

Unit 5: Eco-Fashion and Globalism



Contemporary Artist Guerra-De-La-Paz Uses Recycled Clothing In Sculptures
<http://www.thecoolist.com/recycled-clothing-art-by-guerra-de-la-paz/>

Key Concepts: Consumption, consumerism, recycled fashions, global awareness, eco-fashion.

Essential Questions:

- How can artists make political and social change?
- What is my social responsibility in the choices I make as a consumer?
- How does the fashion and garment industry affect the globe?
- How does fashion affect the global community?
- How can we as consumers make a difference?
- How can I as an artist raise awareness to these issues?

Activity 1: Fashion Affects The Globe

1. Show Yoxi video about jeans production and these other short videos to class.

These videos were the result of a contest entitled *Trim the Waste of Fashion* for a company that tries to come up with solutions for a better world.

www.youtube.com/watch

www.youtube.com/watch

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www.youtube.com/watch

2. Show animal rights video or article discussing wearing fur. Talk about being vegetarian, but still wearing Ugg Boots, leather bags, belts and shoes. Discuss what their ethical line is.

[PETA skewers Beyonce's superbowl outfit](#)

3. Read handout, or article below about [child slave labor working in garment industry](#):
Add article I use written for students by children in China and Bangladesh



Child Laborers at work in cotton fields and factories

[*Are The Doors Locked in the Factory Making YOUR Shirts?*](#)

[Institute for human labor and global rights](#)

[International Labor Rights](#) looks at sweatshops

[Environmental Impact of Jeans](#)

4. Research ways that fashion and garment production damages the environment.
The making of jeans or denim is particularly harsh environmentally and socially due to cotton cultivation. With a partner, students should brainstorm ideas of ways to solve this world problem. Then they should write or explain aloud some of their solutions to the class.
5. Other eco-fashion links:

Fashion design companies with positive social global impact-

[Women in Uganda making Sandals](#)

[Organizations for Ethical Fashions](#)

Lesson Plan on [Fashion and Consumer Waste](#)

6. Green Fashion Bloggers:

[Eco Fashion World](#)

[Threadbanger](#)

[Eco-Chick](#)

[TransFair USA](#)

[EcoFabulous](#)

[TreeHugger](#)

[Ecouterre](#)

[Fair Trade Federation](#)

[Green Grechen](#)

[My Fashion Planet](#)

[Organic Clothing Blog](#)

[Planet Green](#)

[Seed and Sew](#)

[Sustainablog](#)

[The Greener Side](#)

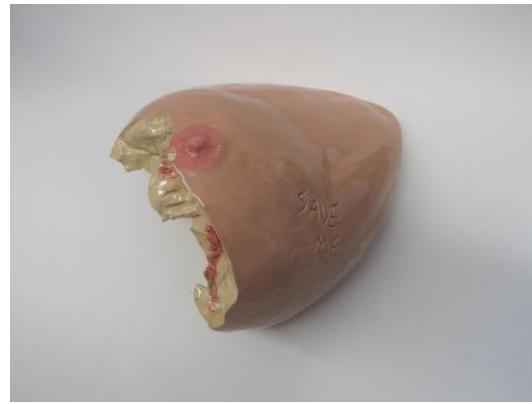
Activity 2: UR What U Wear- Advocacy or protest art

1. Review contemporary artists making social statements about the topics of fashion, clothing, over-consumption, etc.
 - [A Creative Use of Material Recycling](#)
 - This group of artists' show [Dress Code: Clothing as Metaphor](#) deals with touch on issues dealing with ethnicity, community, commerce, immigration, and globalization and more.
 - The artist Jarod Charzewski creates landscapes out of piles of clothing to make a statement about consumption in the [show Past Presence:](#)
 - [70 Eco-Friendly Fashion Designs](#)
2. Show example of my work [UR What U Wear](#). You can also see my other eco-fashion art statements there.



I created this digital piece by first shaping a pair of jeans from each member of my family into the shape of the United States map. Then I overlaid photos of child laborers working in the cotton industry, and a photo I took of a cotton branch, plus the text.

3. Students create their own advocacy or protest art for an eco-fashion issue they believe in. They may use the medium of their choice, including traditional or digital. Video, photography, painting, mixed media, clay, poster, or other expressions are then described, shared with, and taught to the class by the student. [**Add more Student examples HERE.**](#)



One student created this sculpture *Save Me* from clay as a statement about breast cancer



Advocacy Art painted with bleach onto recycled jeans



Student created advocacy poster



One of my students created this star sculpture (in process) made from recycled t-shirt fabric

Additional Resources:

- [Eco friendly jeans](#)
- [Eco conscious designer denim](#)
- Great article with links on ways to [refashion and reinvent clothing](#) into fresh new styles:

Activity 3: Trashion

1. Create fashion accessories or fashions from recycled objects that students can really wear and enjoy everyday. We have made tie-dye shirts, repurposed tees, and other fashions. There are hundreds of tutorials online for Recycled and redesigned tee shirts.



Scarf created by student from recycled t-shirts
Bleach Pen T-Shirts (Pinterest)

Recycled or repurposed jeans- distressed, redesigned, made into other objects.
Jewelry and other fashion accessories [STUDENT EXAMPLES HERE](#)



Click on the link below for a lesson plan on making these leather cuff bracelets from up-cycled belts.



From Belts to Bracelets- (Dick Blick Lesson Plan)



Student using You Tube Tutorial to create small woven bag from a recycled sweater

2. Alternate project: Research and create “trashion” outfits from recycled objects, and display them in a local or wear them in a school fashion show. See Caution Dress- from [Recycle Runway](#).



Activity 4: Fashion Art and Sculptures

Create your own art project made with the topic of fashion. This can be created from paper, from recycled clothing, starched fabric made into sculpture, or any other choice. Using inspiration from the contemporary artists as seen above, as well as Pinterest and You-tube tutorials.

Activity 5: Community Involvement-

Ask students to brainstorm ideas of how they can get their new knowledge about Eco-Fashion out into the community. Write them on the board, and vote on one that the class can do as a group community project. Some examples are to do a used coat drive, mitten drive, Prom Dress recycling drive, hold a fashion show, do presentations of their findings for local groups, etc.

Another way to have community involvement is to put the student Trashion designs on display on mannequins in a local store window, making ties with local businesses.

Assessment: How well did student demonstrate understanding and apply fashion as a topic for artwork? Use written tests regarding global topics above also if desired.