

SUBJECT AREAS:

Art

ACTIVITY DESCRIPTION:

Art, Environmental advocacy

OBJECTIVES:

Students will explore the intersection of art and the environment by creating an environmental art installation that raises awareness about a specific environmental issue.

MATERIALS:

Art supplies (such as recycled materials, paints, brushes, glue), Sustainable materials (branches, leaves, stones), Drawing materials (paper, pencils, markers), Writing materials for planning and reflection, Outdoor space for installation, Presentation materials (posters, display boards etc.).

GRADE/LEVEL:

Upper Elementary School (12-14)

DURATION:

Preparation time: 1 hour

Activity time: 40- 60 min.

PLACE:

Classroom, outdoors

AUTHOR:

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Research and Education

Environmental Art Installation Project

INTRODUCTION:

In today's lesson, students will explore the fascinating realm of environmental art, where creativity intertwines with environmental consciousness. They'll delve into how artists use various mediums to convey messages about our relationship with nature. Through this exploration, students will uncover the profound impact art can have in advocating for environmental stewardship.

BACKGROUND:

The background for this lesson on environmental art installation in secondary education involves recognizing the power of art as a medium for addressing pressing environmental issues. Students are introduced to the concept of environmental art, which encompasses various forms of artistic expression aimed at raising awareness about environmental challenges and advocating for sustainable solutions. The lesson builds on the understanding that art has the ability to provoke thought, evoke emotion, and inspire action.

Procedure:

- 1. Introduction** (15 minutes): Begin by discussing the concept of environmental art and its role in raising awareness about environmental issues. Show examples of environmental art installations and discuss their impact on viewers.
- 2. Brainstorming and Planning** (30 minutes): Divide students into small groups and assign each group a specific environmental issue to address through their art installation (e.g., plastic pollution, deforestation, and climate change). Allow time for groups to brainstorm ideas, sketch out their designs, and create a plan for their installation, considering materials, location, and audience engagement.
- 3. Material Collection** (20 minutes): Take students on a nature walk to collect sustainable materials for their art installations, such as fallen leaves, branches, or stones. Alternatively, provide a selection of recycled materials for students to choose from.
- 4. Creation of Art Installation** (60 minutes): Give students time to work collaboratively on constructing their art installations based on their designs and plans. Encourage experimentation with different materials and artistic techniques to convey their chosen environmental message effectively.
- 5. Presentation Preparation** (20 minutes): Instruct each group to prepare a brief presentation about their art installation, including an explanation of the environmental issue addressed, the inspiration behind their design, and the materials used.

FUN FACTS:

- *The Environmental Art Movement emerged in the late 1960s and early 1970s as artists sought to create works that integrated with and responded to the natural environment, challenging traditional notions of art and its relationship to the landscape.*
- *Some environmental artists, like Andy Goldsworthy, create temporary works using natural materials such as leaves, stones, and ice, allowing them to naturally decay or be reclaimed by the environment over time.*
- *The Earthworks movement, also known as Land Art, involves creating large-scale sculptures or earthworks in remote outdoor locations, often using natural materials like rocks, soil, and vegetation. Examples include Robert Smithson's iconic "Spiral Jetty" in the Great Salt Lake, Utah.*

ASSESSMENT:

Artwork Evaluation: Students' art installations can be assessed based on creativity, effectiveness in conveying environmental messages, and craftsmanship. Teachers can use rubrics to provide structured feedback on each installation.

Peer Evaluation: Students can conduct peer evaluations where they provide feedback to their classmates on their art installations. This encourages collaboration and allows students to reflect on the effectiveness of their peers' work.

Reflection and Discussion: After presenting their installations, students can engage in reflective discussions about the process, challenges faced, and lessons learned. This allows for self-assessment and deepening of understanding.

Written Reflections: Students can write reflective essays or artist statements discussing their artistic choices, the environmental themes addressed, and the impact they hope their installation will have. These written reflections provide insight into students' thought processes and learning outcomes.

EVALUATION:

Evaluation of student learning in the environmental art lesson involves assessing students' creativity, understanding of environmental themes, and ability to effectively convey messages through their artwork. Teachers can evaluate students' art installations based on criteria such as originality, craftsmanship, and relevance to the chosen environmental issue. Peer evaluations and class discussions provide opportunities for students to receive feedback and reflect on their work collaboratively. Written reflections allow students to articulate their artistic choices and the environmental messages conveyed in their installations.