

Lesson Plan II: Recycled Handmade Paper

Introduction:

This will be an art lesson that deals with found object and collage by making recycled handmade paper (much like Robert Rauschenberg) and to appreciate our environment.

Objectives:

After completion of this lesson, the student should be able to:

1. Demonstrate knowledge of artwork that is created by Robert Rauschenberg with found object and collage.
2. Develop appreciation for how found and recycled objects can be made into art.
3. Demonstrate the ability to create art that uses found objects by completing at least two pieces of art that are unique by their choices of found objects.
4. Be able to distinguish and discuss art that is created with recycled and found objects.
5. Students will gain an understanding and appreciation for our environment and ways we can recycle.

Instructional Objectives:

Following a discussion on Robert Rauschenberg, the students will compose two pieces (maybe more depending on time) of recycled handmade paper that incorporates paper scrapes and found objects.

Vocabulary:

Artist Found object Lithography Print
Printmaking Silk-Screen



The Flatiron Building, 1995
color etching on paper
45 x 26 inches

Materials/Media:

- Blender (to beat the paper pulp)
- Cornstarch (to mix in the paper pulp)
- Four big tubs of water (to pour the paper pulp into)
- Felt sheets (to dry the sheets of paper)
- Fine wire screens - whatever size you want your paper to be and about 30 mesh (to form the sheets of paper)
- Wooden frames – same size of wire mesh (these are for the wire mesh to attach to)
- Tacks (to tack the wire onto the frames)
- Sponges (for removing water from the paper)
- Any found or recycled scrapes of paper, glitter, material, felt, flowers or other objects that can be added to the paper – objects should not be too heavy (to add to the paper pulp for creating interesting paper)
- Newspapers (to add to the paper pulp)
- Photocopies of Robert Rauschenberg art

Instructional Procedures:

A. Set – Students will be asked if they have ever seen an artwork that has been made out of recycled materials. There will be a discussion about what recycle means and how, we as artists and people, can recycle objects to help the environment. There will also be a discussion about how people affect delicate ecosystems. The teacher will then talk to the students about an artist named Robert Rauschenberg and how he used found objects. The teacher will then talk about how people can find objects that can be put into artwork. The teacher will then show *Untitled* (silkscreen with collage), *Untitled* (silkscreen), and *Monogram*.

B. Key Questions

1. What is an **artist**?
2. What does **found object** mean?
3. What are some found objects?
4. Who is Robert Rauschenberg?
5. How would you describe Robert Rauschenberg's work?
6. Who knows what the term **printmaking** means?
7. Does any one know what **lithography** or **silk-screen** is?
8. Can you tell me the characteristics of a **print**?
9. What do you like/dislike about Rauschenberg's work? Why?
10. What types of subject matter does Rauschenberg use in his works?
11. What are the advantages/disadvantages of working with found objects?
12. Why would Rauschenberg want to work with found objects?
13. What is recycling? Can anything be recycled?
14. How can we help our environment? How can we help ecosystems?
15. How do you feel about making your own paper? Is it easy?
16. Do we take paper for granted in our society?
17. How can we recycle better in our communities?
18. What do you feel that you have learned during this exercise?

Who Made It?

Robert Rauschenberg

Born 1925 Port Arthur, TX

Died 2008 (aged 82) Captiva FL

Robert Rauschenberg was born in 1925, in Port Arthur, Texas. As a child Rauschenberg thought he would become a minister until he learned that the church did not allow dancing. He attended the University of Texas to study pharmacology. During World War II, Rauschenberg joined the United States Marines: it was during his time as a Marine that Rauschenberg realized his ability to draw and his artistic interest in representing everyday people and objects.

After World War II, Rauschenberg studied in Paris, but did not like European life. He returned to the United States and entered the Black Mountain College. It was during his Black Mountain College years that Rauschenberg began his artistic revolution.

Rauschenberg's interest in popular culture and his rejection of Abstract Expressionism led him to find new ways of painting. Rauschenberg used materials outside the art world to create his work. He covered canvases with house paint. He would pour ink on a car wheel and run over paper to create a drawing.

In 1953, Rauschenberg became a part of art history when he formed his three-dimensional combines. Rauschenberg's most famous combine is *Monogram* in which he combined a tire, a stuffed goat, a shoe heel, a tennis ball and some paint. *Monogram* changed the course of modern art. The idea of combining objects and images has been the essence of Rauschenberg's art. In the 1960s, Rauschenberg abandoned three-dimensional and began making two-dimensional silk-screens of magazine images. Rauschenberg would take the pictures and combine them into a collage. The collage was Rauschenberg's way of combining his love for painting and his combines.

From the 1970s to today, Rauschenberg continues to experiment with different techniques and materials. He searches for new ways to create his collages and to transfer his photographs. In 1998, 400 of Rauschenberg's works were exhibited at the Guggenheim Museum Bilbao, Spain.

References:

Hatfield-Smelcer, Ivy and Yarnell, M. Tiffany. [Combine & Collage: A Learning Guide Based on the Life Works of Robert Rauschenberg](#). Professor: Emilie Ezell, Ed.D, Professor of Art Education. Graduate Studies in Art Education 520 in collaboration with The University of Tennessee and the Knoxville Museum of Art.

