

transFORMATION

Art Made from Recycled and Reused Materials



Artmobile
Covering the County • Uncovering the Arts

ARTMOBILE is a non-collecting traveling museum dedicated to providing the school children and adults of Bucks County access to fine, original works of art and innovative art education programs through its visits to schools and public sites. Artmobile is a vital component of Bucks County Community College which provides significant cultural outreach programs in accordance with its mission. Now celebrating its 34th year, Artmobile is committed to fostering an understanding of art, art making, and the value of art in our lives and communities by exhibiting and interpreting works of art.

This manual was developed to help teachers incorporate the Artmobile experience into their curricula by providing background information and classroom activities related to the exhibition. It is intended to serve as a resource both in conjunction with and apart from the exhibition.

For more information on Artmobile and its programs, please call 215-504-8531 or visit www.bucks.edu/artmobile.



First Priority Bank

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acknowledgements

AS DIRECTOR of Hicks Art Center Gallery and Artmobile, I often meet and work with extraordinary people—artists and educators—and many times, individuals who are both. This was one of those times. Rebecca Kelly brought her considerable passion for art and education—especially art in education—to her work in curating *transFORMATION*. I am grateful for all her hard work on this project and delighted that her enthusiasm for Artmobile over the years grew into the desire to curate this exciting and timely exhibition.

Of course, there could be no exhibition without the generosity of the many talented artists who graciously loaned their work for the duration of the tour. I offer my heartfelt thanks to:

| | |
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FRAN ORLANDO
Director of Exhibitions and Artmobile
Bucks County Community College
Newtown, PA



Hannah Fink, *Steve*



introduction

AMERICANS throw away about 28 billion bottles and jars every year.

We make more than 200 million tons of garbage each year, enough to fill Bush Stadium from top to bottom twice a day!

Each year, Americans throw away 25,000,000,000 Styrofoam cups. Even 500 years from now, the foam coffee cup you used this morning will be sitting in a landfill.

Did you know that about one third of an average dump is made up of packing material?

Did you know that an estimated 80,000,000 Hershey's Kisses are unwrapped each day, using enough aluminum foil to cover over 50 acres of space? That's enough aluminum foil to cover almost 40 football fields. All of that foil is recyclable!

Many artists want to close the loop between the trash we make and the trash we toss away by using those materials to make art. They are looking to build a sustainable future for our planet. They can find inspiration from previously used materials. Sometimes proximity to reused materials forms a desire to use those materials. Leo Sewell, a renowned artist and member of the Philadelphia Dumpster Divers, grew up next to a dump! James Castle, an outsider artist, grew up in a home that was both a post office and general store, so he made use of packing materials, shopping bags, magazines and many other materials found in his home. Artists derive joy and satisfaction from recreating and transforming found materials into works of art.

Other artists do not have access to art materials. Others simply cannot afford expensive materials so they use what is available, often looking to found objects and trash for cheap or free materials. When artists gather these found objects and create something new out of them, the art takes on a sense of nostalgia or personal meaning that traditional art materials lack.

Carol Cole, a member of the Dumpster Divers whose work is shown in the Hicks Art Center Gallery and recently in the Michener Museum in Doylestown,

writes eloquently about her need to make art from found materials:

I have been making "green" art since before there was a name for it. I see beauty where others see trash. I am a beachcomber, not only at the shore, but on city streets. I shop for art materials in junk yards. I am a gatherer not a hunter.

Just like the artists whose work is shown in *Artmobile*, children are often avid collectors. Children have an innate drive to gather and study materials. My son collected comic books as a child. Now he's a grown man, but the comics are still sealed in plastic and carefully catalogued. They serve as a history of the super hero culture of a child growing up in the 80's and early 90's. The comics are an emotional record of his childhood. Even President Barack Obama collected Spiderman comic books!

Children gather and explore all types of objects, including stamps, used CDs, shells, dolls, books, toys and sports equipment. Collections provide scaffolding to learn about a subject. Children gain skills of classification, observation and sorting through their collections. Collecting makes order and sense of their world and builds memory. Many collected objects evoke emotional ties to loved ones. Children acquire literacy through their book collections, whether that collection consists of Nancy Drew or Harry Potter books. And who doesn't love to pour through an old family photo album?

