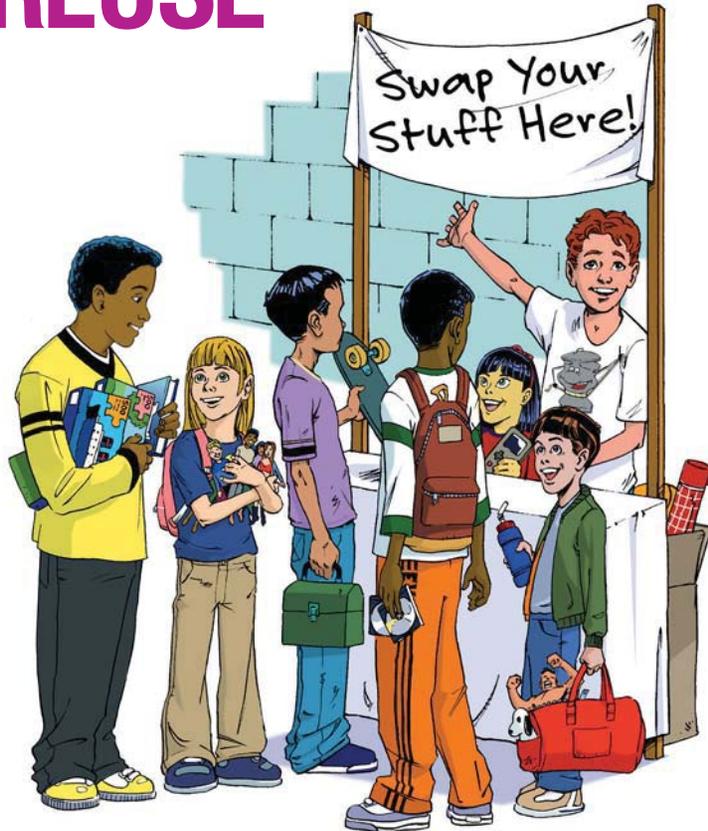


REDUCE & REUSE



Brooklyn Borough
Honorable Mention
High School Division

**Brownsville Academy
High School**

2015 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 Recycling and Sustainability
nyc.gov/recycle



2015 Golden Apple Awards Contest Entry Judging Info

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



ID Info: 15002
School: Brownsville Academy High School (BAHS)
Grade Division: HS
Borough: K
Affiliation: DOE

(for borough Master School Composter)

Cash Prize: \$1,000
Reduce & Reuse Award: Honorable Mention

Golden Shovel Award

Reduce & Reuse project entry

Sustainable Design

Brownsville Academy students took part in a 9 month-long reuse project that required collecting waste materials and repurposing them in a unique way. The challenge included redesigning the school's 800 square foot art gallery into a studio apartment using recyclable materials. The students created a plan that implemented new uses for old objects. These recyclable art pieces were then used to decorate the renovated space. 80% of the exhibit included handcrafted items made from recyclable waste.

Weblink final

http://www1.nyc.gov/assets/dsny/downloads/pdf/golden-apple-awards/GA15_RR_HS_K_K568_Brownsville-Acad-HS_entry.pdf

School Population: total # 200

Core Group:	Total Participating:
65	75

Collaborations

- NYC Organics Collection
- NYC Compost Project
- GrowNYC RCP
- GrowNYC Grow To Learn
- MFTA
- NWF Eco-Schools
- NYRP MillionTreesNY
- NYRP Rose
- Citizens Comm for NYC

Prior Year Entries:

first entry

Current Entries

15:RR-hon

School Contact Information:

Phone: (718) -778-7305 x120
Address: 1150 East New York Avenue
Brooklyn 11212
Block&Lot: 3035080012
DOE Location: K568
DOE Bldg: K907

Contest Coordinator: Susan Tuthill
Principal: Katwona Warren
Sustainability Coord: Ketisha Peters
Custodian: ANTHONY GAL

SCHOOL DESCRIPTION:

Brownsville Academy High School is a school community dedicated to providing a nurturing, safe, student-centered environment for all students including those with special needs and English Language Learners to mature and develop as productive members of society. Our goal is to foster the development of students to achieve academic excellence by engaging in community service with collaborative partnerships with parents, faculty and community organizations through internships and college experiences that will guide them towards professional success.

