

SUBJECT AREAS:

Art

ACTIVITY DESCRIPTION:

Art, Environmental advocacy,
Activism

OBJECTIVES:

Students will explore environmental issues and concepts through artistic expression.

MATERIALS:

Art supplies (such as paper, paints, brushes, pencils, markers, clay), Recycled materials (newspapers, cardboard, plastic bottles, etc.), Reference materials (books, articles, images on environment), Audiovisual equipment (projector, screen), Writing materials.

GRADE/LEVEL:

Upper Elementary School (12-14)

DURATION:

Preparation time: 1 hour
Activity time: 40- 60 min.

PLACE:

Classroom

AUTHOR:

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Expressing Environmental Awareness Through Art

INTRODUCTION:

In this lesson, students will delve into the transformative role of art in environmental advocacy. Throughout history, artists have utilized their creativity to spotlight pressing environmental issues, igniting conversations and inspiring action. By exploring the intersection of art and environmentalism, students will discover how their own artistic expressions can amplify awareness and promote positive change for our planet.

BACKGROUND:

The background for the lesson involves introducing students to the impactful connection between art and environmental activism. Artists have historically used their creativity to raise awareness about environmental issues. Understanding this background inspires students to explore their creative potential in addressing pressing environmental challenges through artistic expression.

Procedure:

- 1. Introduction** (15 minutes): Begin by discussing the intersection of art and the environment, highlighting how artists have used their work to raise awareness about environmental issues and advocate for change. Show examples of environmental artworks from different artists and discuss the messages conveyed through their art.
- 2. Exploration** (20 minutes): Provide students with a variety of art materials and ask them to brainstorm ideas for artworks that address environmental topics of their choice. Encourage students to explore different artistic techniques and mediums to express their ideas effectively.
- 3. Research** (20 minutes): Allocate time for students to conduct research on their chosen environmental topics, using reference materials and online resources. Guide students to gather information and images that will inspire and inform their artworks.
- 4. Creation** (30 minutes): Allow students to begin creating their artworks based on their research and ideas. Provide support and guidance as needed, encouraging experimentation and creativity in their artistic process.
- 5. Presentation** (20 minutes): Have students present their completed artworks to the class, explaining the environmental issue they chose to address and the message conveyed through their art. Encourage classmates to ask questions and provide feedback on each other's artworks.

FUN FACTS:

- *Did you know that the world's largest outdoor art exhibit is the Land Art movement? It involves artists creating massive sculptures and installations using natural materials like rocks, earth, and vegetation, often situated in remote landscapes.*
- *The term "upcycling" in art refers to repurposing discarded materials into new works of art, reducing waste and promoting sustainability. Artists around the world use upcycled materials like old newspapers, plastic bottles, and scrap metal to create innovative artworks.*
- *Some famous artists, such as Andy Goldsworthy and Christo and Jeanne-Claude, are known for their environmental artworks that interact with nature. Goldsworthy creates intricate sculptures using natural materials like leaves and stones, while Christo and Jeanne-Claude wrap entire landscapes in fabric to draw attention to environmental issues.*

ASSESSMENT:

Peer Feedback: Students provide constructive feedback to their peers on their artwork, focusing on how effectively the message about environmental issues is conveyed and offering suggestions for improvement

Gallery Walk: Students display their artworks around the classroom, and their classmates rotate around the room, observing and commenting on each piece. They can write sticky notes with feedback or discuss their impressions with the artist.

Reflection Journals: Students write reflective journal entries discussing their artistic process, the inspiration behind their artwork, and how they addressed environmental themes. Teachers can review these journals to assess students' understanding of the connections between art and the environment.

One-Minute Papers: At the end of the lesson, students write for one minute about what they learned or found most interesting about the intersection of art and environmental awareness. This quick written reflection can provide insights into students' comprehension and engagement with the topic.

EVALUATION:

Evaluation of student learning in the art and environmental awareness lesson involves assessing students' creativity, critical thinking, and ability to convey environmental messages through their artwork. Teachers can evaluate students' artworks based on criteria such as originality, use of materials, and effectiveness in addressing environmental themes. Written reflections and artist statements provide insight into students' thought processes and understanding of the connections between art and environmental awareness.