

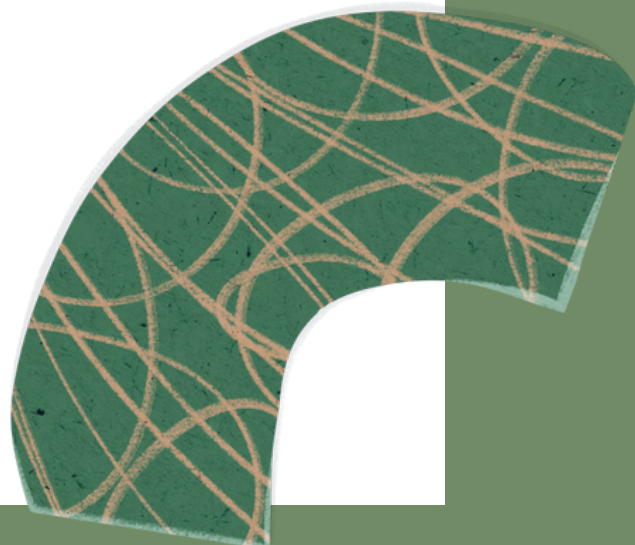
# **SUSTAINABILITY & ART**

**Prepared for  
4th Grade**

ARED 4350S

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**FALL 2022**



# TABLE OF CONTENTS

This Unit Plan will provide an introduction to sustainable art through three lessons involving discussion of contemporary artists and art-making experiences.

Unit Overview	<b>03</b>
Artist Information	<b>14</b>
Lesson 1	<b>19</b>
Lesson 2	<b>24</b>
Lesson 3	<b>29</b>
Resources	<b>36</b>

# OVERVIEW

This unit focuses on introducing sustainability and how it can be connected to art-making. The unit will involve using found materials to create individual and collaborative works inspired by “reduce, reuse and recycle”. The lessons will involve students problem solving with materials, a larger reflection on the problem solving needed to combat environmental issues.

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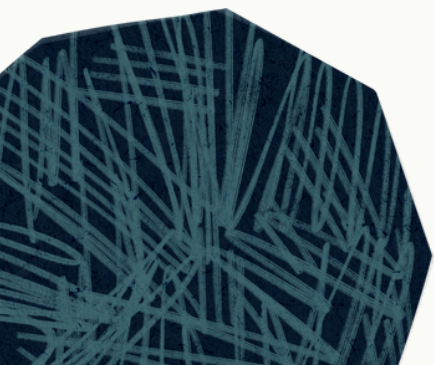
The main artist students will focus on is El Anatsui. He creates sculptures with found materials to reflect his interests in transformation and place. Steven Rodrig is an artist who creates sculptures out of electronic waste when it becomes outdated. Angela Haseltine Pozzi creates colorful and playful sculptures of sea animals with recycled plastic. Howard Finster is widely known for his folk art, but ‘Paradise Garden’ in north Georgia is a massive garden full of sculptures, installations and all forms of art created with found materials. This focuses on changing a space for the better using recyclable materials. These artists reflect the main themes students will be working with :connection with earth and nature as place, critically thinking about consumption and waste, and reflecting on their impact as artists.

# RELEVANCE FOR LEARNERS

Students at High Shoals elementary are generally interested in art and excited to be in the classroom. They are on a five-week rotation so they are in the art classroom for a full school week. Most students are white and middle class from the surrounding rural and suburban area.

The most prevalent learning need as observed in our case study was attention and engagement. **This lesson addresses this need through concepts of play, movement, and exploring the space in and outside of the classroom.**

The lesson focuses on connection to contemporary topics and issues as well as connection to place in terms of students' local community. The lesson could also involve connection to local art resources if students could take a trip to Howard Finster's Paradise Gardens or even the sculpture studios at UGA to explore examples of artists using recycled materials.