This exhibition, *transFORMATION: Art Made from Recycled and Reused Materials*, opens the window for you and your students to travel on a magic carpet ride of fantasy and imagination as you, too, discover the beauty and learning involved in reuse and recreation.

REBECCA KELLY



Donna M. McCullough, *Susan Maiden*

classroom activities

pre-visit activities

THE FOLLOWING are some activities to get students thinking about how much trash we produce and how it can be reused or recycled.

Use **web resources** to help children get a sense of the link between art and found objects and recyclables labeled as “trash.” You can do this by introducing them to artists like Marcel Duchamp, especially showing them images of “trash” in a fine arts setting. <http://understandingduchamp.com> is a terrific site for older children.



Maryann Riker, *Miniature History of the Button*



www.bikejuju.com/2009/march-13duchamp_wheel/

Use **web resources** to help children achieve an understanding what waste management really is and how it works. (*See Bibliography.*)

Encourage children to start collecting reusable materials. Suggest trips to thrift stores, garage sales and their homes.

Start a recycled art area and make organization part of the preparatory experience. Organize the junk in recycled containers. Classify and sort the objects according to material, color, shape, size and texture.

Start a classroom library with books from the bibliography of this manual.

*Pennsylvania Academic Standards: 9.2.3, 9.2.5, 9.2.8 (noted throughout)**

*“State Board of Education: State Academic Standards.” Pennsylvania Department of Education. 17 June 2009 <http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?Q=76716>. Guide to academic standards in all subject and grade areas in Pa.

post-visit activities

self-portrait collage: *language and visual arts*

Adapted from lessons by Triada Samaros & Jaymie Stein

Main Activity

Students will use recycled paper, magazines and catalogues to make a self-portrait collage. Teacher can adapt this activity for different age groups by varying the complexity of the language arts component.

Pennsylvania Academic Standards: 9.1.3, 9.1.5, 9.1.8, 9.4.3, 9.4.5

Purpose

Students will learn the basics of collage. Students will be able to talk and write about their experiences.

Objectives/Key Experiences

Students will be able to—

- Tear and cut papers into interesting shapes to use for a self-portrait collage.
- Grasp the concepts of elementary composition.
- Express their creativity.
- Learn that emotions impact facial features.
- Construct an interesting composition using collage materials.

Pennsylvania Academic Standards: 9.1.3, 9.1.5, 9.1.8, 9.4.3, 9.4.5

Students could also write personal stories in response to their self-portrait collage. The prompts can be adjusted depending on classroom context and age group.

Materials

Reproductions of artists who do collage, such as Henri Matisse, Eric Carle and Romare Bearden

Multicultural colored construction paper or recycled cardboards

Magazines, catalogues and recycled papers

Glue

Mirrors for students to look at their own image

Procedures

Part 1. Explain what a collage is, and how to make simple, torn paper self-portrait collage. Demonstrate activity by:

- Picking up a piece of recycled paper. (It's important to have a variety of pieces.)
- Using the fingertips to carefully tear paper into many small shapes, both regular shapes like circles and triangles, and organic shapes that are rounded, jagged, uneven and irregular.
- Comparing torn edges with the cut edges of papers.
- Placing shapes on the background paper.
- Changing the location of the shapes several times: encourage students to overlap their shapes and then encourage students to try placing shapes so pieces are not touching one another.
- Looking at his/her reflection in the mirror, have students reflect about how emotions change facial features.

If you like, this can be the entire lesson. Students can simply tear paper and experiment with placing pieces on the page. This is called composition and



Hannah Fink, *Pink and Green*

it's a basic element of art. You can have students glue on the same day, but it is not necessary. Once students get into gluing, they are less likely to experiment about how they are placing their shapes.

Pennsylvania Academic Standards: 9.1.3, 9.1.5, 9.1.8

Part 2. Creating a permanent collage using glue.

Instruct students to go to their tables and begin making their own collage using their own faces as inspiration. Spend time with children as they work, helping them work with tearing, cutting, gluing and choosing where to put their shapes. Talk to students as they work to help them reflect on their choices. It's important for students to consider different ways of placing their shapes before they glue, so that they have the experience of changing the composition of their collage.

