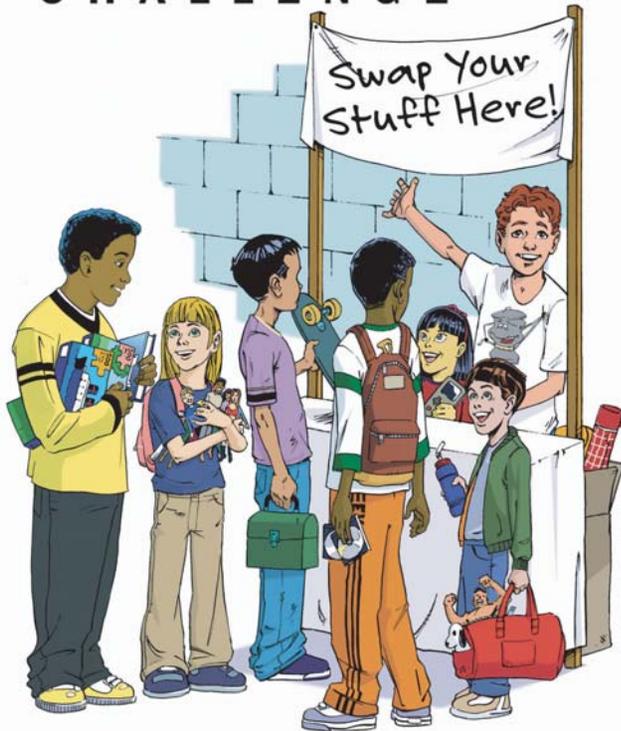


TrashMasters!™
REDUCE & REUSE
CHALLENGE



High School Division
Bronx Borough
Winner

X372
Urban Assembly School for
Wildlife Conservation

2013 GOLDEN APPLE AWARDS

This certificate is awarded with the sincere appreciation and esteem of a grateful Department and City in recognition of your school's efforts to help make New York City shine.



City of New York
Department of Sanitation
Bureau of Waste Prevention, Reuse and Recycling
nyc.gov/wasteless



2013 Golden Apple Awards Contest Entry Judging Info

(This sheet prepared for judges' use by DSNY BWPRR)



ID Info: 13004

School: Urban Assembly School for Wildlife Conservation X372

Grade Division: HS

Borough: BX

Golden Shovel Award contestant
(for borough Master School Composter)

2013 Project Entries received for:

School Population: total # 463

Core Group: **Total Participating:**

TrashMasters! Super Recyclers

Received:

TrashMasters! Reduce & Reuse Challenge

20

200

From Trash to Art

Received: 4/25/2013

After a field trip to MFTA (Materials for the Arts) students were inspired by artist Beth Garrett's sculptures made out of plastic shopping bags. They decided they could create sculptures using bags collected from the student body, teachers, and staff. Sticking to the theme of our school, wildlife conservation, they saved plastic bags and other repurposed items from landfills to create large heads of animals. Beth came to help our students with our creations.

TrashMasters! Team Up to Clean Up

Received:

Prior Year Entries:

13:RR-B

Current Prizes

13:RR-boro

School Contact Information:

Phone: 718-991-2695

Address: 2024 Mohegan Ave
Bronx

10460

Block&Lot: 2031230003

DOE Location: X372

DOE Bldg: X067

Contest Coordinator:

Jessica Sinclair

Principal:

MARK OSSENHEIMER

Sustainability Coord:

PLEASE PROVIDE

REQUIRED for Super Recyclers only:

Custodian:

Info Confirmed:

Golden Apple Award 2013

Cover Page

X372 Urban Assembly School for Wildlife Conservation

2024 Mohegan Ave Bronx, NY 10460

718-991-2695

Principal: Mark Ossenheimer, 718-991-2695, mossenheimer@schools.nyc.gov

Contest Coordinator: Jessica Sinclair, Art Teacher, 718-991-2695, jsinclair2@schools.nyc.gov

School Description: We are a new small 6-12 schools with a wildlife conservation theme. We have strong ties to the Bronx Zoo and our aim is to graduate college ready students who have the ability to pursue a career or continue their education in the sciences. We will graduate our first senior class in June 2014. We are located in the south Bronx and have

Contest Entry

Borough: Bronx

Grade Division: High School

Title: From the Trash to Art

After a field trip to Materials for the Arts (MFTA) and viewing Beth Garret's sculptures on display, we were inspired to create our own sculptures repurposing plastic bags. Everyday students stop at the store before school to purchase lunch or snacks and they come in with plastic bags that end up in the trash. In art class we studied the effects of plastic on the environment. Then we created posters for each classroom that explained the effects of plastic bags on our environment and asked the students to begin to recycle their bottles and plastic bags outside of the art room. As we were collecting the plastic bags and bottles the students worked in groups of 5 to plan their sculpture like the artist Beth Garret. Since we are a wildlife conservation school we decided to create the heads of animals as the subject matter of our sculpture. I went to MFTA and picked up materials to repurpose for the armature of the sculpture. Beth Garrett kindly came to our school to help us begin using the recycled materials to create our sculptures. She helped the students with the armature of plastic bottles and hot gluing the collected plastic bags to create the form of the animal head. Three weeks later the students finished their projects and watched a film "Wasteland" about the artist Vik Muniz. They then wrote a paper reflecting on their experience of creating the sculpture and how their work compares and contrasts to the work of Vik Muniz.

Student Involvement:

Student Participation: Core Group: 20 students

Student Participation: Total: 200 students School Population: Total : 300 students

From Trash to Art

Waste Prevention and Reuse Project – Urban Assembly School for Wildlife ConservationX372

Implementation:

- **Why this?** We targeted plastic bags and bottles for our reuse with the main focus on plastic bags. Everyday our students stop at the store for breakfast and lunch and are given plastic bags to hold their purchases. Then they toss these plastic bags into the trash and **don't give** another thought about the bag. My class also saw the art work of Beth Garrett on display at the Materials for the Arts while on a field trip. This got us thinking that we could use an everyday object, that would otherwise go into a landfill, as our medium for our artwork. The students created 2-3 foot tall sculptures of animal heads using plastic bottles and plastic shopping bags.
- **What did you do?** The students researched the effect of plastic on the environment and created informational posters that were hung above the garbage cans in each classroom. These posters asked the students to recycle their plastic bags and bottles outside of the art room. We collected the bags and bottles for 4 weeks. Students and teachers would stop by daily to hand me plastic bags to use for our project.
- **Project planning.** My objectives for this lesson were to become more aware of their everyday impact on the earth by using everyday objects to create an artwork with. This project took a lot of organization to collect all of the necessary materials. I had to make an appointment and travel to Queens to get a variety of materials from Materials for the Arts. This organization is great for an art teacher. They have materials that were donated by various businesses instead of being thrown into a landfill. I was able to find the perfect materials from MFTA to create a **base and armature for my student's artwork.**
- **Student involvement.** This project was created in my Advanced Art class that consists of 20 tenth and eleventh graders. They all were actively working on the sculptures. The students worked in groups of four on five different sculptures of animal heads. The rest of the student body helped with this project by recycling the bottles and bags that the art class used for the project. Everyday we would bring in the box of recycled materials from outside of the classroom that would be in the project.
- **Promotion.** We created posters inside of every high school classroom that asked students to help us recycle and collect their plastic bags. We also have some posters in the hallway reminding students to recycle their plastic bottles and plastic bags. I sent out e-mails to the staff to let them know what is going on. The projects were put on display in the front lobby. We share a building with another school so these sculptures will be enjoyed by students, staff, and parents of both schools.
- **Collaboration.** I reached out to visual artist Beth Garret and asked her if she could donate her time and help us get started. She was an amazing help with planning this project. We e-mailed and spoke on the phone multiple times to prepare for this project. She was familiar with Materials for the Arts and was able to help me gather the materials we needed to create the armature of the sculpture. Beth also donated her time to visit us at our school one day. She helped the students get started on the armature and also begin to create the structure of the animal head with the plastic bags. I received free materials from Materials for the Arts in Queens. I received free materials for the base and armature of the sculptures.
-
- **Educational components.** Include learning standards met, lesson plans, and exemplary samples of student work. See Attached Lesson Plans and Photos

PROJECT ANALYSIS

What worked? The projects came out very well. They ended up being 2 to 3 feet tall and became statement pieces in my classroom. We were also able to use materials that would have just been thrown away

What didn't work? The students wanted particular colors for their artwork and it was challenging to get the correct colors of the plastic bags. For instance, the students who working on the shark wanted grey plastic bags, but there were not very many. They had to scrounge to get more in that color for the project because they had used them for the structure of the sculpture rather than the outer most layer. Next time I would have the students sort through the bags and use the most common color bags first as they begin to build the structure of the animal head and keep the color they want to use for the outer most layer to be used last.

If I were to do this again I would have even more places throughout the school to recycle bottles and bags. I would like to send home fliers to have the parents help us out. Since our school does not have a recycling program in place, it was difficult to get the word out and let the students know where they were supposed to recycle. **Once it did take off the box I had wasn't big enough for the amount that the students were recycling.**

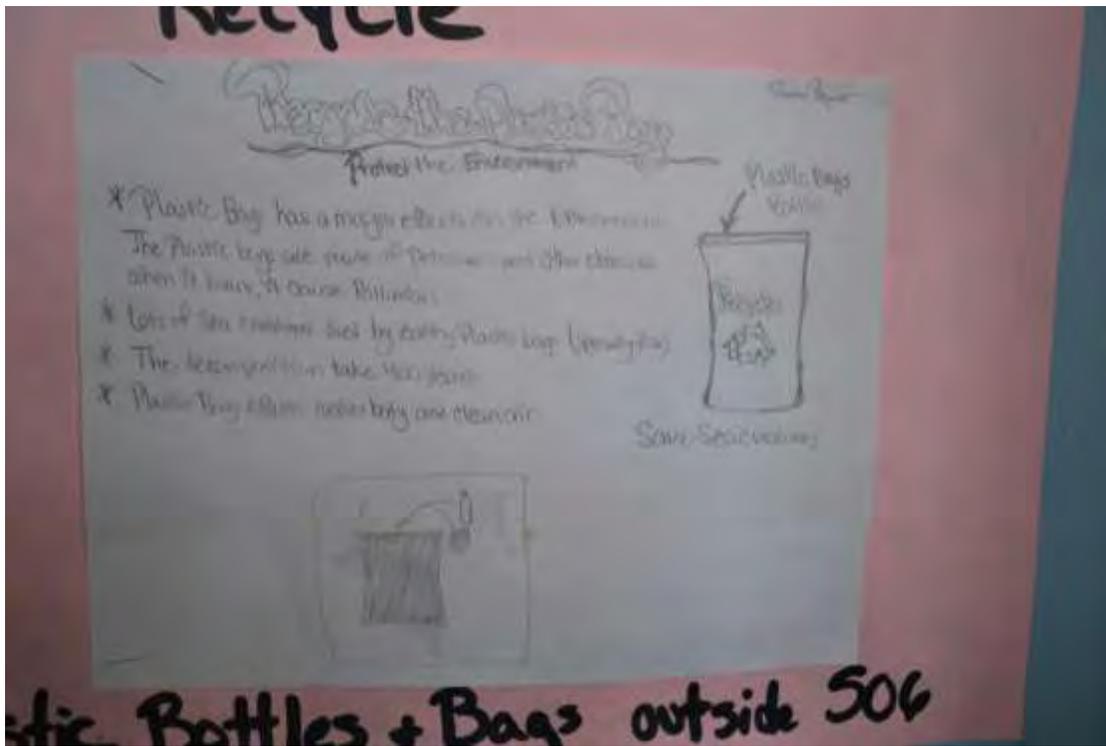
Applicability to other schools. I believe anyone could do this project. It is perfect for upper level high school students. We used hot glue guns so it is important to review safety with the students before beginning. This project requires space to store the large sculptures be sure you have secured the space before you start. Materials for the Arts is an amazing resource for New York City Public Schools. You can find all the necessary supplies for this project there.

Measuring success. The project was successful because the students created a work of art that beautified the school and took items that would have ended up in a landfill and used them as the media for the sculpture. While we were working teachers and students passing by would stop to see the large sculptures that the students were making. There became a buzz about this project around the school. Students from other classes would bring me their plastic bags. Students would pull bags out of the trash of other classrooms and give them to us to use in the sculpture. We now have five pieces of art that represent the theme of our school and have helped to keep plastic bags out of the landfills.

Future plans. These funds would be used help us continue to create recycled art projects. Even though the majority of the projects will be created with repurposed materials they do require everyday art supplies that are consumable such as markers, drawing paper, tape, and hot glue sticks. I would use these funds to help our art class. With this award I would also like to get recycling bins for all classrooms so we can begin a proper recycling program in our school. When we do this project again we will have a system in place that will help us gather the needed materials quicker. We will beautify our school with these funds through creative reuse of materials into art projects.



