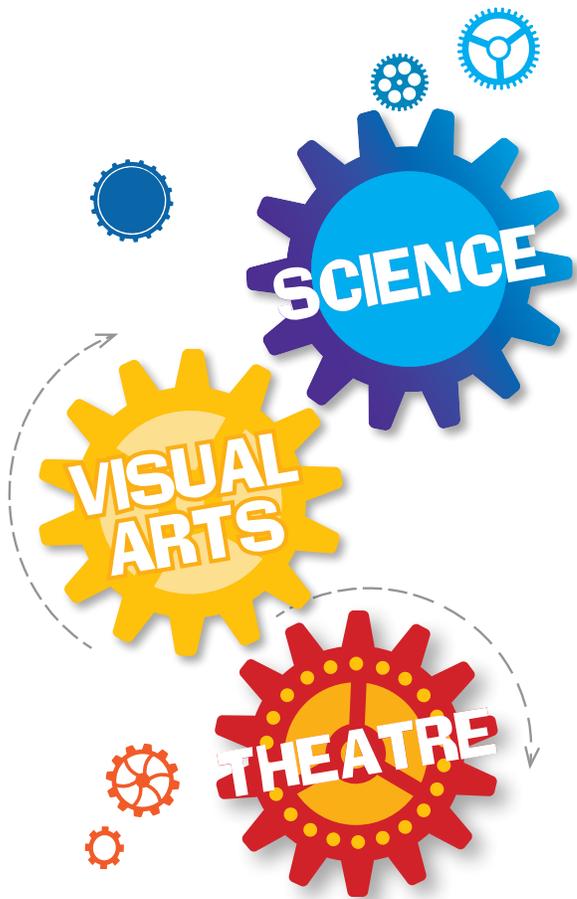




**ARTWORKS FOR SCHOOLTIME**

**2023-24 Learning Module Series 6**  
to accompany the Van Wezel **Schooltime** Performance of



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Van Wezel Staff: Justin Gomlak and Mia Strickland

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# LESSON 1

## EVERY OBJECT HAS A STORY: WRING, FLING, BLING SING POETRY WRITING ACTIVITY by Freda Kmak

### STANDARDS:

**ELA.7.C.2.1** Present information (poem) orally emphasizing key points that support the topic.

**ELA.3.R.3.1** Identify and write poems including figurative language

**T.H.4.C.2.** Use critical thinking and problem-solving skills for a simple live performance

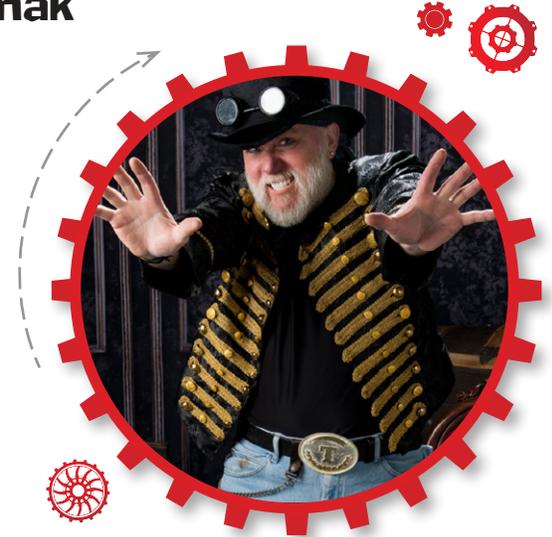
### STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

*Today I will use the writing process to create a simple poem about a found object with the mindset of "one man's trash is another man's treasure". I will think about a found object think about where that object came from and what it could be transformed into to extend its use. I will work with a small group to bring the poem to life through voice and oral presentation. Then I will predict a way the item could be upcycled.*

*I will know I am successful when I have followed the steps of the writing process and contribute to the small group process of bringing a short poem to life for a small audience.*

### GOALS:

Students will write poetry by using the strategy Wring, Fling, Bling, Sing which will allow them to observe the object thoughtfully and then use the writing process to write simple poetry. They will work with a group to perform their poems in an interesting way.



### MATERIALS:

- Copies of **Attachments 1-8**  
*(full color if possible and enough for each student to have one)*
- Copies of **Attachment 9 and 10**  
*(1 per student of each)*
- Plain paper *(1/2 sheet per student)*
- Pencils
- Microphone (optional)
- Jazz beat music for background (optional)



## GUIDING QUESTION(S):

- ⚙️ What stories do objects tell about their owners?
- ⚙️ How can old objects be reimagined for new purposes?

