

# Recycled Art

Hallie Ford Museum of Art at Willamette University

August 26 - November 4, 2006

## Teachers Guide

This guide is to help teachers prepare students for a field trip to the exhibition, *Recyc ed Art* offer ways to lead their own tours; and propose



## **INTRODUCTION**

*by John O'Rourke, The Marietta Collins Director, H. Rouse Phillips Ford Museum of Art*

## **BEFORE THE MUSEUM VISIT**

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## Artists' Statements



#1

Barbara Barnes Allen

*P e s e r i t e*

2005

Mixed media

19" x 7 ½" x 7 ½"

Courtesy of the Artist, Seattle, Washington

Artist Statement: I have long had an interest in architectural structures and much of my work has been based on it. We have traveled a lot, so I began making small things that I could incorporate into books and it just got a life of its own. I wanted to keep using the architectural form so it then allowed me to create a sculptural piece that reflected the book itself. Also, it can be the title that gets me going. Sometimes people ask me for a specific theme: The Society for Arts and Crafts in Boston commissioned me to build a book on a Grimm's fairy tale. Last year we were in Paris for a few weeks and I made pieces about the Louvre, the Paris Metro, Claude Monet's garden and Versailles. Tickets, stamps, receipts – all the everyday things that people throw away are the stuff of my work. I think it was Baudelaire who said that the job of the artist was to distill the eternal from the ephemeral.

For *P e s e r i t e* I was given a collection of vintage stamps and I wanted to make a piece as a sort of homage to the lost art of letter writing. Each of the book's pages is done on a small envelope. I wanted the book to have the look that it could fly away – air mail of course.

#2

Kevin Burrus

*ntit ed*

2002

Wood, *N tion Geogr phic* magazines, paint

53" x 9"x 9"

Collection of the Artist, through the courtesy of PDX Contemporary Art,  
Portland, OR

Photography: Kevin Burrus

Artist Statement: Do the things we collect such as magazines, journals or even post consumer paper products become, or will they become "Artifacts"? This is where I start my process in creating my art. I am interested in making forms that combine materials that are collected by some or discarded by others. In this work I take wood as my material, both the post consumer or processed; paper in the form of magazines (*N tion Geogr phic*); and wood, either domestic or reclaimed. My current work is influenced by

## **AT THE MUSEUM**

- Review with students what is expected – their task and museum behavior.
- Focus on the works of art. Encourage students to look closely at each work of art and consider the following questions (it is not necessary to address all the questions, nor follow a certain order – sometimes one “speaks” to the viewer first):

Who created the work? Do you think he/she had some sort of formal art



## **MAKING CONNECTIONS**

### **Art**

#### Art History

Research and discuss the history of using found objects and recycled materials to create art in the United States. Look at examples of traditional quilts, and works by Pablo Picasso, Marcel Duchamp, Joseph Cornell, Louise Nevelson, Alexander Calder, Robert Rauschenberg, and John Chamberlain.

#### **American Quilts**

<http://americanhistory.si.edu/collections/quilts/>  
[www.newarkmuseum.org/quiltmasterpieces/index.htm](http://www.newarkmuseum.org/quiltmasterpieces/index.htm)

#### **Pablo Picasso**

[www.depauw.edu/library/vrc/galleries/fall03/arth142/pages/142\\_002.html](http://www.depauw.edu/library/vrc/galleries/fall03/arth142/pages/142_002.html)

#### **Marcel Duchamp**

[www.understandingduchamp.com/](http://www.understandingduchamp.com/)

#### **Joseph Cornell**

[www.ibiblio.org/wm/paint/auth/cornell/](http://www.ibiblio.org/wm/paint/auth/cornell/)  
[www.artchive.com/artchive/C/cornell.html](http://www.artchive.com/artchive/C/cornell.html)

#### **Louise Nevelson**

[www.albrightknox.org/ArtStart/sNevelson.html](http://www.albrightknox.org/ArtStart/sNevelson.html)  
[www.artnet.com/Artists/ArtistHomePage.aspx?artist\\_id=12506&page\\_tab=Artworks\\_for\\_sale](http://www.artnet.com/Artists/ArtistHomePage.aspx?artist_id=12506&page_tab=Artworks_for_sale)

#### **Alexander Calder**

[www.phillipscollection.org/american\\_art/artwork/Calder-Only\\_Only\\_Bird+.htm](http://www.phillipscollection.org/american_art/artwork/Calder-Only_Only_Bird+.htm)

#### **Robert Rauschenberg**

[www.metmuseum.org/special/Rauschenberg/images.asp](http://www.metmuseum.org/special/Rauschenberg/images.asp)

#### **John Chamberlain**

<http://hirshhorn.si.edu/collection/search.asp?Artist=Chamberlain+John&hasImage=1>  
[www.guggenheimcollection.org/site/artist\\_work\\_md\\_29\\_1.html](http://www.guggenheimcollection.org/site/artist_work_md_29_1.html)

## Art Making

Have students create their own recycled art.

