# Paper Mache Upcycled Vessels & Sculptures

## K-12 Youth

<table>
<thead>
<tr>
<th>Project</th>
<th>Upcycled Vessels and Sculptures: No Clay Required</th>
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<tbody>
<tr>
<td>Teaching Artist</td>
<td>Chloe Rizzo</td>
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<td>Descriptive Overview</td>
<td>In this lesson, students will be able to explore ceramic form and surface treatments to create vessels by upcycling recyclable materials instead of using traditional ceramic materials.</td>
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<td>Arts Learning Community</td>
<td>Youth K-12 with varied level of instruction, Grades 5-12 may work independently</td>
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<td>Time Required for Lessons</td>
<td>Variable, 2-5 sessions</td>
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### Instructions

**Step 1:** Mix a flour and water batch of paper mache paste (instead of glue or modge podge). You can also mix a batch of flour and water clay to sculpt and patch connections. Let sit, but don’t let it dry.

**Step 2:** Cut, Modify and Combine your recyclables to create new 3D forms/vessels, add handles with cut straws (use tape to secure), or fold whole pages of paper and coil to create the effect of coil-built clay.

**Step 3:** Cut, rip, and select your paper for the paper mache covering of the base form. Think about whether you will leave the paper visible or paint it later.

**Step 4:** Once the object base structure is made, students can layer paper mache over the top to create a constant surface that can be decorated. Students can also use plastic containers as molds and make paper mache only formed objects (without other framework). Coat container with cooking oil or spray to lubricate the surface and lay paper mache into the form. *They may use the flour and water clay to patch and smooth connections.*

**Step 5:** When the objects dry, students may explore surface color & decoration strategies using marker or paint. You may choose to have students think about color beforehand, and utilize collage material for the surface design.

**Step 6 (optional):** Have students do a formal self-assessment of the artwork created out of paper and compare it to another piece of artwork they made out of ceramic materials.

Other methods of folding and coiling recyclable paper shown:
- Making 3-D Shapes with Paper & Cardboard [https://drive.google.com/file/d/1fbr7R4qjQP_Ou_T3uZ5KUk6K0aEl83Tx/view](https://drive.google.com/file/d/1fbr7R4qjQP_Ou_T3uZ5KUk6K0aEl83Tx/view)
| Learning Goals for Arts Learners | ● Explore ceramic forms without access to clay.  
● Invent and solve creative design problems through material.  
Compare and contrast art mediums and aesthetics based upon observation and self-assessment. |
| Resources & Equipment Required | Paper Mache: 1-part Flour, 2 parts Water, Mixing Bowl, and Wooden Spoon  
Optional: Salt & Flour Clay: 1-part flour, ¼ part salt & ¼ part water  
Collect a good pile of recyclable paper, collage materials, pages from old books, newspaper, magazine, phone books, etc.  
Recycled Materials - empty plastic containers, straws, just about any recyclables  
Masking Tape (preferable but can use any tape available)  
Scissors  
Optional for making objects in plastic container molds or bowls: oil, vaseline, cooking spray or plastic wrap  
Optional: Markers, Ink, Crayon, or Paint for surface treatment. |
| Lesson Tasks & Activities Towards Outcomes | Creation of a 3-Dimensional Artwork  
Exploration of a Different Medium and Investigation of a Creative Design Problems  
Comparison and Analysis of Ceramic and Non-Ceramic Artworks |
Aesthetic: Demonstrated both creativity and experimentation (risk taking).  
Concept: Used materials to create a successful design problem and solution.  
Critique: Demonstrated critical thinking and gave an accurate assessment of their work. |
| Lesson Alignment to State/National Education Standards or Community Learning Goals | State Standards  
4.2.1.5.1, 6.2.1.5.1, 9.2.1.5.1 Strand II: Artistic Process: Create or Make  
Standard 1: Create or make in a variety of contexts in the arts area using the artistic foundations  
9.4.1.5.1 Strand IV: Artistic Process: Respond or Critique  
Standard 1: Respond to or critique a variety of creations and performances using the artistic foundations.  
1. Analyze, interpret and evaluate works of visual art by applying self-selected criteria within the traditions of the art form.  
9.4.1.5.2  
2. Justify choices of self-selected criteria based on knowledge of how criteria affects criticism. |
Images Courtesy of Lana Ziegler