



YOUNG AT ART | MUSEUM

GREENSCAPES

Young At Art Museum's pre- and post-visit packet contains information for field trip planning and classroom activities aligned with Florida Standards.

This packet was developed to help you guide your students through an arts-integrated learning process. Please feel free to print it out and integrate it into your classroom instruction before or after your visit to the museum.



NatureScapes Exhibit

## GreenScapes Exhibit



STOMP Exhibit

GreenScapes is a place where art, environment, and community are linked together. Engaging in hands-on explorations and experiences, your students will use natural materials and recycled objects for creative expression. These artistic explorations will offer your students ways to respect, reconnect with, and responsibly care for our world.

## Exhibit Overview

**STOMP** was created from British street performances which have no words and no boundaries. It is filled with the energy of music, theater, dance, and personalities. Inspired by this award-winning touring ensemble, Young At Art's STOMP soundscape continues the themes of recycling, reuse, and reclamation as it sets the stage for your students to find music and explore rhythms in everyday things.

**Sandscapes** is the natural place to create land art and earth works. Here students can create ephemeral sculptures made from natural materials, drawing inspiration from Land Artists and their Earthworks projects. They can form patterns in the sand, shape natural materials, and create their own amazing earthwork.

**Pablo's Magical Workshop & Theater** is a gallery, theater, and workshop of artist Pablo Cano's imagination. His work comes from the reuse and recreation of materials and objects such as cartons, bottles, buttons, and bicycles, to name a few. Pablo then imaginatively transforms these ordinary objects into enchanting marionettes that blend fantasy and reality into one. He breathes life into his marionettes by creating live performances.

## Learning Objectives

Students will have the opportunity to:

- Learn about the 3R's: Recycle, Reuse and Reduce
- Play instruments made of recycled materials
- Create their own recycled art using various types of found objects



**Pablo's Magical Workshop & Theater**

## Activity I: Acrostic Poetry “RECYCLE”

### Introduction

Environment means the surroundings in which we live. This includes the air we breathe, the water we drink and bathe in, the food we eat, and the earth that grows food for us and supports our animals. How we care for these aspects of our environment determines the quality of our life, and the quality of life for future generations.

We can all make a difference by following the 3Rs. The 3Rs are Reduce, Reuse, and Recycle. Reduce, is to use less materials. Reuse, is to use materials over and over again. And Recycle is when an old material is turned into something new.

Let your students share their thoughts on recycling as they write their own acrostic poem in this activity.

### Acrostic Poem

An acrostic poem uses the letters in a word or phrase to start each line of writing. One can describe the subject or even tell a brief story. Acrostics were common in medieval literature where they served to highlight the name of the poet or his patron.

### Objectives

Students will create an acrostic poem with the word RECYCLE utilizing related phrases and expressions to describe the meaning of the word.

### Materials

Acrostic poem worksheet, pencils

### Procedures

1. Write the word “recycle” on the classroom board and discuss the meaning of the word.
2. Brainstorm and list words that correlate and remind students of the word “recycle.” (ex: Earth, nature, natural resources, forest, landfill, trash, garbage, animals, people, etc.)
3. Hand out copies of the Acrostic poem worksheet provided in the packet. Explain how to write an acrostic poem.
4. Have the students come up with words or phrases using the letter as the first letter of their line. Encourage them to try to find words and phrases that describe the word “recycle.”

Example:

**R** eusing materials will help  
**E** veryone in the world  
**C** rocodiles to canaries, they are all affected by our waste  
**Y** ou and I can work together  
**C** ircle of  
**L** ife for the  
**E** arth and us all

## Activity I: Acrostic Poetry Worksheet

An acrostic poem uses the letters in a word or phrase to start each line of writing. Create your own acrostic poem with the word RECYCLE with related phrases and expressions to describe the meaning of the word. Share your creative poem with your friends and family.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

**R**

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**E**

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**C**

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**Y**

---

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**C**

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**L**

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**E**

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## Activity II: Bio Insects

### Introduction

Non-biodegradable waste cannot be decomposed by natural processes. Some of the examples of non-biodegradable waste include: plastic, glass, metal, and batteries. In a landfill, as the plastics break down, they emit greenhouse gases that are harmful to our environment.

