children use information and communication technologies to access information, investigate ideas and represent their thinking 		
<p>Content Standards: National Quality Standards</p> <p>Quality Area 1: Educational program and practice (1.1.2 Child-centred) children exploring ideas and theories in play by using their imagination and creativity (1.2.2 Responsive teaching and scaffolding) Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback</p> <p>Quality Area 3: Physical environment (3.2.2 Resources support play-based learning) Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child in engage in play-based learning</p>		

Instruction

Performance Objectives: *What must all students know and be able to do as a result of this PBL experience?*

Children will follow and extend their own interests, participate in a variety of rich and meaningful inquiry-based experiences;
 Children will interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings;
 Children will use creative arts to tell stories and make meaning using junk materials.
 Children will explore the purpose and function of a range of tools.

Evidence of Success: *How will you know students have successfully achieved objectives and standards?*

Students will have successfully achieved objectives and standards when they present their original art works to other students, families and educators.

Entry Event: *Describe how you will engage students and introduce the project's driving question.*

Students will visit community art gallery.
 Use technology to research and then display provocations
 Explore materials and techniques e.g. clay, limestone sculpture, photography
 Local artist will visit and model techniques with students. Children will engage with materials and apply a wide variety of thinking strategies to solve problems.

Content Lessons: *Identify any content on which you will provide instruction or embed learning activities.*

- Will provide examples of art works, sculptures, artifacts
- Will invite local artists including indigenous artist to talk about visual arts as story telling
- Will visit local art gallery
- Will use information and communication technologies as tools for designing, drawing, editing, reflecting and composing

Resources: *Identify any resources, personnel, or materials you will need.*

<i>School-based resources (people and facilities)</i>	<i>Technology (websites, apps, presentation tools)</i>	<i>Materials (publications, manipulatives, supplies)</i>	<i>Community (partners, speakers, experts, helpers)</i>
<ul style="list-style-type: none"> • Locally found resources 	<ul style="list-style-type: none"> • Laptops and iPads for research • Pinterest 	<ul style="list-style-type: none"> • Invite families to contribute loose parts • Ask local business for recycled materials 	<ul style="list-style-type: none"> • Local artists • Community art gallery • Visits around town of public arts and sculptures

Assessment and Reflection

21st Century Skills: Will these be explicitly taught and assessed, or simply encouraged?			Formative Assessment Tools		Summative Assessment Tools		
		Assessment (if applicable)	Design Drafts	x	Written narrative (rubric)	x	
Collaboration	x	Outcome 5	Journaling/Learning logs	x	Display presentation	x	
Communication	x	Outcome 5	Plans/Outlines/Prototypes	x	Art works	x	
Critical Thinking	x	Outcome 4	RRR Checklist (Appendix)	x	The child's voice	x	
Creativity	x	Outcome 4	Anecdotal notes	x	The family voice	x	
Reflection Tools							
Journal/Learning Log	x	Group Discussion	x	Family feedback	x	Community feedback	x

Product

Culminating Product: Does the culminating project have a group component, an individual component, or both, and how will they be assessed?			Presentation Audience	
	Description	Assessment Tool	Class	x
Group	Children will have some group murals.	EYLF – RRR dispositions	Centre	x
			Community	x
Individual	Children will have individual art works.	4 C's Rubric	Experts	x
			Web	x

Timeline: List any key dates or milestones for this project.

<p>Week 1: Visit community gallery Use technology to research and then display provocations Collect loose parts – sorting into categories Explore materials and techniques - clay, local limestone sculpture, painting and collage</p> <p>Week 2: Local artists visit Refine techniques Design and creation</p> <p>Week 3: Introduce 'Our Art Gallery' Group research and collaboration Co-construct ideas and planning Write narratives to go with each display Children involved in the invitations and thank you to community artists Include photographic story of the process</p> <p>Week 4: Art Gallery display for family and community</p>
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21ST CENTURY SKILLS RUBRIC

Project Title: Junk Art PBL		
Kindergarten group		
		Activity / Evidence
Collaboration	Leadership & Initiative Cooperation Flexibility Responsibility Collaborate using digital media Responsiveness & Constructive feedback	Research: Children use information and communication technologies to access information, investigate ideas and represent their thinking. Children engage with a range of texts and gain meaning from these texts.
Communication	Effective Listening Delivering oral presentations Communicate using digital media Engaging in conversations & discussions Communicating in diverse environments	Visiting Artists: Children interact verbally and non-verbally with each other for a range of purposes. Children begin to understand how symbols and pattern systems work
Critical Thinking	Information & Discovery Interpretation & analysis Reasoning Constructing Arguments Problem solving Systems thinking	Co-construct ideas and planning: Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesizing, researching and investigating. Children transfer and adapt what they have learned from one context to another

Creativity	<p>Idea generation Idea design & refinement Openness & courage to explore Work creatively with others Creative production & innovation</p>	<p>Design and creation: Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity,</p> <p>Children express ideas and make meaning using a range of media</p> <p>Children resource their own learning through connecting with people, place, technologies and natural and processed materials.</p>
	Reference Metro 4C's Rubric Performance Areas	https://sites.google.com/a/fargoschools.org/discovevery-library-technology/21st-century-skills
	Early Years Learning Framework (EYLF)	<p>Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments. (DEEWR) Commonwealth of Australia 2009</p>
	National Quality Standards (NQF)	<p>2017 Australian Children's Education and Care Quality Authority (ACECQA) October 2017</p>
	Respect, Reflect, Relate (RRR)	<p>Department for Education and Child Development. October 2010</p>

Appendix RRR checklist and recording sheet

RRR Active Learning Environment Scale: Observation sheet (Domain 3) ENABLING LEARNING DISPOSITIONS			
<i>Curiosity – sense of find out about things</i>	Date and notes of child/group observations Include the child’s voice	Date and notes of child/group observations Include the child’s voice	Date and notes of child/group observations Include the child’s voice
Educator models wonder and inquiry			
Educator models a proactive approach to problem solving			
Educator engages children in a proactive approach to problem solving			
Educator encourages exploratory play and investigations			
Educator plans from the child’s questions/interests			
Educator seeks and poses questions			
Educator models and encourages keen observation			
Educator provides uninterrupted time for play			
Educator provides a variety of open ended materials and choices			
Educator accepts and extends children’s developing concepts			

