

ART/SCIENCE: Waste in Our World-Explored Through Various Art Media
STAGE 1 – Desired Results

Established Goals	TRANSFER GOAL	
<p><i>Students will:</i></p> <ul style="list-style-type: none"> -Use drawing to explore nature and gain an appreciation for its vitality in the world -Acknowledge their own contributions to the waste in the world -List ways to minimize the waste that they produce -Create a satirical art piece that forces their audience to consider the amount of waste they produce 	<p><i>Students will be able to demonstrate, through fabric arts, an understanding of increasing and decreasing patterns found in everyday life.</i></p>	
	MEANING	
	<p>Enduring Understandings: <i>Students will understand that...</i></p> <p>U1 – Nature is a vital part of our world, and it needs protecting</p> <p>U2 – Each person contributes to the build up of waste significantly</p> <p>U3 – There are many ways a person can minimize their ecological footprint</p> <p>U4- Satire art is one effective way to make a big statement to your audience</p>	<p>Essential Questions: <i>Students will keep considering...</i></p> <p>Q 1 – Is nature worth protecting?</p> <p>Q 2 – How do I contribute to the waste in the world?</p> <p>Q3- What can I do to minimize my ecological footprint?</p> <p>Q 4 – How can I use art to challenge others to join my in caring for the environment?</p>
	ACQUISITION OF KNOWLEDGE & SKILLS	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -How sketches have been used all throughout the history of science -Why nature is worth protecting -How much garbage the average Canadian produces -The power that a photograph has in conveying a message -How to define satire -Why satire is an effective way to convey a societal criticism 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -doing a scientific sketch -taking single shot photographs -creating art that conveys strong meaning -superimposing an image into a new environment (magazine picture into a hand-drawn background) 	

STAGE 2 – Evidence

Evaluative Criteria	Assessment Evidence
<p><i>Performance is judged in terms of -</i></p>	<p><i>Students will need to show their learning by:</i></p>
<ul style="list-style-type: none"> -appreciation/respect of nature -ability to reflect in Art journals -thoughtfulness of art -participation in discussion <p>Summatively: Demonstration of learning in final art piece</p>	<p>Transfer Task: Students will demonstrate their overall learning through our final satire project. If they’ve gained an appreciation and respect for nature from our first activity, and an awareness of their own contribution to pollution from the second, it will be demonstrated in their final piece. Both prior activities cultivate emotion in the students that will propel the strong message that they will be sharing in their satire art. Thus, the third lesson will be the summative assignment.</p>

UNIT PLAN: Experiencing *Waste in Our World* Through Various Art Media

By Kylie Myers

C&I for Non-Art Majors-Prof. Janice Rahn [Summer 2015]

RATIONALE

Throughout this unit, grade 4 students will interact with the science topic of “Waste in Our World” through various art media. First, they will build their respect and appreciation for nature through sketching, which creates a mental platform on which they can build their passion for protecting nature and the environment. Then, they will use photography to gain a new perspective on their own ecological footprint. This will help them to form a personal connection with the cause, and to recognize that individuals have the power to make a difference. Lastly, they will participate in satire art. They will create a satirical poster with the intent of spreading awareness and encouraging others to help minimize waste and increase recycling.

LESSON SUMMARIES

1. Nature Photography

During this lesson, the students will take a nature walk out to an area near their school. Each student will find on specific aspect of nature (tree, flower, blade of grass, bird, etc.) and sit and draw that organism to the best of their abilities. Students will be focusing on the various textures that the organism contains, and how they might relay those through a sketch medium. After they’ve done their nature sketch, they will write a short journal about how they feel in nature. Students will be asked to reflect on what would happen if that organism was no longer a part of their local, or national, environment. The goal is for students to gain a respectful and appreciative attitude toward nature.

2. Our Own Trash

In this lesson, students will be responsible for photographing one part of nature. This can be one organism, or an entire area. They will then scatter all of the garbage from their lunch boxes that week in that area. This activity is based on the photography of Gregg Segal. Students will again reflect on how they felt seeing their literal garbage destroy a part of nature. This is an important opportunity for the students to be impacted by their own ecological footprint by now experiencing it in a new way.

3. Satirical Statements

The students will place images from magazines into some sort of drawn background that make a bold statement about waste in the world. For example, students might choose to paste an image of a woman shopping in the midst of a landfill full of excess clothing and waste. Students are learning about how they can use satire/irony to tell their audience an important message and impact them on an emotional level.

LESSON 1

Nature Photography

LESSON LENGTH: 1 class

GENERAL LEARNING OUTCOMES (P.O.S.)

ART:10.3 Students will use the media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography, and technographic arts.