This groundbreaking, precedent school is modeled after the highly successful Diploma Plus program. Students are provided with an opportunity to accelerate their high school career in a student-centered environment with a competency-based, thematic curriculum. Teachers use a variety of instructional experiences to address diversity of students' needs. Promotion is based on attainment of specific competencies, benchmarks and content objectives. Students move from one level to the next as quickly as they are able to demonstrate proficiency. The caring, dedicated staff is familiar and attentive to the developmental needs of young adults and offers engaging inter-disciplinary projects based on the individual needs of students. Portfolios play a central role and offer students an opportunity for reflection in what has been learned. Technology is infused throughout the curriculum.

PLUS learning happens beyond the classroom and school wall. Students have opportunities for dual enrollment and can take one or more college classes as well as participate in meaningful internships while attending school.

Our school had scored in the top 10% passing rate on the regents.

CONTEST ENTRY INFO:

Borough: Brooklyn

Grade Division: High School

Contest Entry Title: SUSTAINABLE DESIGN

WASTE PREVENTION & REUSE PROJECTS

IMPLEMENTATION:

WHY THIS?

Brownsville Academy High School had an empty 800 square foot art gallery that was being underutilized. The original gallery displayed a spacious but yet bare layout that was encompassed by white walls, a couch and two end tables. The potential of these interior design staples was what first inspired the idea of creating an apartment.

As an art educator for 10 years, I have consistently tried to create motivating lessons that reinforce real world concepts. However, this year, during my first year at Brownsville Academy high School, I knew I had to come up with an even better idea because of the type of school I was employed for. Our school is a N.Y.C. transfer high school. This means we enroll students that are over aged, under credited and who are seeking a second chance. Most of these scholars have outside obligations, children, broken homes, are in foster care, or out on their own. They enter our school broken but are eager for renewal. I wanted to create a curriculum that would teach scholars about the foundations of art and art careers. Most importantly, I wanted to inspire my scholars and show them how to create purposeful art that could be utilized in their own homes. The idea of redesigning the schools art gallery made total sense. I would be able to use a hands-on approach to teach them about the career of interior design while showing them how to make purposeful items basically made out of “garbage”.

Our 2014 Art Exhibition included reusing a number of waste products such as: cardboard, paper, toilet paper rolls, paper towel rolls, car tires, newspaper, old jewelry, a paper weight, ropes, glass soda bottles, old vases, used fabrics, old candle holders, old lamps, old rugs, a department store manikin, a lamp shade, light bulbs, table clothes, tree branches, and picture frames.

WHAT DID YOU DO?

The scholars were first “hired” to work as interns at my simulated interior design firm and were introduced to the teams newest clients: Michael and Katrina. This newlywed couple needed a space that would blend Katrina’s modern- shabby chic styles with Michaels’ traditional styles. The Tuthill Design Firm worked from September of 2013 to May of 2014 to finish the space. Friday May 16th, the Brownsville Academy High School Art Department held a Grand Opening Reception for their 2014 Art Exhibition Titled: “**Michael and Katrina’s First Place**”

The night unfolded with a captivating movie in Brownsville Academy High School’s library. The movie told the story of how the exhibition had been created from start to finish. Following the movie, the audience was escorted by scholar tour guides to the “Artistic Vision Room” where they were able to see the Interior Design Boards that displayed a floor plan to scale, 3D renderings and the plans to build the studio apartment created by the scholars. The last stop on the tour included visiting Michael and Katrina’s actual apartment. Before guests entered the space, they had to ring the doorbell and to their surprise, they were unexpectedly greeted by Michael and Katrina themselves, two Brownsville Academy scholars acting in the roles.

PROJECT PLANNING

Objectives:

The objectives of the project were to:

- To teach scholars about the career of an Interior Designer using a hands – on approach.
- To inspire scholars to recycle and reuse while creating beautiful works of art
- To create new purposes for old items that can be used in everyday life.

Planning and Organization:

The exhibit featured an apartment that included a kitchen, dining room, living room, bedroom, and office. As visitors looked around they were able see an array of recyclable art and unique creations from every angle in the room.