# Rationale grounded in **CONTEMPORARY THEORIES OF ART EDUCATION:**



Sustainability and art aligns with the concept of pulling from current issues relevant to students to inform curriculum. The format of the lesson and process itself also aligns with contemporary practices. The following contemporary theories are found in this lesson:

- The Theme of Science Nature and Art: Teaching Contemporary Art with Young People
  - "Deepening students' understanding of the changing environments in which they live and learn is paramount to creating a healthy and just future. Science and art both provide wisdom, guidance and inspiration for learning about and responding proactively to the world."
  - <https://www.teachingcontemporaryart.com/classroom>
- Hathaway and Douglas both wrote case studies on their choice-based classrooms practices. The format of materials and student choice in this unit plan is informed by their classrooms as well as theories of Teaching for Artistic Behavior (TAB).
- Also involved: promotion of play and movement through scaffolded exploration of material and three-dimensional forms, contemporary artists, and relevant issues to students and their environment.

# ESSENTIAL QUESTIONS

## How can art-making consider sustainability?

- *Lesson 1:* What is sustainability and how can artistic thinking be used to solve issues concerning the environment?
- *Lesson 2:* How can understanding sustainability in our local environment influence our art-making through materials?
- *Lesson 3:* How can we collaborate using found materials to illustrate and advocate for solutions to environmental issues through art-making?

# ENDURING UNDERSTANDINGS

- Problem-solving surrounding environmental issues
- Awareness of local environment and care for space
- Understanding recyclable/found objects as material and becoming more conscious of consumption
- Understanding the power of art as activism in their community

# UNIT GOALS

Students will know:

- The basics of sustainability and its relevance to the school environment
- Art can be a form of activism and education
- Recycled materials can be used to create art

Students will be able to:

- Engage in discussion about sustainability
- Use found materials in their art
- Collaborate with their peers on an artwork
- Construct 3-D structures from 2-D brainstorming

Related Standards

- VA:Cr1.1.4a : Brainstorm multiple approaches to a creative art or design problem.
- VA:Pr5.1.4a : Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
- VA:Re8.1.4a : Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

# PERFORMANCE TASKS

- Students will engage with the concept of sustainability throughout the entire process and demonstrate critical thinking about their environment with a new consciousness
- Students will explore the different materials and their effects on the art-making process both conceptually and aesthetically
- Students will discuss their ideas on the topic and collaborate toward common goals through open communication and reflection

## ROLE OF STUDENTS

- Beginning of the lesson will be more teacher-centered with a focus on teaching the core lessons on sustainability, then transitions toward student centered with facilitated inquiry.
- Once students understand the problem at hand and the parameters of materials offered, they can follow inquiry and their own focuses on how to address sustainability and create their artwork. Students will be provided recycled materials varying from cardboard, plastic, paper, fabric, string and more, but can suggest or bring in materials they are interested in. This allows for student choice and a wide-range of topics to focus on, but all are problem-solving oriented. The process will involve play, movement, and studio habits throughout the unit.

# ASSESSMENT

## Initial assessment:

- The initial assessment will be a group discussion on sustainability concepts and a casual check-in to make sure students understand the concepts presented through guiding questions.

## Progressive/Formative assessment:

- Students will have moments to brainstorm, sketch, and complete another small project before the final and those will be the progressive assessments. These demonstrate students' thinking and if they are showing understanding of the main concepts and building the skills for the final sculpture.

## Final/Summative assessment :

- The final project will be the major assessment. Students should demonstrate an understanding of sustainability, reflection on the artists, consideration of materials, and elements of problem-solving and activism.

