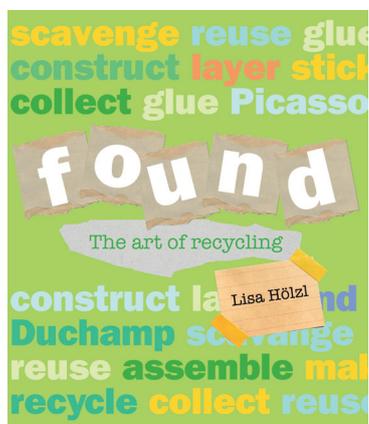


# Walker Books Classroom Ideas



## Found: The Art of Recycling

Author: Lisa Hölzl  
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\*Notes may be downloaded and printed for regular classroom use only.

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### Synopsis:

*Found* offers students a short graphic history of art from Picasso through to contemporary Australian artists who have used found objects and recycled materials to create artworks that changed the art world. The book is designed to increase students' interest in making art from recycled materials while being inspired by great historical examples and stories of artists and their unique art making-practices.

### Author Information:

Lisa Hölzl is a practising artist who runs art workshops for adults and children from her studio, an old bakery in Marrickville, Sydney. She has a design degree and a Master's degrees in both visual arts and teaching. Lisa currently teaches at a local secondary visual arts high school and a tertiary college of design. Her inspiration for the book came from her two daughters Mimi and Eliza with their daily pockets full of small found treasures and their never-ending desire to make and build things with the things they find. Lisa has become a keen advocate for sustainable art and design. She wrote this book as a resource to inspire and assist other teachers, parents, artists and children to use recycled materials in their art making. She is currently working on a new book which will be about specific art-making techniques, processes and projects using recycled materials.



### How to use these notes:

These notes are to be used in conjunction with the text *Found: The Art of Recycling*. The book works on a number of multimodal learning levels. The suggested activities are relevant for a wide age and range of abilities. Please select according to the level, learning style and targeted outcomes of your students.

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| <p><b>These notes are for:</b></p> <ul style="list-style-type: none"> <li>• Stage 2 &amp; 3: Years 4, 5-6</li> <li>• Stage 4: Years 7 &amp; 8</li> </ul> | <p><b>Primary Key Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• Visual Art</li> <li>• HSIE</li> <li>• History</li> <li>• English</li> <li>• Science &amp; Technology</li> </ul> | <p><b>Secondary Key Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• Mathematics, PE, Health and PD</li> <li>• Language</li> </ul> | <p><b>Example of:</b></p> <ul style="list-style-type: none"> <li>• Art History Picture Book</li> <li>• Historical Narratives</li> <li>• Art Making &amp; Appreciating</li> <li>• Art Practice, Critical &amp; Historical Studies, Art Making</li> <li>• Making &amp; Responding</li> </ul> | <p><b>Experience of:</b></p> <ul style="list-style-type: none"> <li>• Multimodal Learning</li> <li>• Reflecting on text</li> <li>• Viewing &amp; Creating</li> <li>• Research</li> </ul> | <p><b>Values Addressed:</b></p> <ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Social Responsibility</li> <li>• Cultural Diversity</li> <li>• Scientific &amp; Critical Enquiry</li> </ul> | <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• The Environment</li> <li>• Cultural Diversity &amp; Change</li> <li>• Memory and the Past</li> <li>• Tradition &amp; Innovation</li> <li>• Science &amp; Technology</li> <li>• Consumerism</li> </ul> |
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## Language Style and Structure

Is this a fiction or non fiction book? What do you think it is about?

## Introduction

- Read and look at the art periods on the Timeline (pages 8-9). Discuss which are familiar and which aren't. Look at each word and ask students to think about what they might mean. e.g.
  - » Cubism from cube (painting objects as little cubes)
  - » Futurism from future
  - » Dada – a silly, senseless sounding baby word
  - » Surrealism from Surreal and “above” or beyond real (such as dreams and fantasies)
  - » Abstract expressionism from non-representational or realistic expression or expressiveness
  - » Pop art from popular, performance to perform
  - » Minimalism from minimal
  - » installation from install
  - » Contemporary meaning “now”

## Before Reading the Book

- Look at the front and back covers of the book. Discuss what you think it might be about. Do you do any of the things described on the cover? What do you make? What do you use to make your work? Do you use bought materials or do you find them?
- Brainstorm different art forms you know of (e.g. painting, sculpture, drawing, photography, etc). In this book there may be kinds of art you haven't heard about before or been able to name. Add to your list as you read (e.g. collage, performance, installation, assemblage, accumulations).
- Look at the Timeline on pages 8 and 9. Discuss each different time period and how they relate to corresponding art movements. Discuss the meaning of the words “traditional” and “contemporary”.