Instructions: How to make handmade paper

1. Select the pieces of paper to be recycled. You can even mix different types to create your own unique paper.
2. Rip the paper into small bits, and place into the blender about half full. Fill the blender with warm water. Run the blender slowly at first then increase the speed until the pulp looks smooth and well blended about 30 – 40 seconds. Check that no flakes of paper remain. If there are, blend longer.
3. The next step is to make a mold. The mold, in this case, is simply a stretched fiberglass screen (plain door and window screen) over a wooden frame and stapling it. It should be as tight as possible.
4. Fill the basin about half way with water. Add 3 blender loads of pulp. The more pulp you add the thicker the finished paper will be. Stir the mixture. This is where you can add other objects.
5. Now is the time to add the liquid starch for sizing. Stir 2 teaspoons of liquid starch into the pulp.
6. Place the mold into the pulp and then level it out while it is submerged. Gently wiggle it side-to-side until the pulp on top of the screen is even.
7. Slowly lift the mold up until it is above the level of the water. Wait until most of the water has drained from the new paper sheet. If the paper is very thick, remove some pulp from the tub. If it is too thin, add more pulp and stir the mixture again.
8. When the mold stops dripping, gently place one edge on the side of a felt sheet. Gently ease the mold down flat, with the paper directly on the paper. Use a sponge to press out as much water as possible. Wring the excess water from the sponge back into the large plastic tub.
9. Now comes the tricky part. Hold the felt sheets flat and slowly lift the edge of the mold. The wet sheet of paper should remain on the paper. If it sticks to the mold, you may have pulled too fast or not pressed out enough water. It takes a little practice. You can gently press out any bubbles and loose edges at this point.
10. Repeat the step above, and stack the felt sheets on a cookie sheet. Save one fabric square to place on top of the stack to cover the last piece of paper. Use another cookie sheet to press the remaining water out of the stack. (Do this outside or in the bathtub, it can make a mess.)
11. After you press the stack, gently separate the sheets. They can be dried by hanging on a clothesline or laying them out on sheets of newspaper. When they have dried peel them off the fabric.

Classroom Strategies Day One

1. Display the Rauschenberg images after set discussion.
2. Tell students “ we are going to create handmade paper form recycled materials today.”
3. Ask students what they remember about recycling
4. Displays examples of handmade paper.
5. Ask students to guess what the paper is made of out and if there are any special objects in the handmade paper.
6. Ask for examples of other objects that can be put in their paper.
7. Tell the students that they may use any of the recycled found objects they want.
8. Show students how to make paper pulp.
9. Shows the students how to pour the paper pulp into the tubs of water.
10. Shows students how to add objects into the pulp.
11. Shows the student how to pull the paper pulp out of the tub.
12. Shows the students how to put the handmade paper on the felt sheets.
13. Tell the students to go ahead put their object into the tubs.
14. Let the students start making their sheets of paper.
15. Tell the students that five sheets will be turned in and graded but they can make more if they like.
16. Walk around to make sure there is no confusion, questions, or behavioral problems.

Practice and Review:

The purpose of this project is to motivate the students into using recycled materials in their art projects. Having the students think about what recycling does to help our environment and how we can make artistic statement with it, the student can gain better knowledge about Robert Rauschenberg's art. Students will discuss about what objects they used in their paper and why chose them. This will give all the students the opportunity to see what everyone has done.

Learner Involvement:

- Students will be encouraged to ask and answer questions during the presentation and also during any other time during class.
- Students will participate in all discussions and in the assigned project.

Learner Environment:

- Teacher will have tables set up with the tubs of water, screens and felt sheets.
- Teacher will make sure that all students have their materials and extra supplies are easily accessible at a supply table.
- Teacher will keep voice levels down to a minimum during work time so it is not disruptive for other students.
- Teacher will need four tables that are not too close to put the paper pulp on.
- Each table can have between 4-6 students standing at it (depending on the size of your table). No chairs will be needed.

Closure:

- Teacher will ask the class what they have learned about recycling and papermaking.
- Teacher will ask students how that liked working on a project that Robert Rauschenberg might have done.
- Teacher will ask students what they have learned about helping our environment.
- Teacher will tell students positive statements about their paper.

Alternative Activities:

One on one instruction will be given to students if or when needed. Special needs will be dealt with on an individual basis. Attaching objects and other found items to an already made piece of paper with glue would be the alternative activity. This way all students would still be learning about found objects.

Evaluation:

Informal:

The teacher will walk around and observe the students making their recycled handmade paper. The teacher will take note on how the students are behaving. The teacher will also be asking the student questions about the demonstration and about the direction that they might take with their project.

Formal:

The teacher will take notes on the student's activities and on the finished project. The teacher will see how well the students understood the project and the process. There will be a grading rubric for the teacher to use for computing the grade.

Reteaching:

The material will be reviewed. Students will be dealt with one-on-one basis to identify their specific strengths and weak areas. The teacher can work with the students that are having a hard time understanding the concepts.

References:

Hatfield-Smelcer, Ivy and Yarnell, M. Tiffany. Combine & Collage: A Learning Guide Based on the Life Works of Robert Rauschenberg. Professor: Emilie Ezell, Ed.D, Professor of Art Education. Graduate Studies in Art Education 520 in collaboration with The University of Tennessee and the Knoxville Museum of Art.

State Standards for Visual Arts:

1.1, 1.3, 1.4, 4.2, 4.3

State Standards for Language Arts:

2.1, 10.1, 10.3

List of Adjectives in place of saying “good”

Excellent
Awesome
Skillful
Precise
Exact
Accurate
Nice
Pleasant
Pleasing
Enjoyable

Crazy
Outrageous
Chaotic
Superb
Tremendous
Comical
Agreeable
Entertaining

Humorous
Funny
Delightful
Superior
Likable
Correct
Satisfactory