

Recycled Leaf Frames

PATTERNS OF LIFE

Grades 3-5th

by Debbie Corson

Overview

In this lesson, students will create art from recycled man-made and natural materials. They will recycle cereal boxes or other packaging made from tree products. They will use sticks and seeds they have collected and make leaf rubbings.

Preparation

- Students collect large cereal-type boxes, open up all glued sides and flatten. They also collect leaves, seeds and twigs to use on the frames. Teachers cut boxes on a paper cutter into 2" wide strips of various lengths. Conduct a class discussion about how nature and humans recycle materials and make comparisons. View the web-site listed under **Resources** in a computer lab and discusses the use of trees in art. View examples of trees and leaves in

the art of Andy Goldsworthy, Paul Cezanne, Vincent Van Gogh, Georgia O'Keefe to see how they use color, pattern and composition. Talk about patterns in the art and in nature.

MATERIALS

- large cereal-type boxes
- paper cutter (used by teacher), white glue, scissors, stapler, crayons (paper removed)
- recycled paper (such as paper bags and computer paper), colored construction paper and other recycled materials
- natural materials — leaves, sticks, seeds, etc.

OBJECTIVES

- Students will extend their lessons on tree recognition by making art with leaves, twigs and seeds they have collected.
- Students will list ways that nature and humans recycle. They then will compare and contrast each.
- Students will discover that art can be made from natural and recycled materials.
- Students will use ideas of pattern and color from art they view on line.

BACKGROUND

Students focus on the "product" in this art project that can be used to frame a photo or a poem. The result will make a nice present for a family member or memento for the student. This lesson can be a culmination of the three lessons, or a stand-alone project. The previous study of leaves and trees will make the lesson more personal and a richer experience.

Procedure

- 1** Students choose strips of cereal box cardboard to create a frame. They should experiment with the layout until they have a shape they like. Frames may be the traditional square or rectangle, or think outside the box and use several strips to create an irregular shape.
- 2** Staple the strips together.
- 3** Make several leaf rubbings with relatively small leaves. (Each student should make around 20 leaf rubbings.) Alternatives could be to cut leaf shapes out of construction paper and/or use leaf stamps and ink if materials are accessible.
- 4** Cut the rubbings out carefully and close to the edges, then glue onto colored construction paper leaving space between the leaves. (Fadeless paper is best.) Let dry.
- 5** Cut the construction paper around the leaves with enough colored paper showing to accent the rubbed leaves. Encourage students to use the larger construction paper scraps to cut out dots, lines, and/or random shapes that can be used as accents.
- 6** Assemble cut rubbings, sticks, seeds and play with patterns around the frame.
- 7** Once students are happy with their design, they can glue using white glue.
- 8** Students may choose to add more recycled elements to complete the look of the frame.



Final Activities

Decide how the frames will be used. Some suggestions are: write a haiku poem about trees, recycling or taking care of the earth; frame a photograph of the student standing by the class tree or one of the lesson #3 construction; make a drawing of a leaf, a tree or other natural object. Have students work in cooperative learning groups to create a cluster of all of the above to display – poems, photos, drawings, life-cycle diagrams, parts of the tree diagrams. Then present to the class.



RESOURCES

-  **Tree Paintings by Various Artists**
<http://www.nyu.edu/projects/julian/>
click on *Tree Museum* and then *tribute tree* for a gallery of tree paintings by various artists
-  <http://www.arborday.org/kids/>
-  **Exploring the Secret Life of Trees**
<http://urbanext.illinois.edu/trees2/>
(Requires a flash player)

Extensions

-  Use ideas in the final activities to create an Earth Day class project. Give each cooperative learning group a topic to explore.
-  Make an Earth Day mural on the classroom door and frame it in a similar way to the individual frames, with each student contributing leaf rubbings.

Assessment

-  Ask students to talk about their frames and identify the patterns they used.
-  Make a list of the ways nature and humans recycle, then enter the data in a Venn diagram. (See attached)

GLE'S

THIRD GRADE – ART

- ✦ **Strand 3, 1A** Compare different responses students may have to the same artwork

THIRD GRADE – SCIENCE*

- ✦ **Strand 4, 2.A.a.b.c.d** Scope and Sequence — Food Chains
 - a. Identify sunlight as the primary source of energy plants use to produce their own food;
 - b. Classify populations of organisms as producers or consumers by the role they serve in the ecosystem;
 - c. Sequence the flow of energy through a food chain beginning with the Sun;
 - d. Predict the possible effects of removing an organism from a food chain

FOURTH GRADE – ART

- ✦ **Strand 1, 3C** Create an original artwork that communicates ideas about the following themes: Missouri, The Environment, Time (e.g., past, present, future)
- ✦ **Strand 3, 1A** Discuss and develop answers to questions about art, such as: What is art? What is beauty?

2A Describe the use of the following in artworks: Outlines, Organic shapes, Organic forms, Tints and shades, Values, Positive and negative space, Radial balance, Center of interest/ focal Point, Contrast/variety of values, Complex patterns, Facial proportions

FOURTH GRADE – SCIENCE*

- ✦ **Strand 4, 3.C.a.b.c.d** Scope and Sequence – Interactions among Organisms and their Environment
 - a. Identify specialized structures and describe how they help plants survive in their environment (e.g., root, cactus needles, thorns, winged seed, waxy leaves);
 - b. Identify specialized structures and senses and describe how they help animals survive in their environment (e.g., antennae, body covering, teeth, beaks, whiskers, appendages);
 - c. Identify internal cues (e.g., hunger) and external cues (e.g., changes in the environment) that cause organisms to behave in certain ways (e.g., hunting, migration, hibernation);
 - d. Predict which plant or animal will be able to survive in a specific environment based on its special structures or behaviors.

FIFTH GRADE – ART

- ✦ **Strand 3, 1A** Discuss and develop answers to questions about art, such as: Who decides what makes an artwork special, valuable or good?
- ✦ **Strand V, 1B** Compare and contrast two artworks on: Time, Place, Subject matter, Media, Use of elements, Theme, Purpose of art in culture, Use of materials and technology

*Applicable if used as an extension

MULTIPLE INTELLIGENCES:

Naturalist – Spatial – Interpersonal – Intrapersonal

Name:

