



## INTERESTING AND BEAUTIFUL STUFF – Colour, Texture, Shape

Students sort and classify a variety of found objects and use them to create a mixed media artwork.

Required Time

60 Minutes

Grade Level

Pre-Kindergarten to  
Kindergarten

Subject

Language Arts  
Mathematics  
Science  
Visual Arts

Vocabulary

colour  
found objects  
texture

Materials

Crayola Construction Paper - 22.9 cm x 30.5 cm (9" x 12")

Crayola Washable No-Run School Glue

Crayola Blunt Tip Metal Scissors

Crayola Safety Scissors

Found Objects - Corks, Dry Wall Plugs, Buttons, Washers, Shells, Bottle Tops, etc.

Shop Crayola  
Products

# Steps

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## Step One

1. Look closely at all the different objects.
  - *How are they the same?*
  - *How are they different?*
  - *What shapes do you see?*
  - *What can you make with these objects?*



## Step Two

1. What objects do you like the best? Why?
2. What is interesting about the objects?
3. How do you know where to glue them?
4. How do the objects relate to each other?
5. What shapes do you see?



Look at your work from a distance.

What did you make?

What does it remind you of?

Give your artwork a name.

## Step Three

1. Look at your artwork from a distance.
2. What did you make?
3. What does it remind you of?
4. How else could you use these objects?
5. Give your artwork a name.

# Learning Goals

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Students will be able to:

- create art using found objects;
- work independently and self-regulate;
- create personal responses to the centre materials;
- share their ideas with peers;
- demonstrate a sense of accomplishment.

## Extensions

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Have students:

- draw their finished artworks;
- place both artworks side by side and compare them telling how they are the same and how they are different.

## Prepare

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1. Give each student a small bag containing a note to parents/guardians to introduce the project. (Downloads - NoteToParents.pdf)
2. Provide time over the next few weeks for children to share the contents of their bags. Make a chart to show:
  - *students' favourite things*
  - *where they found their objects*
  - *who helped them*
3. Spend time sorting objects according to a variety of criteria, such as:
  - *colour*
  - *type of material (natural, metal, plastic)*
  - *texture (soft, hard, rough, hard)*
4. Gather and make available, books about found objects and art such as, *Anywhere Artist*, by Nikki Slade Robinson; *Mr. Cornell's Dream Boxes*, by Jeanette Winter; *The Scraps Book: Notes from a Colorful Life*, by Lois Ehlert; *If You Find a Rock*, by Peggy Christian, and Barbara Hirsch Lember; *Look What I Did with a Leaf!*, by Morteza E. Sohi; and *If Rocks Could Sing: A Discovered Alphabet*, by Leslie McGuirk.
5. Set up an art centre with glue, scissors, paper and access to all the sorted materials.

## Introduction

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1. Conduct a read-aloud with a book such as *If You Find a Rock*, by Peggy Christian.
2. Focus on what it is like to find special objects.
3. Discuss and review the variety of things children found.
4. Introduce the art centre.
5. Introduce the challenge.

## Activities

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### The Challenge

1. Use the found objects to create an artwork.
2. Use the objects in your own creative and unique way.
3. Explain how you made your artwork.

### The Process

1. Ensure that students understand the challenge.
2. Establish success criteria with your students, for example,
  - I know I am successful when I:*
  - *use my own ideas to make art*
  - *use lots of different found objects to make my art*
  - *explain how and why I made my art*
3. Guide students through the steps outlined in the lesson plan.
4. Observe students as they work.
5. Provide individual assistance and encouragement.

## Sharing

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1. Gather students to view and discuss their art. Ask students to share:
  - *what they learned about recycling found objects*
  - *how they used the different objects to make their artworks*
  - *what they like best about their artworks*
2. Display all the artworks in the classroom.
3. Encourage students to view the artworks and notice how they all used the objects in different ways.

# Assessment

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1. Observe students as they work - thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their artworks - speaks with a clear voice, looks at audience while speaking, points to areas in the artwork, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen - looks at presenter, asks effective questions, supports ideas with evidence found in the artwork.
4. Use a checklist to track progress. (Download - FoundObjects\_tracking.pdf)