## Guided Reading Questions

### 1. Picasso (pages 10-11)

- Read the heading before showing the artwork “painting without paint”. What do you think it means? Is it possible?
- Consider the date/time period and the materials and art forms most artist used. Discuss how you think Picasso created the work shown. How is it different to traditional painting? For example no paint, perspective, flat no depth or background.
- Discuss the difference between realistic and abstract

artworks. Do you think this artwork is realistic or abstract? Do you think it looks like a guitar? Why or why not?

- Consider and list technological inventions that may have happened not long before Picasso made this work, which would affect the need for artists to represent things and people realistically (e.g. the camera).

### 2. Carrá (pages 12-13)

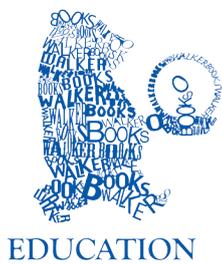
- Can words be artworks? How has Carrá arranged the words on the page? How does this differ to the way a book or a newspaper is laid out?
- Try combining art with text by writing your own free word poem. Look at the poems of Andre Breton and other Surrealist poets. Think of an event, person or favourite object and collect words to describe it which will evoke a particular emotion.
- Cut out relevant words from magazines and newspapers and arrange them in an interesting way, then glue them to another sheet of paper.

### 3. Duchamp (pages 14-15)

- How do you respond to this work? Is this art? Have a class debate for or against. Write down a summary of each side's argument.
- Conduct a survey of students who like this artwork and those who don't and compile the reasons why.
- As a class, discuss the criteria you used to judge this art work (e.g. abstract or representational, handmade or manufactured, monochromatic or colourful and why? Discuss how different people have different viewpoints and opinions and how audiences change over time in relation to context.
- Is this work as strange now as it would have been when it was first created?

### 4. Hausmann (pages 16-17)

- Not all artworks make sense. How has this artist used familiar objects to make a strange head?
- As a class, go on a scavenger hunt around your school on a regular basis for unwanted classroom equipment and materials (e.g. old photocopies and musical scores, maps, old rulers and pens, etc.).
- Set up a collections trolley in your own classroom of found and recyclable materials. Look at what you find and in groups choose 6 things to combine and



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assemble in an inventive new way. Give your work a name and create an exhibition of finished sculptures. Write about what is familiar and what is strange about your own and the other finished works.

## 5. Cornell (pages 18-19)

- What's in *your* pocket? What things do you constantly pick up and collect? Cornell liked to collect things too. What kind of things do you think he collected that he has chosen to display in this box he called Object (Roses des vents)?
- Using a shoebox, photocopy paper box or some other box with a lid, collage the tops and sides of your box with found papers and materials. Inside the box, create compartments with cardboard strips to keep your own collection of personal treasures in. Write a story about each object in your box: where you found it, why you like it and why it is personally significant to you. From this story, give your box a relevant name.

## 6. Raushenberg (pages 20-21)

- Consider different art forms. Is this artwork a painting or a sculpture? What other art forms can you mindmap? (e.g. photography, printmaking, ceramics.)
- As a class consider other forms of art such as computer or digital art, architecture, jewellery, fashion etc. Discuss the difference between art and design. Flip through *Found* and list the other types of art forms featured.
- In his artworks, Raushenberg used collage, montage, painting and sculptural elements, and called them Combines. Why did he choose this word? What things would you like to combine in an artwork to create an interesting and colourful composition using only objects and materials you can find in your classroom right now?

## 7. Tinguely (pages 22-23)

- Watch the YouTube video at <http://youtu.be/3EYP51cG5OA> which records the event from which the art work shown here is the only remaining piece. Make a list of the found objects Tinguely included in the work. Why do you think he wanted to destroy his own work? Why did he make it such a public event with so many people in the audience? What do you think the audience thought of the work at the time? What do you think of it now?
- Do you think he was making a comment on our society's consumerism?

## 8. Wesselmann (pages 24-25)

- Discuss the meaning of consumerism.

- What things do you and your family buy the most (e.g. magazines, food, electronic equipment, home décor, books, games, gardening equipment, toys, clothes)?
- As a class, consider what happens to all these things over time. Are they kept or thrown out? Why? How and where do you get rid of things you no longer need or want? Where do these things end up? As a class consider the effects of popular culture and the media on your own consumption of products.
- Look at the collage on page 25. Which products does Wesselmann think we buy and consume too much of? Why do you think he has included a picture of a Picasso painting in this kitchen? Is art also a product we can consume?
- Pop art was all about our consumer society. Have a look at other Pop Artists (Warhol, Lichtenstein etc.) and the techniques and colours of their work, which mimics advertising, comics and other forms of popular culture.

