

Duct tape wallet



GRADE
4

In this lesson, students will create a duct tape wallet that they can use to hold or store currency and other financial items.



Subject

Visual Arts

Suggested timing

40 minutes

Financial literacy objectives

At the end of this lesson, students will:

- develop vocabulary related to money (e.g., bills, currency, coins);
- understand the need to organize their finances.

Curriculum expectations

The Arts, Grades 1 to 8 (2009)
Visual Arts

Creating and presenting

D1.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences.

D1.4 Use a variety of materials, tools, and techniques to determine solutions to design challenges.

Reflecting, responding and analyzing

D2.4 Identify and document their strengths, their interests, and areas for improvement as creators and viewers of art.

Exploring forms and cultural contexts

D3.2 Demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made.

Assessment

Duct tape wallet (Appendix B)

What you need

- Examples of various wallet designs from across cultures
- Different colours of duct tape (black, white, red, silver, etc.)
- Scissors
- Ruler
- Wallet making instructions (Appendix A)
- Duct Tape Wallet Rubric (Appendix B)
- Step-by-step video (optional):
<http://www.youtube.com/watch?v=bn5Narcc2mk> or
<http://www.youtube.com/watch?v=IAAicTg2tjo>

Minds on

Show a variety of sample wallets to the class (show on screen if you do not have access to samples). Encourage students who have wallets to describe what their own wallet looks like.

Ask the following questions to prompt student discussion:

- Based on your personal experience and observation, what sorts of things do people put in their wallets? (Use this prompt as an opportunity to explore words like bills, coins, currency, etc.)
- What elements of a wallet's design make one more useful than another? More desirable than another?
- Why do you think it might be important to have a place to organize your money?
- Wallets serve a function, but as the examples show, they also have design elements. How important is the artistic design of a functional item such as a wallet?

Action

Activity: Making a duct tape wallet

- Explain that students will be applying various elements of design to make their own wallets using duct tape as the primary material.
- Provide table groups with sample duct tape wallets to look at, or display photos of various wallet designs to the class.
- Take students through each of the steps of creating the wallet (Appendix A) or, if possible, show a variety of YouTube clips that demonstrate how to make various duct tape wallets and their design.
- Provide students with stickers and/or templates to decorate their wallets.

Consolidation/ debrief

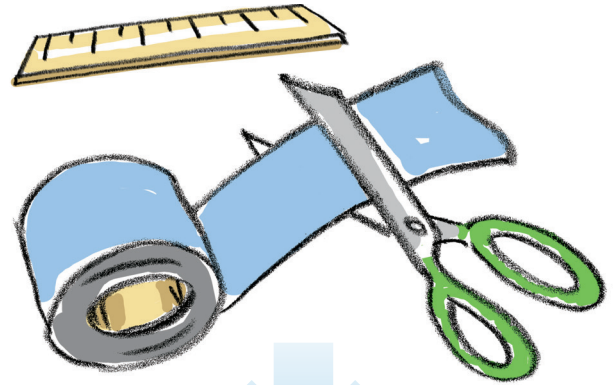
- Create a gallery in the classroom to showcase students' wallets. Take pictures of the wallets and post them online, if appropriate.
- Encourage students to offer feedback on the balance between function and design as observed in their own and their peers' work.
- Have students respond to and discuss the following questions when reflecting on their final product:
 1. What criteria can you use to judge your work?
 2. How do your design choices reflect your personality?
 3. Given the opportunity to make another wallet, what would you do differently?
 4. What were the biggest challenges in making the wallet? What advice would you give others to overcome them?
 5. Although this was an art activity, you had to apply your mathematical skills. Discuss the relationship between math and art as you experienced it here.
 6. Discuss how artists have to learn to balance creativity and practical elements when creating works of art.

Duct tape wallet

Instructions for making a duct tape wallet

Step 1

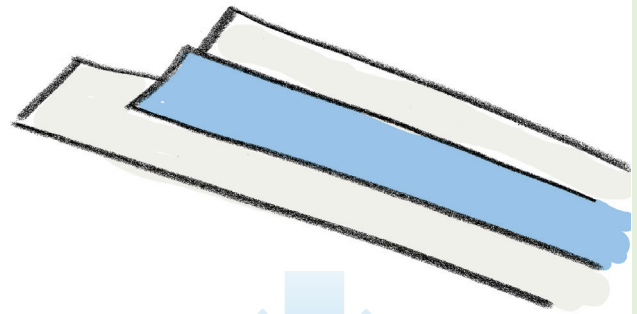
- Cut 10 strips of duct tape 17.75 cm long. You may wish to cut them a little longer in case of mistakes, and you can trim them back in Step 3.
- Cut 3 pieces of duct tape 15 cm long. Again, you may wish to cut them a little longer in case of mistakes.



Step 2

Make 2 sheets of duct tape fabric by alternating strips side up/side down so that:

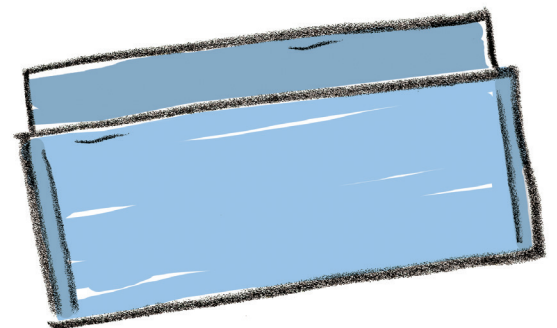
- The first larger sheet is made of ten 17.75 cm (or longer) strips.
 - Place the first strip on a flat surface, sticky side up. Then, place a second piece sticky side down, halfway covering the first piece. Keep alternating until you have a piece of fabric.
 - When you get to the end, fold the remaining sticky sides over to make a clean edge.
- The second smaller sheet is made of three 15 cm strips.
 - Follow the instructions above to alternate the pieces and create the smaller piece of fabric.



