

### Central Focus

Students ranging from 9th to 10th grade will begin this unit by enumerating personal, local, and global decisions observed that have a negative impact on the environment in their visual journal. They will relate those observations to a card game that reinforces those observations. After a gallery visit where the students will observe art with ecologically minded contexts, the students will create their own illustration illuminating the impact of personal choice on the environment and possible solutions to encourage more active citizenship as reflected in previous class discussion. Reference can be taken from other "Green" artists like Mark Dion, Water Ways, and Nevercrew Murals. Through an art making activity and public curation, students will develop skills in the medium of oil pastels and compositional balance that once displayed in a public setting, will facilitate discussions within the school about environmental consciousness.

### Objectives

1. The student will discover the negative effects of oil spills on their local environment through exploration of impactful decisions and possible solutions.
2. The student will be able to construct a display of how everyday decisions can negatively impact the environment or actions they can accomplish as individuals that can improve the environment manipulating oil pastels and compositional balance.
3. The student will be able to convey a meaning of environmental consciousness through recognizable symbols and form within the composition.

### Essential Questions:

1. How do daily choices affect the environment? Long term? Short term?
2. Why is it important to protect the environment?
3. What choices can be made to improve or protect the environment? As an individual? As a group?

### Enduring Understandings

During this time of environmental crisis, environmental consciousness is crucial for humanity's and the planet's wellbeing. By acknowledging environmental consciousness, students can be conscious about their own decisions and encourage activism and smart consumption of products. Environmental consciousness can provide people from all over the world with the opportunity to gain required knowledge, skills, and values needed to protect, conserve and improve the environment for its present and future generations. Students should be knowledgeable about the consequences of their own behavior in terms of environmental impact, particularly in regards to the local and global impact of pipeline development and the inevitable "accidents" that fundamentally shift the health and wellbeing of the land we and other living things inhabit. This is applicable to art as there is freedom to develop and illustrate creative solutions, developing problem solving skills and communication on a global scale.



### Exemplar Artworks



### Materials

oil pastels, mixed media paper 12" x 18", pencils, visual journal, watercolors, Changing Tides Card Game

### Vocabulary

Sgraffito, Wash, Fracking, Ocean Acidification, Hydrophobic, Biodiversity

## Standards

**1.1.12.D.1:** Content Statement: Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

Indicator: Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

*The students will compose a composition using oil pastel techniques that convey the theme of environmental decisions and their consequences using recognizable and contemporary imagery.*

**1.2.12.A.1:** Content Statement: Cultural and historical events impact art-making as well as how audiences respond to works of art.

Indicator: Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

*The students will explore various environmental artists who have covered historical oil spills both globally and locally, and the meaning they convey to their audience in an effort to change their perspectives.*

**1.3.12.D.2** Content Statement: Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.

Indicator: Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

*The students will be taught to recognize the symbolism of specific mediums in consequence to a conveyed meaning, specifically recognizing the impact of oil on the environment while using the medium of oil pastels.*

**1.4.12.B.3:** Content Statement: Art and art-making reflect and affect the role of technology in a global society.

Indicator: Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

*The students will explore various artists from around the world, their artistic processes, and analyze how their art has impacted their community and change perspectives.*

## Summary of the Sequence of Activities

Day 1: Introduction to Changing Tides project, students will discuss ideas, brainstorm, and visit Springs Eternal gallery for inspiration.

Day 2: Students will watch an art making demonstration and begin to work on their Changing Tides art project.

Day 3: Students will present their work to class for an open discussion, reflection, and critique.

Day 4: Students will set up their work in the installation room and attend the exhibit.