Use a variety of relevant questions during and after the collage activity to enhance children's growing literacy and understanding of composition.

Examples are:

“Look at your neighbor's face. Which shapes can you see in his or her face?”

“What is your favorite piece?”

“What did you decide to do with the piece you selected?”

“What shape is your piece?”

“What do you see on your paper now?”

“What were you thinking about when you placed your pieces on the page?”

“Tell me how you did this”

Or teacher might state: “I see you made an interesting form_____ I see so many shapes on the left side of your paper_____. I see one shape covering another_____.”

Pennsylvania Academic Standards: 9.1.3, 9.1.5, 9.1.8

Language Arts Extensions

Younger students may dictate stories about their self-portrait collage. This experience can lead into an “All About Me” curriculum theme. Hold up one artwork per table and ask the students to talk about what they see. Later, after clean up, teacher can ask children to talk about their favorite part of the activity and recap the essential concepts.

Variations

“Make an ‘I am’ collage. Cut out colors, pictures and words that help define you. Gather stuff from your house, yard or street. Glue it onto cardboard or into your journal in a mini-collage. You can use any box you find or make it out of wood or cardboard. Put whatever you want inside—tickets, stamps, magazine clippings, and cutout words. Draw and write in it, too” (Wooldridge, 141).

Older students can create a collage to represent a story about their lives. Students can:

- Paint paper with one or two colors first before tearing it for collage, as is reflected in the work of Eric Carle and Henri Matisse.
- Fold paper in such a way as to make the pieces pop off the page, this introduces students to three-dimensional collage.
- Use found objects rather than paper to make their self-portraits.

Pennsylvania Academic Standards: 1.6.3, 1.6.5, 1.4.3, 1.4.5



Mark N. May, Hazel, *The Cleaning Lady*

insect life: science, sketching and sculpture

Adapted from lessons by Rebecca Kelly

Main Activity

Students will create a three-dimensional insect out of found objects and write a story about their creature.

Secondary Activity

Students will draw from direct observation of insects.

Pennsylvania Academic Standards: 3.1.4, 3.1.7

Purpose

To examine insect life. This may connect to studies of ants, butterflies and other insect life. Students will use observation skills to learn about insect life.

Objectives/Key Experiences

Discuss body parts, habitats, defense, evolution and social systems of insects. Students will construct an insect sculpture, tell a story and gain a sense of design. They will manipulate materials using photographs of insects and combine materials to form insect sculptures. They must show their knowledge of the insect's body parts by accurately building the body.

Materials

| | | |
|------------------------|-----------------------|-------------|
| Photographs of insects | Wire | Paint lids |
| Wine corks | Jar lids | Straws |
| Buttons | Plastic hair rollers | Pom-poms |
| Old film containers | Other small treasures | Tacky glue |
| Masking tape | Strings | Paper clips |

Procedures

Part 1.

Teacher will:

- Explain what an insect sculpture is and how to construct an accurate body based on a photograph of an insect.
- Pick up an object that will become the body of the insect sculpture.
- Choose pieces that look like the insect's body parts.
- Place chosen pieces of junk together that resemble an insect.
- Change the different choices for body parts. Students can help decide which ones look accurate.
- Display photographs of insects to work from as they construct their own insect sculptures.
- Demonstrate how to attach the insect.

Pennsylvania Academic Standards: 3.2.4, 3.2.7

Part 2.

Teacher will:

- Instruct students to go to their tables and begin selecting their pieces, using their photograph of an insect as a guide.
- Guide children as they work, helping them decide which pieces of junk to use. (It's important to talk to students as they work to help them reflect on their choices.)
- Invite students to consider different ways the different pieces can represent body parts of the insects in the photograph.

Pennsylvania Academic Standards: 9.1.3, 9.1.5, 9.1.8



Fred Cole, *Colored Bird Reaches Base*



Eva Preston, *Mr. Magic*

Along the way, ask students...

- Can you identify the different body parts of the insect?
- What materials can you use to make your insect?
- How might you connect and attach their materials to make an insect?
- Will you use string, masking tape or glue?

Pennsylvania Academic Standards: 1.6.3, 1.6.5, 1.6.8,

Sketching

Observe insects in their habitats or in classroom insectariums. Observe butterflies using classroom butterfly growing kits. Have children draw exactly what they observe.

Pennsylvania Academic Standards: 9.1.3, 9.1.5

Language Arts

Students can write a story about an imaginary insect. Students can also write a research paper about their insect.

Pennsylvania Academic Standards: 4.7.4, 4.7.7, 4.7.10



Ellen Benson, *Catch Me If You Can*



Glenn Moore, *Gladiator Nuance*

activities throughout the curriculum

Ann Keech, Rebecca Kelly & Sarah Berenstain's Guide

Try any of these activities or the many wonderful lessons found in the bibliography of this manual to enhance your students' knowledge about the environment and the arts.

mathematics

Formulate picture graphs using statistics available on garbage.
Pennsylvania Academic Standards: 2.1.3, 2.9.3

Talk to students about how measurement and weight relate to each other, using an old soda can as an example. By crushing the can, you can demonstrate that the volume of an object can change, while the mass remains the same.
Pennsylvania Academic Standards: 2.1.3, 2.9.3

Use guesstimations in the collection of materials, weigh materials and measure materials.
Pennsylvania Academic Standards: 2.1.3, 2.9.3, 2.9.5

social studies

Illustrate a timeline of how garbage has changed as disposable items were invented. Example: Gillette invented the disposable razor blade in 1895.
Pennsylvania Academic Standards: 4.2.4, 4.2.7, 4.2.10, 6.2.3, 6.2.6

Read Native American stories from *Keepers of Life* and *Keepers of the Earth*. Discuss how different cultures view the idea of waste: compare and contrast European settlers perception of waste with Native Americans belief that all parts of an animal or plant must be used. The authors of these excellent books for young people explain the respect Native Americans have for "Mother Earth" as well as the kinship with animals.
Pennsylvania Academic Standards: 4.2.4, 4.2.7, 4.2.10

Talk with your students about the socio-economic implications of artists who cannot afford materials or do not have access to them. Good examples include Martin Ramirez who used bread, James Castle who used soot and Nellie May Roe who used chewing gum balls as their media.
Pennsylvania Academic Standards: 4.2.4, 4.2.7, 4.2.10, 6.1.3, 6.1.6

Construct masks. Show students pictures of Mardi Gras masks, African masks and Native American masks. *How are masks used? What would a mask made from junk be saying?* Make masks to wear or to hang on the wall.
Pennsylvania Academic Standards: 4.2.4, 4.2.7, 4.2.10

art

Artist Louise Nevelson's work can inspire children to collect objects, glue them on cardboard and paint the entire piece. This is called an assemblage.
Pennsylvania Academic Standards: 9.1.3, 9.1.5, 9.1.8, 9.1.12, 4.2.4, 4.2.7, 4.2.10



Nanci Hersh, *Sailor Suit II*

Joyce Vollmer, *Striped/Button Purse*



Eva Preston, (*Shoes*)



Zoë Brookes,
Target Ballgown



Ellen Benson, *Recess*

Paint or draw a junk Still Life. Show the children examples of Still Life art.
Pennsylvania Academic Standards: 9.1.3 9.1.5 9.1.8, 9.1.12, 4.2.4, 4.2.7, 4.2.10

Cover old frames with buttons, fabric scraps, stamps, and other mixed media and collage materials.

Pennsylvania Academic Standards: 9.1.3, 9.1.5, 9.1.8, 9.1.12, 4.2.4, 4.2.7, 4.2.10

Construct mobiles or wind chimes. Use an old coat hanger, bicycle wheel, branch or CD. Hang objects to shine, twirl or clang. Drill hole in CD at top and hang things on fishing line or wire to shine and dangle. Metal objects can hang and clang for wind chimes.

Pennsylvania Academic Standards: 9.1.3, 9.1.5, 9.1.8, 9.1.12, 4.2.4, 4.2.7, 4.2.10

Build a robot out of large cardboard boxes.

Pennsylvania Academic Standards: 9.1.3, 9.1.5, 9.1.8, 9.1.12, 4.2.4, 4.2.7, 4.2.10

Knock off a Joseph Cornell style artwork (see bibliography), also known as an assemblage, by planning a theme, collecting objects that relate to that theme and gluing them into an old cigar or candy box.

Pennsylvania Academic Standards: 9.1.3, 9.1.5, 9.1.8, 9.1.12, 4.2.4, 4.2.7, 4.2.10

language arts

Write the story of a thrown away object, its history and what happens to it after being tossed in the trash.

Pennsylvania Academic Standards: 1.4.3. 1.5.3. 1.5.5. 1.5.7, 4.3.4, 4.3.7

Name three recycled materials, then choose one and make a list of three places you think that material has been.

Pennsylvania Academic Standards: 1.4.3. 1.5.3. 1.5.5. 1.5.7, 4.3.4, 4.3.7, 4.8.4, 4.8.7

Artists from around the world make clothing and accessories out of recycled materials. Imagine that you were to design your own outfit made of found

objects or recyclables. Write about what you would choose to use for your outfit and what would your outfit look like.

Pennsylvania Academic Standards: 1.4.3. 1.5.3. 1.5.5. 1.5.7

Many of the **visual artists use repetition** in their work. Writers, too, can use a form of repetition called alliteration.

For example, e.e. cummings wrote, “maggie and millie and molly and may went down to the beach (to play one day).” Make up a line of poetry that uses alliteration.

Pennsylvania Academic Standards: 1.4.3. 1.5.3. 1.5.5. 1.5.7

Tell stories to your students in an outdoor environment.

Pennsylvania Academic Standards: 1.4.3. 1.5.3. 1.5.5. 1.5.7

Write scripts for puppet shows using puppets made out of recyclables or found objects.

Pennsylvania Academic Standards: 1.4.3. 1.5.3. 1.5.5. 1.5.7

Leo Sewell, *Wall Eagle*



Artists create titles for their work. Three of Ellen Benson’s titles of her work in Artmobile are “Recess,” “Specimens” and “Catch Me if You Can.” If you could use any three found objects to make sculpture, what objects would you use and what would you title your piece?

Pennsylvania Academic Standards: 1.4.3. 1.5.3. 1.5.5. 1.5.7

science

Learn about wind power and make a whirligig or pinwheel out of old file folders and attach with a straight pin into the eraser of a pencil.

Pennsylvania Academic Standards: 4.2.4, 4.2.7, 4.2.10, 4.8.4, 4.8.7

Compare decomposition rates of different packaging, assembling various packages to be exposed to the elements. What are the implications?

Pennsylvania Academic Standards: 4.2.4, 4.2.7, 4.2.10, 4.8.4, 4.8.7

Make indoor planters in old shoes and boots.

Pennsylvania Academic Standards: 4.2.4, 4.2.7, 4.2.10

Make animals out of plastic bottles, oatmeal boxes, milk cartons and cardboard tubes.

Pennsylvania Academic Standards: 4.2.4, 4.2.7, 4.2.10

Design a solar system by covering old tennis balls with model magic, insert sequins with pins, and hang from the ceiling.

Pennsylvania Academic Standards: 4.2.4, 4.2.7, 4.2.10

Make flowers out of egg carton cups for petals and leaves, button on wire through center for stem. Flower parts could be cut from magazine illustrations or plastic bottles. Jar lids or buttons could be flowers attached to wire stems. “Plant” your flowers in recycled flowerpots. Collaged and mixed media flowers would make a beautiful garden.

Pennsylvania Academic Standards: 4.2.4, 4.2.7, 4.2.10



social skills

Start a club! The Environmental Protection Agency has great resources for starting up a Planet Protectors Club. See bibliography for more information.

Pennsylvania Academic Standards: 9.3.3, 9.3.5, 9.3.8, 9.1.3, 9.1.5, 9.1.8

Use the **discussion** of the social problem of “garbage” as a jumping off point for a bigger conversation about advocacy, activism and government policies.

Pennsylvania Academic Standards: 9.3.3, 9.3.5, 9.3.8, 9.1.3, 9.1.5, 9.1.8

music and movement

You can test ordinary classroom objects with your students for making sounds and assemble a Junk Band! Use rubber bands across a milk carton guitar, beans in a bottle or can shaker. Use long flat objects spread across two parallel paper rolls and tap with a spoon for junk xylophone, upside down foil pans are another percussion opportunity.