SCIENCE: 4-4a Students will demonstrate positive attitudes for the study of science and for the application of science in responsible ways

SPECIFIC LEARNING OUTCOMES (P.O.S.)

ART: A.4 Students will make quick sketches

SCIENCE: 4-4.9a Students will show growth in acquiring and applying a respect for living things and environments, and a commitment for their care.

LEARNING OBJECTIVES

Students will:

1. Show appreciation for nature
2. Practice doing a quick sketch that reflects textures
3. Reflect on how they interact with and appreciate being in nature

REFERENCES

- Russel Stutler *Book About Sketching* pg. 11 “Quick Trial Sketches”
http://www.stutler.cc/other/sketchbook/sketchbook_c_11.html
- Darwin’s Finches-famous sketch that helped him in forming his natural selection theory
- Skethches of Science Exhibition-Sacramento, CA (Jan 2015)
<http://www.mars.com/global/press-center/press-list/news-releases.aspx?SiteId=94&Id=6362>

MATERIALS

- Students’ sketchpads
- Art Journals
- Pencil

PROCEDURE

PROCEDURE		
	Introduction	Agenda
Assessment of Prior Knowledge	Think, pair, share: Can you think of a time that art might be important in science? Is it? Have them talk in partners and call on people to give you their thoughts	1) Notes 2) Introduce Project 3) Work Time
Transition to Body	Sketches of Science Exhibition: In Sacramento, they held an art exhibition featuring the sketches of scientists that have led to famous discoveries (Show site on smart board, and go through a few of the famous sketches!)	
	Body	Time
Learning Activity #1	Darwin’s Finches	15 mins
<i>Teacher Notes: Assessments/ Differentiation</i>	Put up picture of Darwin’s finches (which was the sketch that helped him to hypothesize his theory of natural selection) as an example of a nature sketch. Ask students to do a quick practice draw of one of Darwin’s finches. Once students have finished drawing, ask what they think are the important things to remember about quickly sketching an aspect of nature. (If unsure about quick	

	sketching, reference Russel Stutler's book about sketching).	
Learning Activity #2	Nature Sketches	<i>30 mins</i>
<i>Teacher Notes: Assessments/ Differentiation</i>	Take students outside (preferably for a short walk to new scenery) and have them find one part of nature to sketch. This can be anything from a patch of grass to a huge tree. Have them sit and sketch for about 10 minutes.	
Learning Activity #3	Sketch Reflections	<i>15 mins</i>
<i>Teacher Notes: Assessments/ Differentiation</i>	Once back in the classroom, have students sit and reflect on their time in nature. Encourage them to think about what the world might be like without the part of nature they have just drawn (ie, grass, trees, a bird, etc.). <i>The goal is for them to reflect on how vital that each part of nature is, and to gain an appreciation and respect for nature before we start getting into protecting the environment</i>	
Closure		Time
Lesson Closure	Have students volunteer to share a new perspective that they have gained about nature with the class.	<i>Last few mins of class</i>
Transition To Next Lesson	Next time we are going to talk more about how we can help protect nature so that we never have to lose any of those things that we saw outside today!	

LESSON 2

Photographing Nature

LESSON LENGTH: 2 classes

GENERAL LEARNING OUTCOMES (P.O.S.)

ART: 10.3 Students will use the media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography, and technographic arts.

SCIENCE: 4-4a Students will demonstrate positive attitudes for the study of science and for the application of science in responsible ways

SPECIFIC LEARNING OUTCOMES (P.O.S.)

ART: Students will use a simple camera to record specific effects

SCIENCE: 4-5.2-Identify and classify the waste that results from human activity

LEARNING OBJECTIVES

Students will:

1. Demonstrate appreciation of nature through photography
2. Acknowledge the amount of wastes they are producing
3. Classify the different types of wastes as recyclable or not
4. Reflect on the “clean” and “dirty” pictures and the statement that they are making

REFERENCES

- **CBC, 2013:**
<http://www.cbc.ca/news/business/canadians-produce-more-garbage-than-anyone-else-1.1394020>
- **Gregg Segal:** 7 Days of Garbage <http://greggsegal.com/> (click 7 days of garbage on the left and click arrows to scroll through gallery)

MATERIALS

DAY 1:

- Cameras
- Lunch trash saved up for 1 week
- Art Journals

PROCEDURE		
Introduction		Agenda
Assessment of Prior Knowledge	What is waste? (Something non-recyclable or biodegradable) Give examples. How much waste do Canadians produce (kgs) per day, week, year? (777 kgs per year, 3 rd highest garbage producing country in the world)	1) Notes 2) Introduce Project 3) Work Time
Transition to Body	Today we are going to look at how much garbage each of us produces, and we are going to use photography to make a statement. You'll have to figure out what you think we are trying to say to our audiences through our photos.	
Body		Time
Learning Activity #1	Gregg Segal Exhibit	15 mins
<i>Teacher Notes: Assessments/ Differentiation</i>	Today's lesson is based on Gregg Segal's 7 Days of Garbage. He had families of all different sizes, socioeconomic statuses, races, etc. save all their garbage for a week. They then laid their garbage out around them and posed within it. What do you think Gregg is saying with these photos? Discuss. We've been saving our garbage from our lunches for the last few days. Today, we are going to see how much garbage we create just from our lunch for a week.	