## SKILL BUILDING AND PROCEDURE FOR LESSON:

1. Display the objects for the lessons for the students in teams. **Attachments 1-8.**
2. Pass out the ½ sheet of plain paper and pencils to the students.
3. Have the students take 60 seconds to observe the objects and ask them to focus on their favorite or the one that draws their eye the most.
4. Lead a quick discussion about the questions the students have about the object. There are no “right” answers. The purpose is to start brainstorming ideas.
5. Ask the students to draw a 60-second sketch of the item on the ½ sheet of paper.
6. Allow a few more minutes to finish up their drawing by adding color if they wish. Tell them to use this time to think about a possible story that the object tells.
7. Students may share their initial ideas at this time.

## MAIN ACTIVITY:

1. Pass out **Attachment 9** to the students. Call their attention to the word “**wring**”. Show the gesture of wringing out a washcloth. Have the students mimic the gesture. Ask the students to write all the words or phrases that describe the object selected. Just like wringing out water from a washcloth to let the water go, all words are accepted. Don’t think just write the words or phrases in the center of the paper. Directionality does not matter.
2. Next turn the paper and focus on the word “**fling**”. Show the gesture of flinging something away. Ask the students to mimic the gesture. Tell the students to scratch through the words that don’t make a good connection or fit with their object. But please don’t cross out every word or phrase. They will need words to complete the activity.
3. Now the students should still have a decent handful of words on the paper. Focus on the word “**bling**”. Explain that bling refers to the words that shine. Show them the gesture of staring at a beautiful diamond ring on your hand. Have the students mimic the gesture. Then have the kids circle the top 5 or so words that best describe the object.
4. The final step of the writing process is to make the words “**sing**”. Ask the students to combine the bling words in a way that makes them sing. This will be their final poem for the object. They can write the poem on the back of the paper if necessary.
5. To perform the poems have the students work in small groups and rehears their poems.
6. Remind them to think about the intonation, words that might be stressed, ask them to consider adding a dramatic pause, and discuss options with their team.

7. The teams will listen to each other and provide feedback.
8. When all the teams are complete have the students share their poems with the class.
9. Instead of claps ask the students to use snaps. Feel free to add some jazzy music in the background for tempo and/or use a microphone.

## **REFLECTION QUESTIONS (EXIT TICKET):**

Use **Attachment 10** for the reflection- questions.