Projects included bedside lamps made out of skittles, ceramic food sculptures, kitchen cabinets, a stove, pillows, comforters, and 3D human tape sculptures. Some of the exhibit’s highlights included its interactive features such as a paper-mache dog that growled as guest walked by and a functioning aquarium installed in a table made out of car tires that displayed actual gold fish!

The major tasks in the studio art curriculum included three main components. Scholars first had to measure the art gallery and create a floor plan to scale that included a functional layout for a studio apartment. Next, they had to choose an interior design style and color scheme that would satisfy both Michael and Katrina, a married couple that would hypothetically occupy the space. Finally, scholars had to create a décor that would include at least 80% **recyclable** - handmade items to decorate and fill the newly transformed room.

The exhibit included work from 9 units in the Studio Art curriculum which included the following components: Interior Design, 3-Dimensional Drawing,

Painting, Sculpture, Ceramics, Assemblage, Recycling/ Reusing/Repurposing, Advertising/Marketing/Digital Art, and Art Installation. The grand opening reception and exhibition took place on Friday, May 16, 2014. The event was a great success! The exhibition remained open through September of 2014.

STUDENT INVOLVEMENT:

The students involved in this project were the scholars in Mrs. Tuthills' 10th – 12th grade Studio Art classes from the months of September 2013 to June 2014. Mrs. Tuthill taught an average of 4 art classes a day. Each class had its own section of the apartment to design. For example, Period 1 had the office space, Period 2 had the bedroom space, Period 4 had the living room/dining room space and Period 6 had the kitchen space. Each class was responsible for the collection of all recyclable materials that were used to create any item in their designated spaces.

PROMOTION:

This project was a major success! It was featured on News Channel 12 (<http://www.youtube.com/watch?v=zuQ5-MFi2Hg>) and in the United Federations of Teachers newspaper.

(<http://www.uft.org/galleries/photo/brownsville-academy-hs-apartment-art-project>)

The story was pictured on the front cover of the newspaper and in the centerfold spread for the 1st edition of the 2014 school, each which was September 2014.

COLLABORATION:

Mrs. Tuthill made several trips to the Material for the Arts organization to shop for recyclable materials for the project.

EDUCATIONAL COMPONENTS:

During this year - long project **ALL** of the standards below were met.

NYS Learning Standards:

New York State Standards: I. Art Making, II. Literacy in the Visual Arts, III. Making Connections, IV. Community and Cultural Resources, V. Careers and Lifelong Learning

NYC Blue Print Strands:

I. Art Making **II.** Literacy in the Visual Arts

II. Making Connection **IV.** Community and Cultural Resources **V.** Careers and Lifelong Learning

DP Competencies:

Diploma Plus Competencies, Visual and Performing Arts: VPA02 (Aesthetic Capability), VPA03 (Appreciation), VPA04 (Culture and Style), VPA05 (Vision), VPA06 (Evaluation)

Common Core Standards:

Common Core: Anchor Standard Reading 7, Anchor Standard Writing 7, Anchor Standard Writing 9, Anchor Standard Reading 3, Anchor Standard Speaking and Listening 4, Anchor Standard Writing 3

LESSON PLAN:

Teacher: Mrs. Tuthill	Subject: Art	Units: Interior Design, 3-Dimensional Drawing, Painting, Sculpture, Ceramics, Assemblage, Recycling/ Reusing/Repurposing, Advertising/Marketing/Digital Art, and Art Installation
Desired Results		
Aim: To design and build a studio apartment for a hypothetical newlywed couple using hand crafted art and recyclable materials.		
Objective: SWBAT: <ul style="list-style-type: none">• To teach scholars about the career of an Interior Designer using a hands -on approach.• To inspire scholars to recycle and reuse while creating beautiful works of art• To create new purposes for old items that can be used in everyday life.		
Content/Skills: Drawing, Shading, Cutting, Pasting, Writing, Speaking. NYS Learning Standards: New York State Standards: I. Art Making, II. Literacy in the Visual Arts, III. Making Connections, IV. Community and Cultural Resources, V. Careers and Lifelong Learning NYC Blue Print Strands: I. Art Making II. Literacy in the Visual Arts II. Making Connection IV. Community and Cultural Resources V. Careers and Lifelong Learning	Vocabulary: 3-Dimensional Renderings, Interior Design Presentation Board, One – Point Perspective, Horizon Line, Vanishing Point, Proportion, Scale, Floor Plan, Overlap, Value & Focus, Placement, Shading, The Elements of SPACE. The Elements of Design, The Principles of Design.	
Common Core Standards addressed: Common Core: Anchor Standard Reading 7, Anchor Standard Writing 7, Anchor Standard Writing 9, Anchor Standard Reading 3, Anchor Standard Speaking and Listening 4, Anchor Standard Writing 3	Instructional Focus: <i>Writing grounded in evidence from the text leading to powerful scholarly discussion.</i>	
Assessment Evidence / Checking for Understanding		