At Young At Art, Florida mosquitoes are represented above the gallery space in GreenScapes. This Bio Insects activity will allow students to create insects out of a variety of recyclable materials.



### Objectives

Students will become aware of the impact of our actions and everyday lifestyle and discover better ways to handle our Earth's natural resources. This lesson will also help students gain an understanding of the amount of time it takes for commonly used items to break down or biodegrade.

### Materials

Reusable materials (paper, cardboard, chalk, plastic, aluminum, plastic bags, bottles, bottle caps, cereal boxes, etc.), scissors, rubber, string, tape, tacky glue, hot glue gun (glue sticks)

### Procedures

1. Discuss what types of insects live in Florida, and have students select one for their project.
2. Talk about different parts of the insects and specific parts that distinguish them from the other species (3 body parts, 6 legs, 4 wings, 2 antennae, 2 eyes).
3. Have students come up with ideas on what recyclable materials they can use to represent the parts of the insects and gather the materials needed. Encourage them to select 3 to 5 different objects to create the insect.
4. Ask students to keep a written record of all the items they used for the insect.
5. Discuss with the class how certain items are easily biodegradable and others are not by showing the biodegrade time chart provided. Compare and contrast the items and discuss reasons. Talk to them about landfills and the effect it has on our world and planet.
6. Return to the insect material list. Ask students to calculate how many years their insects will take to decompose.



## Activity II (cont.): Bio Insects

Let's estimate how much time each insect will take to biodegrade. Below is a list of consumer products and the amount of time it takes them to degrade. Students should include these facts when they present their insects to the class.

### Time it takes for typical consumer products to degrade

|                           |                  |
|---------------------------|------------------|
| ◆ Glass bottle            | 1+ million years |
| ◆ Bottle cap              | 1+ million years |
| ◆ Styrofoam               | 1+ million years |
| ◆ Plastic bag             | 1,000 years      |
| ◆ Disposable diaper       | 550 years        |
| ◆ Plastic beverage bottle | 450 years        |
| ◆ Battery                 | 100 years        |
| ◆ Aluminum can            | 100 years        |
| ◆ Plastic container       | 80 years         |
| ◆ Cigarette butt          | 12 years         |
| ◆ Milk cartons            | 5 years          |
| ◆ Wool cap                | 1 year           |
| ◆ Cotton glove            | 3 months         |
| ◆ Cardboard               | 2 months         |
| ◆ Newspaper               | 1.5 months       |
| ◆ Paper                   | 1 month          |
| ◆ Paper bag               | 1 month          |

### Discussion

After the presentations, have students discuss what they discovered about their waste. Discuss with your students how they plan to reduce waste at home, school and in their community.