Make simple rain sticks. Use a paper towel roll, coil of aluminum foil to go in (like corkscrew shape), beans, rice or small pebbles to go inside the tube; tape ends the ends and decorate the outside of the tube with markers, collage, tissue paper, etc. Experiment with tightness of coil and beans/rice or whatever else you put in the tube.

Pennsylvania Academic Standards: 9.1.3, 9.1.5, 9.1.8

You can **make stilts for younger children** by making holes in LARGE tin cans and tying thick string through the holes of the can.

Pennsylvania Academic Standards: 10.4.3, 10.4.6, 10.5.3

Find long narrow strips of found objects like caution tape and have children walk on the tape as though they were walking on a tight rope in a circus.

Pennsylvania Academic Standards: 10.4.3, 10.5.3

Make outdoor play environments for children using old tires, boats and other large recycled objects.

Pennsylvania Academic Standards: 10.4.3, 10.5.3



Miriam Schaer, *Pink and Blue*

glossary

Source: Wikipedia

Assemblage Assemblage is an artistic process in which a three-dimensional artistic composition is made from putting together found objects. Louise Nevelson created sculptures of found pieces of wood.

Bricolage A term used in several disciplines, among them the visual arts and literature, to refer to the construction or creation of a work from a diverse range of things which happen to be available, or a work created by such a process. The term is borrowed from the French word “bricolage”, from the verb “bricoler”—the core meaning in French being, “fiddle, tinker” and, by extension, “make creative and resourceful use of whatever materials are to hand (regardless of their original purpose).” A person who engages in bricolage is a bricoleur.

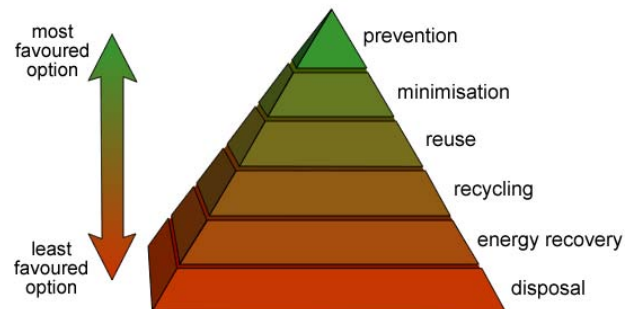
Collage The word collage comes from the French word *coller*—which means glue. Artist Jean Dubuffet created a series of collages using butterfly wings which brought attention to the art form. You can use any type of materials—magazine clippings, photos, and other objects—and glue to a board or paper.

Composition The placement and arrangement of visual ingredients of a work of art.

Dumpster Divers People who go through trash to find items that are useful to them. Also known as urban foraging, trash-picking, recycling and curb shopping.

Recycling Saving materials from the trash to reuse.

Upcycling A component of sustainability in which waste materials are used to provide new products. It is generally a reinvestment in the environment. Upcycling is the practice of taking something that is disposable and transforming it into something of greater use and value.

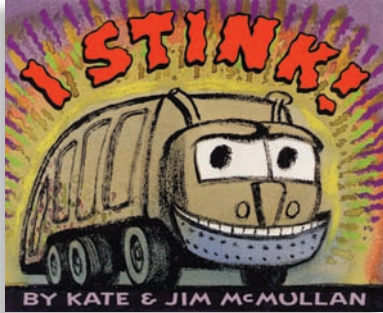


Waste hierarchy The waste hierarchy refers to the 3Rs of reduce, reuse and recycle, which classify waste management strategies according to their desirability. The 3Rs are meant to be a hierarchy, in order of importance.

The waste hierarchy has taken many forms over the past decade, but the basic concept has remained the cornerstone of most waste minimization strategies. The aim of the waste hierarchy is to extract the maximum practical benefits from products and to generate the minimum amount of waste.

Some waste management experts have recently incorporated a ‘fourth R’: “Re-think”, with the implied meaning that the present system may have fundamental flaws, and that a thoroughly effective system of waste management may need an entirely new way of looking at waste.

bibliography



children's literature

Fleischman, Paul. *Whirligig*. New York: Laurel Leaf, 1999.
Moving novel about a young man's journey from despair to hope.
Recommended for middle school readers.