Step 3

Create the main pocket:

- Trim the larger piece of duct tape fabric to 21.5 cm by 17.75 cm.
- Fold the sheet over, leaving the top edge higher than the bottom edge as shown in the picture, so that it measures 18 cm wide and 12 cm high.
- Tape the two outer sides securely with duct tape.



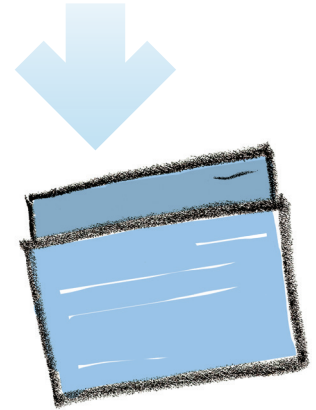
Duct tape wallet

Instructions for making a duct tape wallet (cont'd)

Step
4

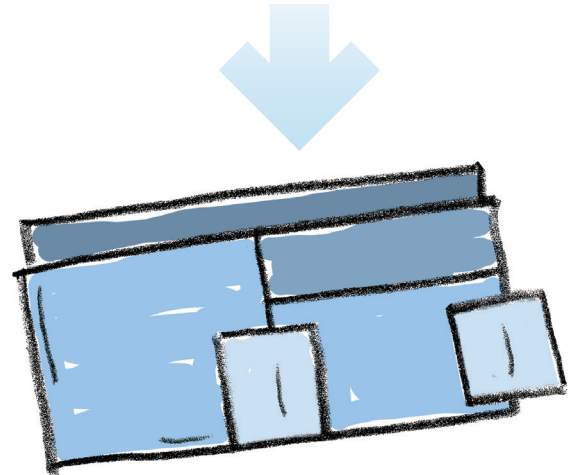
Create and attach the smaller credit and identification card pocket:

- Trim the smaller piece of duct tape fabric to 15 cm (high) by 7.5 cm (wide).
- Fold it over leaving the top edge higher than the bottom so that the top edge is 8 cm high, which will allow for two pockets when it is attached to the larger pocket.

Step
5

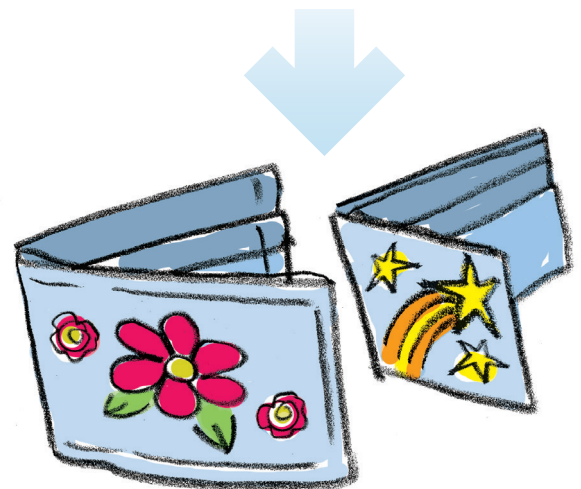
Assemble the wallet:

- Use 2 pieces of duct tape to carefully attach the smaller pocket to the right side of the larger pocket.
- Add a third piece of tape to the bottom of the small pocket to secure it.

Step
6

Decorate the wallet:

- Use stickers, different coloured duct tape cut into shapes, or anything else you can think of to personalize the wallet.





Duct tape wallet

Duct tape wallet rubric

Student name: _____

Category	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding				
The student uses terminology and instructions accurately.	Demonstrates limited accuracy.	Demonstrates some accuracy.	Demonstrates considerable accuracy.	Demonstrates outstanding accuracy.
Thinking				
The student creates a three-dimensional work of art that expresses feelings and ideas inspired by their interests and experiences.	Demonstrates limited ability to express feelings and ideas in a three-dimensional work of art.	Demonstrates some ability to express feelings and ideas in a three-dimensional work of art.	Demonstrates considerable ability to express feelings and ideas in a three-dimensional work of art.	Demonstrates a high degree of ability to express feelings and ideas in a three-dimensional work of art.
Communication				
The student demonstrates awareness of the meaning of signs, symbols, and styles in works of art.	Demonstrates limited awareness of the meaning of signs, symbols, and styles in works of art.	Demonstrates some awareness of the meaning of signs, symbols, and styles in works of art.	Demonstrates considerable awareness of the meaning of signs, symbols, and styles in works of art.	Demonstrates a high degree of awareness of the meaning of signs, symbols, and styles in works of art.
Application				
The student uses a variety of materials, tools, and techniques to determine solutions to design challenges.	Uses limited materials, tools, and techniques to determine solutions to design challenges.	Uses some materials, tools, and techniques to determine solutions to design challenges.	Uses a reasonable variety of materials, tools, and techniques to determine solutions to design challenges.	Uses a wide variety of materials, tools, and techniques to determine solutions to design challenges.

Comments: _____

Mark: _____ Parent initial: _____