# Florida Next Generation Sunshine State Standards

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|---|--|
| <p><b><u>Kindergarten</u></b></p>         | <p><b><u>Visual Arts</u></b> VA.K.C: VA.K.C.1.1, VA.K.S: VA.K.S.1.1, VA.K.S.1.2, VA.K.S.2.1, VA.K.O: VA.K.O.1.1, VA.K.O.2.1, VA.K.O.3.1, VA.K.H: VA.K.H.1.2, VA.K.H.1.3, VA.K.H.2.2, VA.K.H.3.1, VA.K.F: VA.K.F.1, VA.K.F.1.1<br/> <b><u>Physical Education</u></b> PE.K.C.2.2, PE.K.R.5.1, PE.K.R.5.3, PE.K.C.2.1, PE.K.R.5.2</p>   |
| <p><b><u>First Grade</u></b></p>          | <p><b><u>Visual Arts</u></b> VA.1.C: VA.1.C.1, VA.1.C.1.1, VA.1.C.1.2, VA.1.C.2, VA.1.C.2.1, VA.1.S: VA.1.S.1, VA.1.S.1.1, VA.1.S.2, VA.1.S.2.1, VA.1.H.1.3, VA.1.H.3.1, VA.1.F.1.1<br/> <b><u>Music</u></b> MU.1.S.1.2, MU.1.F.1.1</p>  |
| <p><b><u>Second Grade</u></b></p>         | <p><b><u>Visual Arts</u></b> VA.2.C.1.1, VA.2.C.1.2, VA.2.C.2.1, VA.2.C.2.2, VA.2.C.2.3, VA.2.S.1.1, VA.2.S.1.2, VA.2.S.1.3, VA.2.S.1.4, VA.2.S.2.1, VA.2.S.2.2, VA.2.S.3.1, VA.2.O.1.1, VA.5.O.3.1<br/> <b><u>Music</u></b> MU.2.H.1.1<br/> <b><u>Science</u></b> SC.2.P.10, SC.2.P.10.1</p>  |
| <p><b><u>Third Grade</u></b></p>          | <p><b><u>Visual Arts</u></b> VA.3.C.1.1, VA.3.C.1.2, VA.3.C.3.3, VA.3.S.1.1, VA.3.S.1.2, VA.3.S.1.3, VA.3.S.1.4, VA.3.S.2.1, VA.3.S.2.2, VA.3.S.3.1, VA.3.S.3.3, VA.3.O.1.1, VA.3.O.2.1, VA.3.O.3.1, VA.3.H.1.1, VA.3.H.1.2, VA.3.H.1.3, VA.3.H.1.4, VA.3.H.2.1, VA.3.H.2.2, VA.3.F.1.1, VA.3.F.2.1<br/> <b><u>Science</u></b> SC.3.E.5.3, SC.3.E.5.S, SC.3.N.1.1, SC.3.N.1.1, SC.3.N.3.1, SC.3.L.14.2, SC.3.L.17.2, SC.3.P.10.1, SC.3.P.10.4</p>  |
| <p><b><u>Fourth Grade</u></b></p>         | <p><b><u>Visual Arts</u></b> VA.4.C.1.1, VA.4.C.1.2, VA.4.C.3.1, VA.4.C.3.2, VA.4.O.1.1, VA.4.O.1.2, VA.4.S.1.1, VA.4.S.1.2, VA.4.S.1.4, VA.A.S.2.2, VA.4.S.3.1, VA.4.S.3.2, VA.4.S.3.3, VA.4.F.1.1, VA.4.F.2.1, VA.4.F.2.2, VA.4.H.1.1, VA.4.H.1.2, VA.4.H.1.3, VA.4.H.2.3, VA.4.H.2.2, VA.4.H.3.1, VA.4.O.2.1, VA.4.O.3.1<br/> <b><u>Science</u></b> SC.4.E.6.3, SC.4.N.1.1, SC.4.N.2.1, SC.4.E.6.5, SC.4.E.6.6, SC.4.P.9.1, SC.4.P.10.1, SC.4.P.10.2, SC.35.CS-PC.2.6, SC.4.L.17.4, SC.35.CS-CS.2.3</p> |
| <p><b><u>Fifth Grade</u></b></p>          | <p><b><u>Visual Arts</u></b> VA.5.H.3.1, VA.5.F.1.1, VA.5.F.2.1, VA.5.F.2.3, VA.5.F.3.1, VA.5.F.3.2, VA.5.F.3.3, VA.5.H.1.2, VA.5.O.1.1, VA.5.O.1.2, VA.5.O.1.3, VA.5.S.2.2, VA.5.S.2.3, VA.5.S.3.2<br/> <b><u>Science</u></b> SC.5.P.10.4</p>   |
| <p><b><u>Sixth – Eighth Grade</u></b></p> | <p><b><u>Visual Arts</u></b> VA.68.S.1.1, VA.68.S.1.3<br/> <b><u>Science</u></b> CTE-ENGY.68.GNRATN.05.01, CTE-ENGY.68.GNRATN.05.06</p>  |