Prep:

Collect a wide array of found objects, junk, or garbage, such as movie stubs, bicycle parts, car parts, fabrics, food wrappers and containers, clothing such as shoes and neckties, etc. Consider sources of recyclables at your school such as the cafeteria, the janitorial areas, art and industrial arts rooms, etc. You might give students a week's advance notice to bring objects from home, including some from the list the class made in the pre-visit activity.

Create:

have students:

- make a list of recycled objects they saw in the exhibition.
- choose three or more objects from the collection of recycled and found objects to create a work of art. It can be a sculpture, painting, or assemblage – as long as the objects are incorporated in a thoughtful way.

Reflect:

have students:

- describe the features of the artwork – color, shape, pattern, etc.
- discuss the narrative elements. What is the subject matter? Does it tell a story? Represent an idea?
- explain why they chose the objects.
- describe their process. Did they have a goal for what Tajal for wh a g3(l)-3( f)2(okr)2()19, sh, alhd th
- s o thea-2(s)-2(-13(h)-1(e)3( o)-1(b)-1(j)-3(e)-7(c)3(t))-7(e)3( o)-1(r)-1(r)-8(a)3(s)-2(c)3()9(o)-11(c)3(t)

## Language Arts

### Writing

1. Create a cinquain (pronounced sincane: a five-line stanza) inspired by one of the works in the exhibition (this can be used as a gallery activity at the Museum).

Structure your cinquain as follows:

Line 1: A noun (you may want to use the actual title of the artwork).

Line 2: Two adjectives which describe your noun.

Line 3: Three verbs which describe the noun.

Line 4: A short phrase about the noun.

Line 5: Repeat noun in Line 1.

Sample (using Dona Anderson's *Seven Up*)

Seven Up  
Bamboo-like, patterned  
Curves, slopes, falls  
Asian patterned bamboo slide arching down to earth  
Seven Up

2. Have students create “found” poetry – blank verse from words found in magazines and newspapers. A lesson plan can be found at [www.teachervision.fen.com/poetry/lesson-plan/5461.html](http://www.teachervision.fen.com/poetry/lesson-plan/5461.html)

## Science/Social Science

### Recycling and the Environment

Recycling as an environmental issue grew out of the increasing abundance and

## **GLOSSARY**

**Abstract** Characteristic of art in which natural forms and objects are not rendered in a naturalistic or representational way, but are simplified or distorted to some extent, often in an attempt to convey the essence of the form or object.

**Assemblage** A three dimensional composition made of various materials such as found objects, paper, wood, and textiles.

**Dada** A movement in the visual, performing, and literary arts that flourished primarily in Zürich, Switzerland; New York City; Berlin, Cologne, and Hannover, Germany; and Paris in the early 20th century. Born out of the social and moral crisis that followed World War I, Dada was more a worldview than a style. Dada artists ridiculed contemporary culture and traditional art forms, creating unconventional works using unconventional materials and techniques. Their work is characterized as nihilistic and cynical, yet absurd and playful at the same time.

**Nonobjective** Having no recognizable subject matter, such as houses, trees, people, etc.

## RESOURCES

### Books available through the Chemeketa Cooperative Regional Library

#### Recycling and the Environment:

Blashfield, Jean F. and Wallace B. Black, *Recycling*. Children's Press, Chicago, 1991.  
Discusses the advantages of recycling and how we can help protect the environment from further damage. Ages 9-12

Kalbacken, Joan and Emilie U. Lepthien, *Recycling*. Children's Press, Chicago, 1991.  
Shows how the ever-growing tide of refuse threatens the environment and wastes resources, and how recycling helps in conservation efforts. Ages 4-8

Donald, Rhonda Lucas, *Recycling*. Children's Press, New York, 2001. Ages 4-8

Powell, Jillian, illustrated by Amanda Wood. *Recycled*. Picture Window Books, Minneapolis, 2003.  
This is a Blue Level book in the Read-It! Readers series, for children who are just starting to read.

#### Activities:

Bracket, Karen and Rosie Manley, *Beautifuler II More Creative Classrooms for Recycling Materials*. Fearon Teacher Aids, Simon & Schuster Education Group, 1993.

Carlson, Laurie, illustrated by Loretta Trezzo Braren, *EcoArt Earth Friendly Arts and Crafts Experiences for 9 Year olds*. Williamson Publishing Co, Charlotte, VT, 1993.

Martin, Laura C., *Recycled Crafts Book*. Storey Publishing, North Adams, MS, 2003.

Petrash, Carol, illustrations by Donald Cook, *Earth's Simple Environment Activities for Young Children*. Gryphon House, Mt. Rainier, MD, 1992.



**Social Sciences**  
Geography