**ATTACHMENT 1**



**ATTACHMENT 2**



**ATTACHMENT 3**



# ATTACHMENT 4



# ATTACHMENT 5



## ATTACHMENT 6



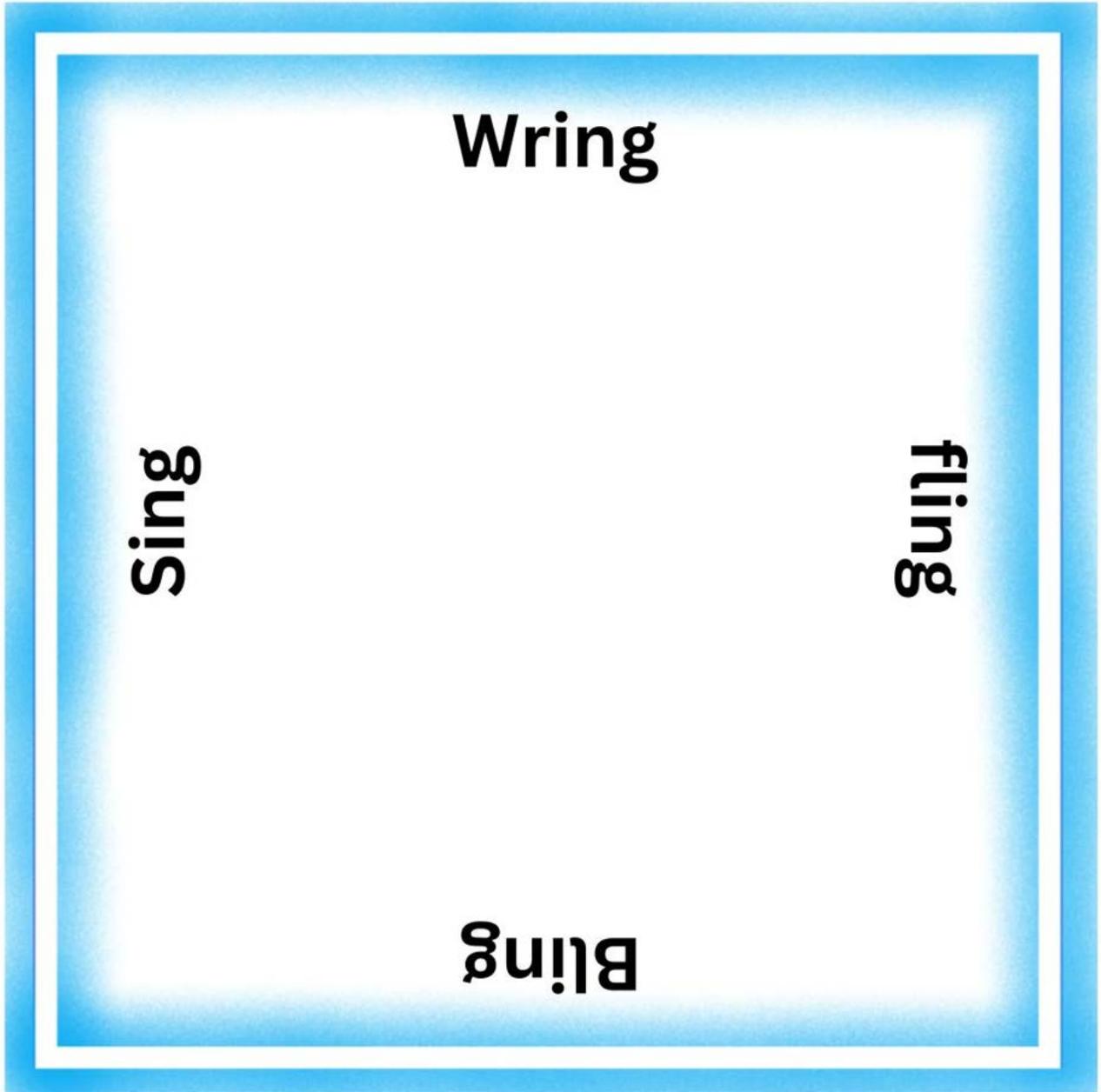
## ATTACHMENT 7



**ATTACHMENT 8**



# ATTACHMENT 9



# ATTACHMENT 10

## EXIT TICKET

Name: \_\_\_\_\_

Which object did you select? \_\_\_\_\_

Write your poem for your object below:

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If you could repurpose your item what would you create?

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# TURNING TRASH TO TREASURE IN UGANDA

by Kat Sjogren



## STANDARDS:

### GRADE: 2

**VA.2.C.1:** Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**ELA.2.C1.3** Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.

### GRADE 3

**VA.3.C.1:** Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**ELA.3.C1.3** Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.

### GRADE 4

**VA.4.C.1:** Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**ELA.4.C1.3** Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.

### GRADE 5

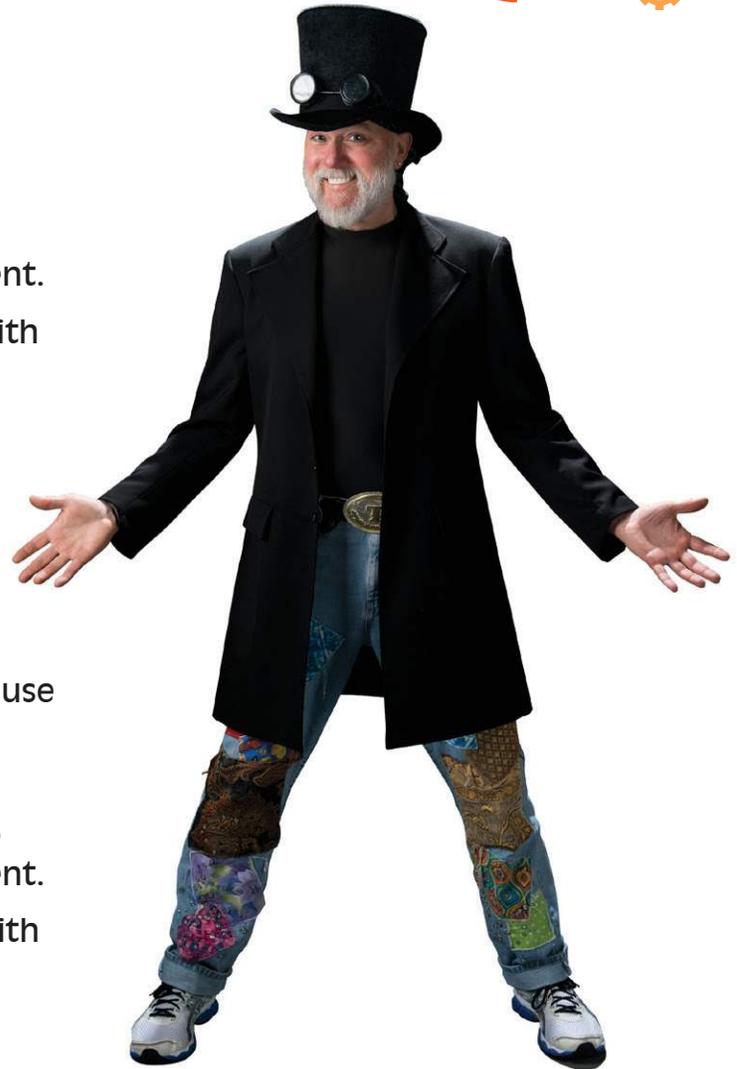
**VA.5.C.1:** Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**ELA.5.C1.3** Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.

## STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

**Today I will...** learn about the importance of recycling to help protect the environment. I'll also learn how "Upcycling" can be used to protect the environment and create income for families.