## 9. Horn (pages 26-27)

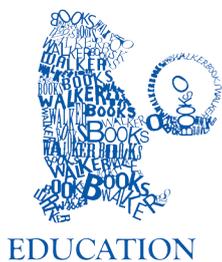
- Performance and role-play. If you were a human sculpture what would you be?
- Where have you seen performance artists? What were they doing and wearing? What response did they inspire from their audiences?
- Kinetic sculptures can also perform for their audience. Why has Horn chosen a piano for this artwork? What has she done to change the way we usually see and use a piano? How do you think you would feel standing under this artwork?

## 10. Boltanski (pages 28-29)

- What is the difference between fact and fiction? Are photographs fact or fiction? Why? Do they always tell the truth? Are they an accurate record of history and past events?
- Discuss how Boltanski has used photographs as part of this artwork. Are they realistic? Do they represent real people or people he knows? How do photographs influence our memories?

## 11. Cragg (pages 30-31)

- List all the things we throw out made of plastic, including the things you can see in this artwork.
- Discuss and research the effect of plastic waste on our environment.
- Does this artwork look like a bunch of rubbish thrown



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on the floor? Why not? How has Cragg designed his installation to make it look aesthetically beautiful? Consider his use and arrangement of particular colours, shape, spacings, etc. Look at some of Cragg's other similar works which are arranged to represent real things versus geometric shapes.

- Start collecting plastic waste products around your school and organise your collection by colour.
- Study Newton's theory of colour to inspire your future use of coloured materials.

## 12. Berkowitz (pages 34-35)

- Discuss the options for carrying groceries from the supermarket back to home. Do you use supermarket bags or your own bags? What are the bags you use made from? How long do you think each type of bag will last and remain out of the waste stream? List them in order of their expected lifespan.
- What is this artwork made from? Why do you think the artist made this installation from plastic supermarket bags? What will happen to them if we can't find a way to reuse them? What effects might they have on our environment?
- Brainstorm things you can make from bags.
- Research other artists such as the Indigenous Ghost Net Gear project artists who have found artistic ways to re-use marine debris in the Gulf of Carpentaria (Ref: MCA catalogue for exhibition "In the Balance: Art for a Changing World Aug-Oct 2012). Also research knitting & crocheting with plastic and PET fabrics (plarn vs yarn).

## 13. Wilson (pages 36-37)

- Natural found materials are all around us. Look at and research the natural environment on the way to school and in your school. Collect fallen twigs, flowers, seed pods. How do these reflect the changing season you are in right now?
- As a class, work on a collaborative project of joining your collected objects using string or florist's wire in a careful and sensitive way. Create a mobile or a work to hang against a wall. Every day write down any changes you notice taking place, e.g. changes in colour and levels of decay.

## 14. Hill (pages 38-39)

- Who owns the land where you live or go to school? Discuss the original owners of the land and which cultural group(s) they belong to.

- How has Hill used milk crates to draw people's attention to what is stolen, borrowed or bought? As a contemporary Indigenous Australian artist do you think this work looks like the Aboriginal art you are used to seeing? Why or why not?
- How can you use milk crates or boxes to define territory and infer ownership?

## After Reading the Book

- All of these artists made very different artworks for very different reasons, but what do they all have in common? Do they buy their materials or find them? Do they want to change the world or how we see it? Which of the artists do you think encourage us to care about our environment? How do they do that using their artworks?
- Which of the activities suggested in this book would you like to do? What materials can you bring in from home to use? What would you like to make? Write down a list of materials and equipment you will need, and the steps you are going to have to take, to make it.
- Create a materials trolley in your classroom which includes a kit of equipment like scissors, glue and tape, as well as baskets of bottle tops, paddle pop sticks and other found and recycled materials.

## Exploring the Language

- Match the names of the artists in the book to relevant terms listed in the glossary.
- Match the names of artists in the book to the time periods listed on the Timeline.
- Discuss the difference between abstract and realistic/representational, traditional and contemporary, interactive and installation.
- **Glossary:** create a crossword using the art-related words in *Found*. Add other words you think are relevant. Write a story about one of the artists you have read about in the book and use some of the words in the glossary in your story. Consider the word "perspective". What does it mean? Does it have more than one meaning? Look up dictionary definitions and research the word on the Internet. Present one definition of the word to your class.