Collection site for bottles and bags Reminders inside of classrooms to bring bottles and bags to us.



Posters about the effects of plastic bags in our environment.



Beth Garret Demonstrating how to create an armature. Students listening to Beth Garret's demonstration.



Beth Garrett helping students.



Student group working on a bear head.



Finished Giraffe Head(side view) Finished Giraffe Head (front view)



Bird Head



Shark Head



Brown Bear Head.



Animals Heads out of plastic shopping bags together.

Lesson Plan

Plastic Bag Sculptures

10th and 11th Grade

Learning Target: I can create a sculpture of an animal head made out of plastic bags.

Essential Question: How do artists repurpose materials to create art?

NYS Art

Standard 1: Creating, Performing and participating in the Arts

Standard 2: Knowing and using art materials and resources

Standard 3: Analyzing and responding to works of art

Common Core: CCR Standard 9.L.6 Vocabulary Acquisition and Use

NYC Blueprint 12th grade

Art Making Strand: Sculpture: Create a sculpture that demonstrates awareness of special relationships and balances.

Developing Art Literacy Strand: Problem Solving, Interpreting and Analyzing Art: Write a written reflection of the work.

Community and Cultural Resources Strand: CBO's, local artists and studios.

Vocabulary:

Armature

Balance

Form

Shape

Representation

Materials:

Plastic Bottles

Dowels

Large Spools of rope

Marble Tiles

Plastic Shopping Bags

Glue Guns

Glue Sticks

Overview:

After a recent field trip to Materials for the Arts, we saw the work of local artist Beth Garrett. She used plastic bags to create large-scale sculptures of faces and people. We were inspired to create large sculptures of our own. Since we are a wildlife conservation school the students were assigned to create heads of animals. The students spent two weeks prior to the lesson gather plastic bags and plastic bottles. The artist Beth Garret agreed to come into our school help us begin the project.

Lesson

Pre Activity:

Students researched the effects of plastic bags on our environment and created poster about these effects that would be posted around our school and in classrooms. The students began to gather plastic bags from home and spread the message to their friends to recycle their bags in the art room. We set up a box to collect the bags and bottles.

Day 1:

Students were introduced to the work of Beth Garret. We read an article and looked at her work. We discussed what she used and how they think she created it. The students were asked to compile a list of

questions for the artist. The students are divided into groups of 4 and they begin to brainstorm and sketching out their ideas for the project.

Day 2:

Beth Garret visits the students. I introduce the students to the term armature as the skeleton of the sculpture. Beth helps the students begin to assemble their armature out of repurposed and recycled materials from Materials for the Arts and plastic bottles. The students are then shown how to create bulk by putting air in the plastic bags and gluing them onto the armature. The students are reminded that their animal

Day 3-5

Students continue to create bulk by hot gluing their bags on the armature. They will begin to shape the bulk into the form of their animal. If the animal is tall and skinny, they will need to keep that in mind as they are adding bulk. Same would go for an animal that has a more rounded head.

Day 6-10

The students will now start to really think about the shape of the animal and begin to refine the sculpture into its final shape. They will also begin to add any extremities such as snouts, noses, ears, and trunks. They must also be sure that the sculpture is balanced. As they add the extremities it may throw off the balance of the sculpture and the students will need to compensate for that.

Day 11-12

The students will add a final layer of plastic bag to smooth out the look of their sculptures and add any other distinguishing features of the animal, such as eyes.

Day 13-15

The students viewed the film "Wasteland" about the artist Vik Muniz. Vik Muniz used garbage from a landfill in Brazil to create beautiful works of art. They learned how artists use repurposed materials to create art. The students compared their work and process with the work and process of Vik Muniz.

Final Reflection:

The students will write a reflection about their project and their experience. They must refer to the following questions in their essay.

What was my animal? Why did we choose this animal?

What was my armature made of?

How did we begin the project?

Describe your experience with the project.

What were our challenges and how did we persevere?

What is my favorite part of this project? Why?

If I could do one thing over in this project, it would be? Why?

Describe your participation in the group.

I encourage students to visit other groups to give advice and ask questions. Students learn so much from one another.

Beth Garrett came back to see the completed sculptures the students made.