**I will know I am successful when...** I can take waste material that would end up in a landfill and instead make it into something beautiful. I will know where Uganda is located and be able explain entrepreneurial "Upcycling" that is famous in Uganda and the world.

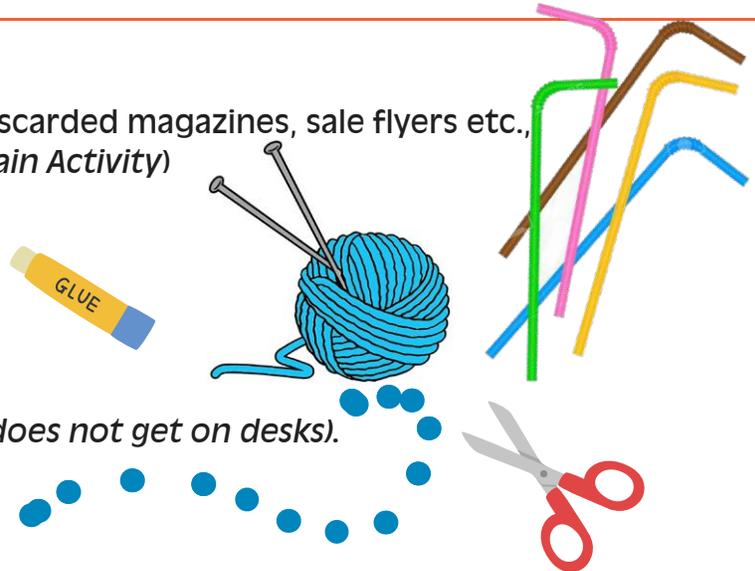


## GOALS:

**Students will:** learn about the importance of protecting their environment. They will learn the location of Uganda and how a group of Ugandan women became successful entrepreneurs by recycling trash into treasure in the form of paper beads. The students will experience making paper beads similar to those made by the Ugandan women. They will have an opportunity to expand on the project by adding words and/or creating poems.

## MATERIALS:

- ✿ Precut strips of colorful paper taken from discarded magazines, sale flyers etc.,  
(See PDF tutorial for detailed directions in Main Activity)
- ✿ Glue sticks
- ✿ Plastic straws and or bamboo skewers,
- ✿ Recycled beads for stringing
- ✿ Recycled thread/yarn, and scissors.  
(Also plan on using scrap paper so that glue does not get on desks).



## GUIDING QUESTION(S):

What are ways that you can recycle waste material? What types of materials can be used for recycling also known as “upcycling”? Where is Uganda and what did the women in that village do to reduce waste and make money so that they could send their children to school? What does the word “entrepreneurial” mean?

## SKILL BUILDING: (See Note Below\*)

Today you are going to learn about a country called Uganda that is located on the continent of Africa. It might seem unusual that you are being introduced to a country in Africa when in fact this lesson is focused on Recycling that Steve Trash teaches about in his show. Not to worry, it will all make sense eventually!

Uganda is a country in East Africa. It takes its name from Buganda, which was a powerful African kingdom in the 1800s. Uganda’s capital is Kampala.

Most of Uganda is on a plateau or raised flat area. A huge natural ditch called the Western Rift Valley runs along the country’s western border. Mountains rise in the west, north, and east. Uganda’s rivers include the Victoria Nile and the Albert Nile. Uganda has a warm climate with rainy and dry seasons. Scattered tropical rainforests grow in southern Uganda. In the north tall grasses and clumps of trees cover the land.



Hippopotamuses and crocodiles live in most of Uganda's lakes. The country's wildlife also includes chimpanzees, elephants, lions, leopards, rhinoceroses, giraffes, and zebras. Rare mountain gorillas live in a national park in the southwest.

Dozens of different African peoples live in Uganda. Those who speak Bantu languages make up the largest part of the population. Uganda's peoples speak more than 30 languages. English, Ganda (or Luganda), and Swahili are the most common languages. **Attachments 1-3.**

**Let's watch a video:** Many widows in Uganda learn small crafts and artisan work to generate income for their families. The widows in Gulu show us the process of how they make necklaces from paper beads.



**Beadmaking with Widows**  
Gulu, Northern Uganda



Scan the code or visit:

<https://www.youtube.com/watch?v=KNnEIKHQmh0>

## **DISCUSSION: Have you ever heard of the word "Upcycle"?**

**Definition:** *Upcycling is a process of converting old or discarded materials into something useful. Upcycling gives an item a better purpose. Unlike recycling, here the aim is not to break consumer materials down. Instead, those base materials can be remade into new products.*

Did you notice that the Ugandan women were making large quantities of beads? What do you think they were doing with all the strings of beads? Have you ever heard of the word "entrepreneur"?