Learning Activity #2	Photography	<i>30 mins</i>
<i>Teacher Notes: Assessments/ Differentiation</i>	Each student will find a small area outside that looks beautiful to them. They will take a photo of it as is. This is their “clean” photo. Then, they will take their garbage and strew it throughout that area and photograph it again. This is their “dirty” picture.	
Learning Activity #3	Photography Reflection	<i>15 mins</i>
<i>Teacher Notes: Assessments/ Differentiation</i>	Answer the questions: <i>What was the purpose of this activity?</i> <i>How did it feel when you were putting your garbage onto the ground?</i> <i>What did you learn today about using art to make a statement?</i>	
Closure		Time
Lesson Closure	Students will finish their written reflections about the activity.	<i>Last few mins of class</i>
Transition To Next Lesson	Next class we are going to use those “dirty” photographs to make another statement about waste in the world!	

LESSON 3

Art Satire-Statement Art

LESSON LENGTH: 2 classes

GENERAL LEARNING OUTCOMES (P.O.S.)

ART: 10.1.2 Students will illustrate or express a message

SCIENCE: 4-5 Recognize that human activity can lead to the production of wastes

SPECIFIC LEARNING OUTCOMES (P.O.S.)

ART: 10.1.2a: Feelings and moods can be displayed visually

10.1.2b: Specific messages, beliefs and interests can be interpreted or symbolized visually

SCIENCE: 4-5.11- Identify actions that could be taken to minimize the production of waste or increase the recycling of waste

LEARNING OBJECTIVES

Students will:

1. Demonstrate an understanding of satire
2. Create satirical art that conveys some message to the audience
3. Explain and reflect on their art

REFERENCES

- Jeff Hong- Disney Ironic Images <http://disneyunhappilyeverafter.tumblr.com>

MATERIALS

- Magazines
- Scissors
- Pencil crayons/paint
- Paper
- Glue
- iPads (for brainstorm?)

PROCEDURE		
Introduction		Agenda
Assessment of Prior Knowledge	Another way that artists make big statements in through satire art. New Vocab word: satire Satire: intro to satire by showing various famous satire art	1) Notes 2) Introduce Project 3) Work Time
Transition to Body	Today, we are going to use our garbage pictures to make some sort of satire art.	
Body		Time
Learning Activity #1	Jeff Hong Satire Art	15 mins
<i>Teacher Notes: Assessments/ Differentiation</i>	Jeff Hong uses Disney characters to create satirical art making big statements about how the lives of Disney characters might look if they <i>actually</i> lived in our society http://disneyunhappilyeverafter.tumblr.com Note: some images contain sensitive content that some students may not be old enough to understand	
Learning Activity #2	Satire Brainstorm	30 mins
<i>Teacher Notes: Assessments/ Differentiation</i>	How could we take an image out of its context and create a different background to make a statement? Example: Taking a young girl shopping and putting her in front of a dump symbolizing the amount of excess that we have here in Canda. More examples? Are there any times you've neglected the environment to get something you want? What about choosing to drive a huge truck vs. a small car? We	

	<p>could put a picture of a truck in the midst of a polluted skyline to show how that truck has unintended consequences.</p> <p><i>Lots of people in Alberta do have trucks, make sure not to make bold condemning claims. But students should be introspective and think of ways they've neglected their world at times.</i></p>	
Learning Activity #3	Satire Art	<i>15 mins</i>
<i>Teacher Notes: Assessments/ Differentiation</i>	<p>Students will have some time to brainstorm a few ideas for their satire art.</p> <p>Students will now create their own form of satire art using photos from magazines, and drawing a background or surrounding for their image.</p> <p>For example, they might cut out a picture of a child texting, while the kids around him/her are playing soccer in the background.</p> <p><i>Students must create a satire that relates to recycling, environmental concerns/human impact, or nature in some way.</i></p>	
Closure		Time
Lesson Closure	Students will show their art to the class, and explain what statement they are trying to make about taking care of the environment	<i>Last few mins of class</i>
Notes	Post these for the school to see! This is an awesome opportunity for kids to spread environmental awareness to their peers	<i>After</i>