Greenblat, Rodney Allen. *Aunt Ippy's Museum of Junk*. HarperCollins Childrens, 1991.
Colorful, fun picture book about an eccentric aunt who loves to collect junk.

Macmullan, Kate. *I Stink*. New York: HarperCollins, 2006.
THE book on garbage written for PreK-Kindergarten readers. Little ones love this book!

books on recycling

The Earthworks Group and Javna, Sophie. *The New Fifty Simple Things Kids Can Do to Save the Earth*. Kansas City, MO: Andrews McMeel Publishing, 2009.
This is the updated classic book on recycling for children.

Gibbons, Gail. *Recycle! A Handbook for Kids*. New York: Little Brown & Company, Young Readers, 1996.
A picture book for younger students about trash and where it all goes.

Green, Jan. *Why Should I Recycle?* Barron's Educational Series, 2005.
Nice source for lessons on recycling for ages 8 and above.

Roca, Nuria. *The Three R's: Reuse, Reduce, Recycle (What Do You Know About?)*. Barron's Educational Series, 2007.
Entertaining guide to ways to reduce pollution. Good book for families.

Showers, Paul. *Where Does the Garbage Go?* Revised Edition. New York: Harper Collins Publishers, 1994.
Enjoyable story about a landfill and ways to recycle for ages 5-8.

books on art

Anderson, Brooke Davis. *Martin Ramirez*. New York: Marquand Books, 2007.

Art and life of Mexican-born self-taught artist who made art from bread, candy wrappers, handmade glue, book pages, brown paper bags and other found materials.

Cornell, Joseph and Alison Baverstock. *Secrets in a Box (Adventures in Art)*. Grand Rapids: Prestel, 2003.

Children's book about this iconic artist and his magical boxes. Terrific, easy lesson in the back of the book. PreK-Grade 8.

Goldsworthy, Andy. *Andy Goldsworthy*. *Collaboration with Nature*. New York: H.N. Abrams, 1990.

Gorgeous, inspiring coffee table book of Goldsworthy's natural art installations.

Greenberg, Jan. *Romare Bearden: Collage of Memories*. Harry N. Abrams, Inc., 2003.

Students will enjoy story of Bearden's childhood in North Carolina as well as his beautiful collages. Recommended for PreK-Grade 8.

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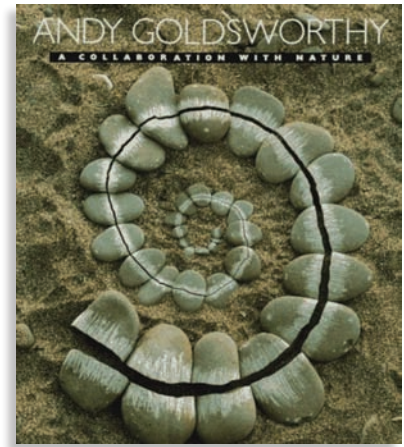
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Terrific textbook for teaching art with integrated curriculum connections.

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how-to books

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Examples of charming art made by children in India using easy to find household items and recyclables.

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Eric Carle's bright collages based on nature hold universal appeal for all ages.

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Inspiring resource for found object art.

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Terrific resource on recycling and where our garbage winds up.

Waste Management—Think Green. 21 July 2009

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Excellent resource for teachers and students, including videos and interactive activities for all ages.

WebMuseum: Cornell, Joseph. Education @ibiblio. 19 June 2009

<http://www.ibiblio.org/wm/paint/auth/cornell/>.

Iconic artist who transformed modern art with his magical boxes.

WebMuseum: Matisse, Henri.

<http://www.ibiblio.org/wm/paint/auth/matisse/>

Classic paper cut collages by the master who claimed he could "draw with a scissors."



<http://www.dumpsterdivers.org/>

class handout

Student Name _____

Date _____

1. What shapes did you see in Leo Sewell's sculpture of an eagle made of silverware?

2. Name at least five recycled materials you saw today in Artmobile.

3. What do you think the studios might look like of some of the artists of Artmobile? What objects might you see in some of those studios? Where might their studios be located?

4. What animals did you see represented in the artworks?

5. Which was your favorite piece in Artmobile? Why?



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