**Definition:** *An entrepreneur is someone who decides to create or run a business, even though they might lose some money. Entrepreneurs are often creative, daring people, and the businesses they operate are very important to communities.*

The Ugandan women work together to create a business that uses waste materials (Upcycle) that are free and then use their artistic abilities to create something beautiful and sellable. Their business helps them make money so that they can send their children to school.

**They are true Problem Solvers! In the wise words of Steve Trash, "Let's Be Problem Solvers not Problem Makers!"**

# UPCYCLE ENTREPRENEUR ACTIVITY:

Working in groups of 4 come up with something that you think could be “Upcycled” and sold to the public. Write down your ideas...it’s fine to brainstorm and let your imaginations run wild, like true entrepreneurs! Write down your ideas and pick a spokesman from your group to share your “Upcycle” business idea with the rest of the class.

Here’s a list of “Upcycle” materials to help you get started.

- ✿ Old Kitchen Utensils
- ✿ Used Beverage Cartons
- ✿ Outdated Furniture
- ✿ Garden Tools and Accessories
- ✿ Used School Supplies
- ✿ Old Clothing
- ✿ Broken Down Gadgets
- ✿ Paper Products
- ✿ Hand-Me-Downs



*\*NOTE: This 10 min video could be watched the day before starting the Main Activity - Steve Trash video on “Reduce, Reuse, and Recycle”.*



Scan the code or visit:  
<https://vimeo.com/604921342>

## MAIN ACTIVITY:

Let’s learn to make “Upcycled” paper beads like the women in Uganda.



**Optional:** Watch this quick video (1 minute and 40 seconds) “The Making of Ugandan Recycled Beads”



Scan the code or visit:  
<https://www.youtube.com/watch?v=OkOF7SJnPP8>



For detailed directions you can download this Free PDF:  
*scan the code or visit*  
[https://www.bigbeadlittlebead.com/guides\\_and\\_information/BBLB\\_Paper\\_Bead\\_Making.pdf](https://www.bigbeadlittlebead.com/guides_and_information/BBLB_Paper_Bead_Making.pdf)

**Helpful hints:** Use a paper cutter to cut the strips. Angle the paper so that it cuts into long triangle shapes. This can be managed without having to draw the lines for each cut. Rolling the paper onto the straw or bamboo skewer can be tricky at first but your students will “catch on” after they have made a few beads.

**Attachments: 4-6**



Place small piles of precut paper in the middle of the tables. Each student should have their own glue stick, straw, or skewer.

Start with the widest end of the paper. Lay the straw across the paper and begin to roll. Keep the paper as tight as possible. Just before you reach the end lay the rolled piece down and put glue on the end of the paper then continue to roll. Gently, slide the straw or skewer off of the bead. Repeat.

After making several beads as practice, students may want to choose certain colors to repeat or alternate for their beads. The students can string their own beads or the beads could be put together and shared as a collaborative piece. Tasks for bead making could also be divided up. There could be a team of "beadmakers" and a team of "stringers".

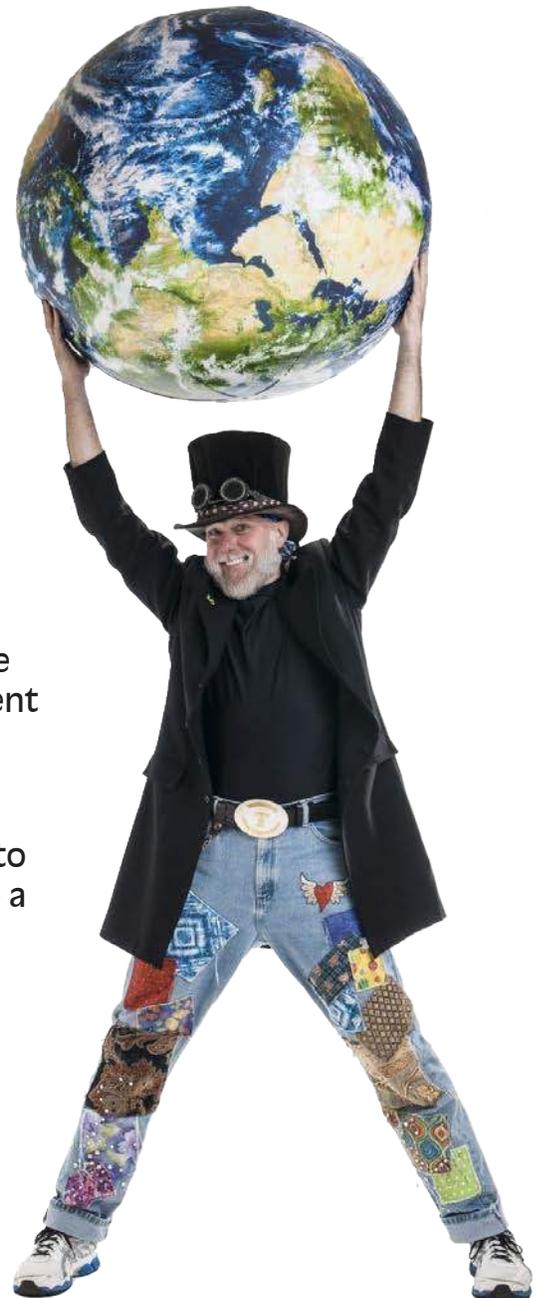
Once numerous beads have been made, they can be strung on yarn using an embroidery needle. Thread the needle and tie a large bow at the end. Thread a recycled plastic or wood bead and push all the way to the knot at the end. Start adding the paper beads alternating with the recycled plastic or wood beads between each paper bead. When finished, tie a knot on the opposite end to complete the string.