# ASSESSMENT

## Single- Point Rubric

Areas of Improvement	Criteria	Evidence of Exceeding Standards
	<p>Responding: Students will engage with the concept of sustainability throughout the entire process and demonstrate critical thinking about their environment through brainstorming in writing, art-making, discussion, etc.</p>	
	<p>Creating: Students will explore the different materials and their effects on the art-making process both conceptually and aesthetically</p>	
	<p>Connecting: Students will discuss their ideas on the topic of sustainability and collaborate toward common goals through open communication and reflection</p>	

# CORE COMMITMENTS

- All students deserve equal opportunity and education to become artists.
- The classroom should be a dynamic space for learning between student and teachers.
- Sharing art's power in visual culture and history can illustrate students potential and power in their own practice.
- Art education should promote empathy through collective experience and collaborative practices.

# CLASSROOM DYNAMICS

- All students deserve equal respect from their peers and adults.
- Student-teacher relationships are built on trust and care through the process of growth.
- Respecting the work of others and oneself in the classroom fosters a love for learning and the environment.
- Restorative justice will be prioritized to focus on the learner and their needs and account for long-standing biases of traditional disciplinary structures.

# CASE STUDY

## Relevance of Experience at High Shoals ES

In ARED 4350S: Elementary Education, we worked with local elementary schools to observe educational strategies and classroom environments. We focused on an observed learning need and conducted a case study over the course of eight weeks to present our research and instructional strategies to help.

- Our practicum was at High Shoals Elementary School with Mr. Clinkenbeard.
- The most consistent learning need observed was lack of engagement and sustained attention.

The case study helped me understand students' attention issues were caused by content and instructional choices, not a lack of motivation from students. This led us to research the best way to engage students and hold their attention. **Play and movement are big focuses of this lesson alongside choice-based exploration of material.** These each provide needed outlets for student energy through the art-making process and engage student interest.

# EL ANATSUI

El Anatsui is one of the most highly acclaimed artists in African History and foremost contemporary artists in the world.

He uses resources typically discarded such as liquor bottle caps, cassava graters and newspaper printing plates to create sculpture that defies categorisation.

**His use of these materials reflects his interest in reuse, transformation, and an intrinsic desire to connect to his continent while transcending the limitations of place. His work can interrogate the history of colonialism and draw connections between consumption, waste, and the environment, but at the core is his unique formal language that distinguishes his practice.**

Anatsui is well-known for large scale sculptures composed of thousands of folded and crumpled pieces of aluminium bottle caps sourced from local alcohol recycling stations and bound together with copper wire. These intricate works, which can grow to be massive in scale, are luminous and weighty, meticulously fabricated yet malleable. He leaves the installations open and encourages the works to take new forms every time they are installed.

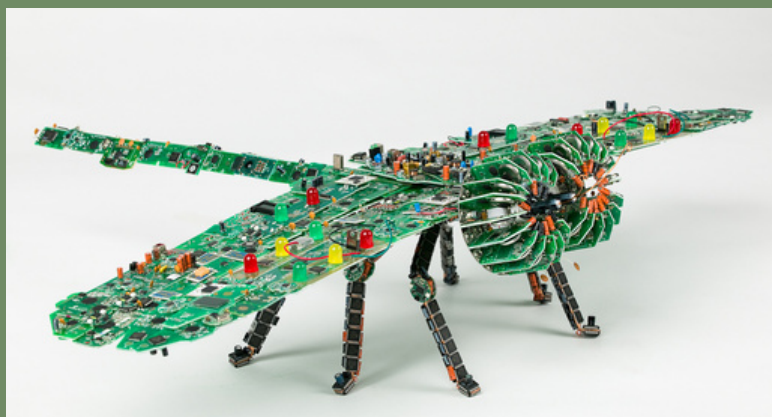


# STEVEN RODRIG

From an early age, Steven Rodrig was fascinated by experimenting with unconventional materials to create art. His imagination and innate technical process evolved while studying mechanical structure at Aviation High School in Long Island City, NY. He honed his skills further while repairing computers and other electronic equipment.

Steven's innovative sculpture, which he refers to as "PCB (Printed Circuit Board) Mixed Media", is created from recycling and restructuring circuit boards and electronic parts.

