



Found Object Art

All Grades (PreK - 1st with modifications)

Duration

2 class sessions,
approximately 90
minutes each

Supplies

- Found objects (to be collected by students)
- Materials for sketching (paper, pencils, markers, crayons etc.)
- Projector and examples of found object art

Standards

CCSS ELA

RI.1, RI.7, W.1, W.3,
SL.1, SL.4, SL.5

NGSS

Appendix F
2, 6, 7
Appendix I

Vocabulary

Found Object / Art
Line
Form
Space
Texture
Color
Design
Variety
Balance
Proportion

Concepts

- Found object art makes connections between skills, the community, and the artist.
- Arts projects can incorporate elements of the sciences, including engineering and design practices.

Objectives

- Students will understand the artists, materials, and processes associated with making found object art.
- Students will understand the skills needed to create found object art and gain an appreciation of form and design.
- Students will engage in both arts and engineering practices in the design of their art pieces.
- Students will compare the materials, technologies, media, and processes of the visual arts to create and analyze artworks.

Outline

1. Students will critique a work of found object art to learn more about the genre and artists.
2. Students will gather found objects to be incorporated into the design of their own piece of found object art.
3. Students will discuss their choices of objects with others.
4. Students will design their own piece of found object art using the objects they selected.

Day 1

Critique a work of found object art (Adjust for PreK - 1)

Begin by having students **critique** a work of found object art. Good artists to start with can include:

- Louise Nevelson
- Bruce Gray
- Alison Wilding
- Bill Woodrow
- Marcel Duchamp

Introduce the idea of found object art -- transforming objects into something else by changing their context. Ask: "How have the meanings of the objects changed when placed in a new context?"

Discuss works of found object art. Ask:

- What do you think is the purpose of this work?
- Who do you think is the intended audience?
- What skills do you think were involved in making this work?
- Why do you think these particular objects were used?
- How do the objects used change or shape the overall message of the piece?
- Why might someone use found objects as opposed to conventional materials like clay, wood, and metal to make a sculpture?

For PreK - 1, ask instead:

- What do you notice about this work?
- How do you think this was made?
- Do you notice any objects you recognize? How do we use them? How are they used here?
- Does this remind you of anything or make you feel a certain way? What and how?

Homework: Locate found objects

Explain that the students will be designing their own work of found object art during the next class session. They should collect five objects that interest them. Objects can be beautiful, ugly, curious; it doesn't matter. Look for objects that have interesting conceptual qualities such as purpose, history, or meaning. Look for objects with interesting physical qualities such as line, texture, shape, and color. Bring your objects to class for Day 2 of this lesson.

Students should avoid:

- Sharp objects. Students should not bring anything dangerous to school.
- Students may not bring any object that goes against school rules.
- Clean all food items and containers before bringing them to class.
- Avoid bringing in smelly, messy, or perishable objects.
- Try to bring in objects not found in the classroom or in their backpacks.

Day 2

Discussion

Have the students **share** the objects they brought in. Ask:

- What is interesting about the objects?
- What are their original purposes?
- What are they made of?
- Where were they found?
- Is there anything interesting about the design of these objects?

Design

Have each student **design** a found object piece by sketching the objects they brought in. Ask:

- How do the objects fit together?
- How does each object relate to the piece as a whole?
- Does this piece do anything? Move? Make noise? Light up?

Discuss everyone's designs. Ask:

- How was each object used?
- How would you present this piece?
- What other materials would you need to create this piece?
- What kinds of skills and equipment might you need to create this piece?
- How could the skills you've used in designing this object be applied to subjects outside of the arts?

Follow-Up / Optional Questions

- How would you compare found object art to another fine art piece like a bronze sculpture?
- Is found art beautiful? Why/why not?
- What counts as a found object? What doesn't?
- Do you value found object art? Why/why not?

Assessment

Assessment	Points	Total
Involvement in discussions		/10
Found objects brought in (half credit for objects found in the classroom)		/10
Design of art piece using found objects		/10
Total		/30

Additional Resources:

Introduction to found object art:

<http://www.visual-arts-cork.com/definitions/found-objects.htm>

http://www.artspace.com/magazine/art_101/the-history-of-the-found-object-in-art

A list of found object artists:

Louise Nevelson, Bruce Gray, Richard Deacon, Bill Woodrow, Claes Oldenburg, Alison Wilding, Seymour Locks, Anish Kapoor, Marcel Duchamp, John Chamberlain, Wes Mode, Art Grant, Richard Stankiewicz, Tony Cragg, Alexander Calder

Visual Thinking Strategies (VTS), an avenue for talking to students about art

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

Optional continuation:

Have the students build their found object pieces based on their original designs. This may take 1-2 additional class sessions and some extra materials (wire, scissors, glue), but is a great way to incorporate engineering and design processes into this lesson plan.