*[Optional photos that show Ringling student Samatha Balikowa from Uganda talking to students about her country and helping students make paper beads. The students were from Boys and Girls Clubs Manatee County]*

## **REFLECTION QUESTION: Exit Ticket:**

Table tour of the strings of beads. What challenges did you encounter when making the beads? What would you do differently when making or stringing the beads? What did you notice about the Ugandan women when they were working together making the beads? Did they have different responsibilities? What were they?

**EXTENSION PROJECT:** Students can make beads to match their "Eco Fashion" project. Cut out words and glue them to individual beads. They can make a statement or even write a poem.



# ATTACHMENT 1



# ATTACHMENT 2



# ATTACHMENT 3



# ATTACHMENT 4



# ATTACHMENT 5



# ATTACHMENT 6



**ATTACHMENT 7**



**ATTACHMENT 8**



## ATTACHMENT 9



## ATTACHMENT 10





# MAKING NEW FROM OLD: AN EXPLORATION OF RECYCLED MATERIALS

by Katelyn McKelley



## STANDARDS:

**TH.2.F.1.1:** Create and sustain a character inspired by a class reading or activity.

**TH.2.F.2.1:** Identify the jobs people can have in a theater.

**VA.2.S.1.2:** Use diverse resources to inspire expression of personal ideas and experiences in works of art.

**TH.3.S.3.2:** Use information gained from research to shape the creation of a character.

**TH.3.C.1.1:** Create an imaginative costume piece or prop out of everyday items found around the classroom or at home.

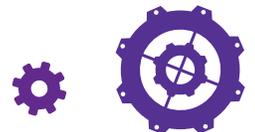
**SC.4.E.6.3:** Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

**VA.4.C.2.3:** Develop and support ideas from various resources to create unique artworks.

## STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

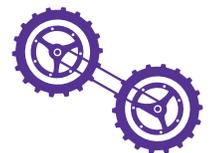
*Today I will...*

- ✿ explore the basics of costume design and the role costume designers play in the performing arts.
- ✿ investigate the fundamentals of costume design.
- ✿ be introduced to the term eco-fashion.
- ✿ learn about the importance and growing industry of sustainable materials and how clothing and other goods can be made from recycled materials.
- ✿ create my own recycled object.



*I will know I am successful when I can...*

- ✿ describe the basics of costume design and the role of costume designers.
- ✿ articulate the fundamentals of costume design.
- ✿ define the term eco-fashion and explain the importance of utilizing sustainable and recycled-materials.
- ✿ create my own character and costume design template based on inspirational images of recycled-materials.
- ✿ construct my own recycled-materials item.



## GOALS:

Students will explore creating the basis of a character and their costume based on provided images of recycled and repurposed materials and articles of clothing. Students will create a costume rendering inspired by everyday items found around the classroom or home using the fundamentals of art and fashion to inspire their creations.

## MATERIALS:

- ✿ Attachment 1 - Costumes and Costume Designers: Key Facts
- ✿ Attachment 2 - Costume Piece Examples
- ✿ Attachment 3 - Figure Drawing
- ✿ Attachment 4 - Costume Planning Template
- ✿ Attachment 5 - Example of Recycled Paper Pencil Case

- ✿ Pencils
- ✿ Coloring utensils (*crayons, colored pencils, markers, etc.*)
- ✿ Scissors
- ✿ Tape
- ✿ Elmer's Glue
- ✿ Magazines, Newspapers, Recycled Prints, etc.



## GUIDING QUESTION(S):

1. Can you think of any examples of items that can be reused for a different purpose? (i.e.: a tire from a car used as a tire swing or an empty juice carton used as a bird feeder?)
2. Why is it important to repurpose materials?
3. What is a costume designer?
4. Do you think costumes and recycled materials could be connected?

## SKILL BUILDING AND PROCEDURE FOR LESSON:

Begin by asking the students what they know about costumes in the theatre. What are they? Where do they come from? To guide discussion, use the following questions (and Attachment 1) if needed:

- ✿ What is a costume designer and what is their purpose within a theatrical production?
- ✿ What is the importance of costumes?
- ✿ How do costumes provide further understanding into the world of a play, specifically details of a character?
- ✿ How are costumes created?