Scholars will need to complete the 3-Dimensional Rendering in its entirety. When this project is complete scholars will create a professional looking Interior Design Board displaying their 3-Dimensional rendering along with the floor plan, materials swatches they have chosen for their design and the client info.

Mini-Lesson

Build Background:

Remind scholars that I am a big advocate for incorporating real world concepts into my lessons. I believe that the best way to learn about a career is to imagine you doing it and then practice doing it.

I will explain that our curriculum is based on 1 BIG Goal and that is creating an End of the Year Art Exhibition.

Scholars will try to pretend that they have all just been hired to work at my Interior Design Firm.

Our client will be a newlywed couple named Michael and Katrina. They have come to our firm to help them design and construct their first apartment. The challenge will be to combine the modern shabby chic style of Katrina with the Traditional style of Michael into one space. Since they are newly married their budget is VERY limited. Therefore, our team will need to think outside the box and find ways to save our clients money. The Tuthill Design Firms strategy will be to design their space using recyclable materials to keep the cost down as possible.

Scholars will create advertisements to market the grand opening of the apartment. We will use 2 weeks to install all the finished work into the actual space.

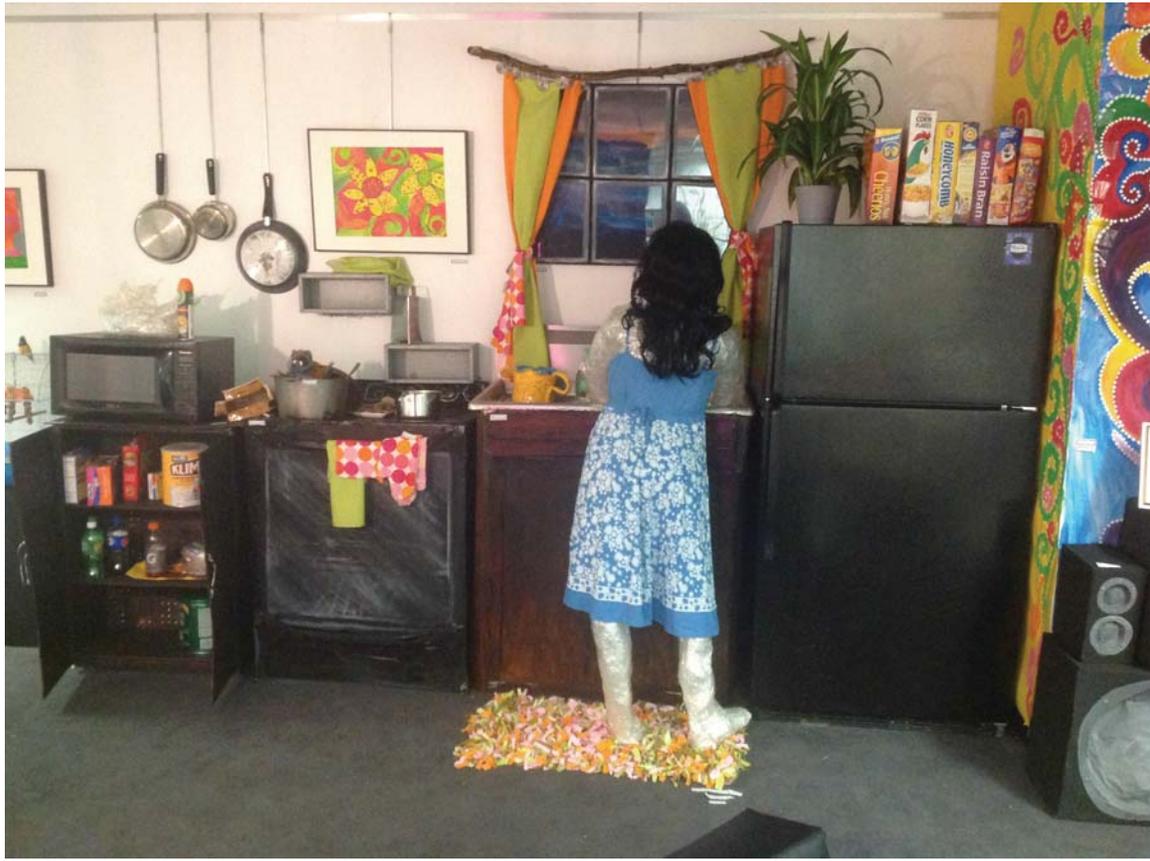
Higher Order Questions:

What is an Interior Designer? What are they responsible to do? How can we create a 1 space for our clients using multiple styles? What is a floor plan? How can we make sure that we design items that will be to scale? What is an Interior Design Board used for? What pressures do Interior Designers face on a daily basis in their field?

What are the 6 steps to the Elements of SPACE? How were these steps utilized in your 3-Dimensional renderings? What Elements of Design are represented in your Drawings? What Principles of Design are represented in your drawings? How might these rendering look if these steps were not all used together? What are the 4 components of an Interior Design Presentation Board? Why is it beneficial to a client to have a 3-dimensional rendering of their design available to them? Why is it important to create a clear and neat board? How will your presentation and board affect the way your client views your design? How can an Interior Design board benefit the Interior Designer and not only the client?

Instruction:	<p>We will begin this Unit by measuring the actual space and creating a floor plan to scale. Scholars will then create functional layouts using furniture templates to scale. Scholars will present their plans to the team and the best floor plan will be used as the final floor plan design.</p> <p>Scholars will then be required to create 3-dimensional renderings and Interior Design Boards incorporating their specific ideas for the 4 designated spaces: Kitchen, Living room/Dinning room, Office, and Bedroom. Since there are multiple styles involved the Team will create an eclectic over style for the space using specific colors for each area of the apartment as shown on their interior design boards.</p> <p>Our next unit will be painting. Scholars will create paintings that match each the color scheme and eclectic style of the apartment.</p> <p>The next Units will be Sculpture, Recycle, and Ceramics. In these units , scholars will design and build furniture and accessories for each section of the apartment.</p>
Work Period / Guided Practice	
Independent Work/ Learning Activity:	Complete all 3-dimensional renderings drafts and final rendering, assemble the Interior Design Board and complete the typed reflection, paintings, sculptures, ceramics, recyclable art.
Wrap-up	
Reflection:	We will have a wrap up discussion about the importance of creating strong design plans to enable the rest of the FH to be constructed in the later part of the year.
Homework:	Bring in 10 Paper towel/ toilet paper rolls, 5 clear 2-liter soda bottles, draft 1 of the rendering, Client Information sheet and any recyclable materials.

EXEMPLARY SAMPLES OF STUDENT WORK:





PROJECT ANALYSIS:

WHAT WORKED?

The most successful aspect of this project is that the scholars were able to work together to finish this very ambitious year - long task. Scholars also have a new appreciation and outlook for recycling waste in their lives.

WHAT DIDN'T WORK?

Since the show was such a success and the word is out, in the future we plan on creating tickets to distribute to patrons in advance.

APPLICABILITY TO OTHER SCHOOLS

I would advise schools to contact me directly at Stuthill2@schools.nyc.gov so that I may share my lesson plans with them. I would also tell them to definitely utilize the Materials for the Arts organization to shop for recyclable materials.

MEASURING SUCCESS

The success for this project was measured during the grand opening exhibition night. On Friday, May 16th, scholars unveiled the major project to the community for the first time. Their reactions were outstanding! We also had the viewers fill out comment cards that were later read and discussed in class. It was also the community that reached out to the local news station who came to cover our story. When the project was shown on News 12 , neighboring schools contacted us to bring their classes on field trips to see the work in person.

FUTURE PLANS

In the future we plan on creating another Art Exhibit reusing recyclable materials. For the next show we would like to create an underwater theme exhibition with many interactive features. Our plans also include collaborating with even more neighboring schools and community members.