In pairs or small groups have students discuss why costumes are important to a play and the creation of characters. If needed, have students refer to the following points:

## STAGE COSTUMES CAN:

- ✿ provide audiences with information about a character's occupation, social status, and age.
- ✿ indicate the time and place of a play.
- ✿ reinforce the mood and style of the production.
- ✿ distinguish between major and minor characters.
- ✿ suggest relationships between characters.
- ✿ change an actor's appearance.
- ✿ suggest changes in character development and age.
- ✿ make an immediate and powerful visual statement to the audience.



Like any artist, costume designers are inspired by their surroundings and what is available to them. Oftentimes, costume designers reuse articles of clothing and repurposed materials to create costumes for new characters. In other words, they create something brand new using materials and items that may have had a different use before. Today you are going to try your hand at being a resourceful costume designer!

Ask the students to look at the images in **Attachment 2** and talk with a partner or in a small group about what kinds of characters/costumes can they create. Use the following questions as prompts to generate ideas:

### 1. **Fabric:**

-Is it heavy or light? What is the texture like? Is it expensive looking or durable?

### 2. **Fit:**

-How does it fit the character? Is it too big or too loose?

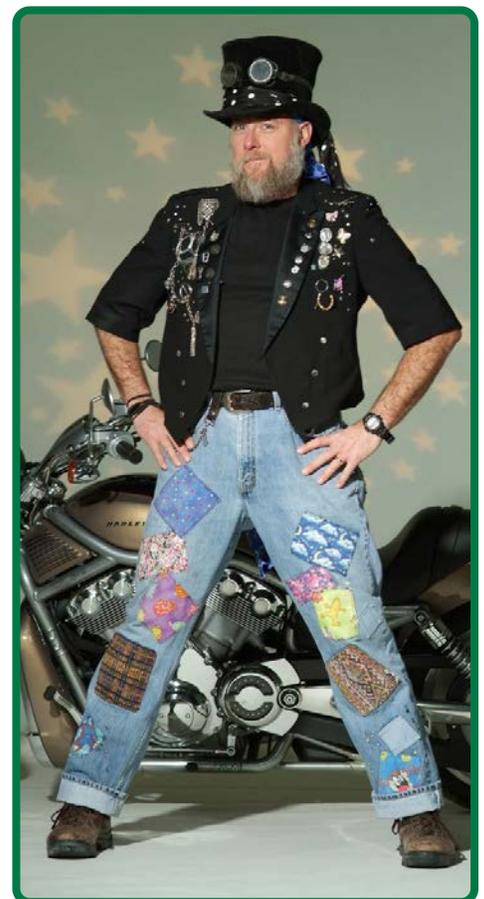
### 3. **Function:**

-What behaviors do you think the person would have? What kinds of activities do you think the person would do/need to do in these clothes?

### 4. **Fashion:**

-What is your initial impression? What do you notice about the clothes? What do they tell us about the wearer?

After students go through the 4 "Fs" of costume, explain that looking at the clothing/costume of individuals can help us understand them and their world better.



## MAIN ACTIVITY:

Using printouts of **Attachment 3 – Figure Drawing**, ask students to work either individually or with a partner to create a unique character's costume using pieces from **Attachment 2**. Rather than having multiples of each image printed, have a set printed for every table grouping or pairing and ask that students replicate what pieces they would like to incorporate by drawing and coloring on the Figure Drawing. At this time, also handout copies of **Attachment 4** so that students can be considering their answers to the prompts.

Once their costume is rendered, instruct students to complete **Attachment 4 – Costume Planning Template**.

Take time for students to view their peers' creations. One way to do a short sharing is to ask the students to leave their designs on their desks and then walk around and view each other's work.



## DISCUSSION:

- ✿ What do you notice?
- ✿ Does anyone's costume creation look the same as someone else's?
- ✿ Even though you all used the same images as inspiration, no two costume designs are exactly alike; everyone created a unique design and character.

## MAIN ACTIVITY EXTENSION:

Now that you have experienced what it is like to create a costume rendering, you are now going to explore what it is like to take a material and create something brand new from it. We don't have the time or materials today to make a full costume piece, but we are going to practice what it is like to take an average, everyday material and make something else from it. You are going to use recycled paper, newspaper, and magazines to make a pencil case.

### How to Make a Recycled Paper Pencil Case:

1. Start by cutting strips (approximately 2 inches in width) from magazine pages, newspapers, printer paper, etc. Each student will need 30 strips.
2. With each strip, fold it in half to make a crease in the center then unfold it again. Then fold each side to the crease, before folding the whole strip in half along the original crease. You should end up with strips just over  $\frac{1}{4}$  in. in width, made up of 4 layers. (Even if your edges are uneven when you started, they will not show as they are now folded inside.) (Hint: make really sharp creases so the strips are firm and tidy.)
3. Tape 15 strips along the edge of a flat, sturdy surface (the edge of a desk, clipboard, etc.).
4. Weave the strips over and then under as shown in the photos. Use a few dabs of glue as you go along will hold everything in place. (Hint: This isn't essential, but it keeps the strips from slipping and makes the construction much stronger).

5. Continue to weave until every strip is used. You should end up with a woven square, 15 strips by 15 strips.
6. Carefully remove the woven square from the work surface.
7. Trim all 4 edges just so the strips are the same length. (*Hint: just make their lengths even; don't worry about cutting them down to the crossways strip*).
8. Fold the woven square at the 5th strip, then fold again after two strips, again after the next 5, and then once more at the last two. (The two short sides of the pencil case are 2 strips in width and the front and back are 5 strips in width).
9. Secure the two ends with a line of glue or tape.
10. Trim one end to the crossways strip.
11. At the other end, fold in the flaps, overlapping similar to how the weaving was created, and secure with drops of glue or tape.
12. You should now have a rectangular shaped pencil box.

## REFLECTION QUESTIONS (EXIT TICKET):

1. How do costumes help an audience to understand more about a character?
2. Do you agree with the saying "One man's trash is another man's treasure?" Why or why not?
3. What was it like to use a previously used material to make something new?
4. Why is it important for clothing consumers and costumers to start focusing more on eco-fashion? Do you think we as a society will be experiencing eco-fashion more regularly in the future?



# ATTACHMENT 1

## Costumes, Designers, and Eco Fashion: Key Facts

### What Is a Costume Designer?

A costume designer is the individual in charge of designing the clothing elements worn by actors in a film or stage production. Costume Designers possess a similar skill set to that of traditional fashion designers but must also satisfy the unique demands of designing clothes for theatre or film.

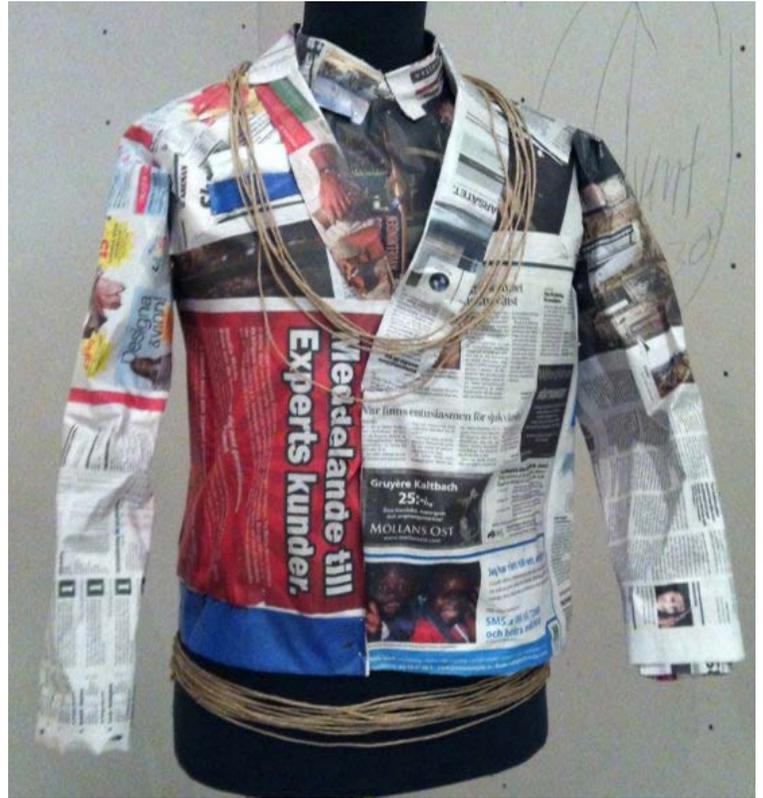
### What Are the Roles and Responsibilities of a Costume Designer?

- Costume designers start their process by doing a close reading of the script and making a careful analysis of the plot, tone, and period of the story being told.
- The costume designer will begin researching the fashion history and trends of the relevant time period and location.
- During this process they'll compile a collection of visual references for specific materials, patterns or clothing pieces that they wish to draw on in devising their own final designs.
- The designer must ensure that each outfit effectively communicates the age, social status and dramatic function of each character, bearing in mind that this can change over the course of a narrative. Each individual costume design is compiled into what's called a costume plot which tracks each character chronologically through the story and documents their changes in attire. Plots are generally made up of hand drawn sketches, photographs or digital renderings.

**Eco-Fashion:** Defined as clothing and other goods made from recycled materials or otherwise produced by methods that are not harmful to the environment.

## ATTACHMENT 2

### Costume Piece Examples







**ATTACHMENT 3**  
**Figure Drawing**





# ATTACHMENT 5

## Example of Recycled Paper Pencil Case (Step by step)