His extraordinary three dimensional forms are the fruits of creative vision and response to our environmental concerns. **In the hands of Steven Rodrig computer parts, otherwise destined for the landfills, are now the components of sculpture that conveys an important message.** He states, "It seemed a waste to me to have these individually perfect pieces discarded".



# ANGELA HASELTINE POZZI

Angela's evolution as an artist shifted when she noticed immense amounts of plastic pollution on pristine southern Oregon beaches. As she learned more about ocean pollution from plastics and marine debris she became motivated to do something about it. Thus, the Washed Ashore Project was born. Angela decided to enlist the help of hundreds of local volunteers to clean up the beaches, and use all the debris to construct massive sculptures of the sea animals most affected by the pollution.

“As the beaches around the world wash up more stuff from the land and less from the sea I believe we must examine our relationship to rivers and oceans. **I attempt to scoop up part of what might be below the blue waters and place it in front of us. In some ways it may be an escape, but at the same time a confrontation.**”



# HOWARD FINSTER (PARADISE GARDENS)

Finster began building his ever-changing environmental sculpture, Paradise Garden, on swampy land behind his house in the early 1960s. Composed of walkways and constructions made from cast-off pieces of technology, the Garden assembles individual monuments to human inventors into an all-encompassing “Memorial to God.” **Much of the building material in the garden was accumulated from Finster’s television and bicycle repair businesses and his twenty-one other trades.**

This could be a great field trip for students to discover a world of sustainable art. These gardens are a unique format of art-making that is exciting for students who may be used to traditional formats of art-making such as painting and drawing.



# OVERVIEW OF PLANS FOR ART EXPERIENCES:

## **Plan 1: What is sustainability?**

The lesson will begin with an intro to sustainability around the world and then begin a discussion on waste in the school community. Students will engage in discussion about their own consumption. Reduce/reuse/recycle will be introduced as key terms throughout the unit to guide discussion and tie to materials in art-making.

Students will then be introduced to artists who use found materials and be asked to brainstorm how different materials can be repurposed both as art and in other ways. (This can look like a class-wide mind map, individual drawings and writings)

## **Plan 2: Sustainability through found materials**

Students will help collect and prepare recyclable materials in their school. Students will be able to see what their school already does and what they could improve on to make it a more sustainable environment.

Students will be introduced to art-making through found materials with several contemporary artists who use found materials. Students will then pick a material and be asked to create a piece based on the prompt, “What does a more sustainable future look like to you?”

## **Plan 3: Sustainable collaborative sculptures**

Students will then work on a collaborative sculpture as a culmination of these lessons. They will use found materials and continue with the prompt of “What does a more sustainable future look like to you?”

They will consider a space in the school to display this work as a reflection on students' new understandings and activism surrounding sustainability.

# Art-Experience #1: **INTRO TO SUSTAINABILITY**



## **Rationale for Art Experience:**

- This experience provides the foundation for other art-making and gives students the tools to move forward with sustainable art. It also gets students in a problem-solving mindset through prompting creative solutions to the issue at hand.

## **Essential Question:**

- What is sustainability and how can artistic thinking be used to solve issues concerning the environment?
- 

## **Enduring Understandings for this Experience:**

- Students will understand:
  - Problem- solving surrounding environmental issues in their local community and their own environmental footprint

## **Goals for this Experience:**

- Students will know:
  - The basics of sustainability and its relevance to the school environment
- Students will be able to:
  - Engage in discussion about sustainability and consider possible solutions in their local setting of the classroom and school

## Art-Experience #1:

# INTRO TO SUSTAINABILITY

### Related standards:

- VA:Cr1.1.4a : Brainstorm multiple approaches to a creative art or design problem.
- VA:Pr5.1.4a : Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
- VA:Re8.1.4a : Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
- VA:Cn11.1.4a : Through observation, infer information about time, place, and culture in which a work of art was created.

### Performance Tasks:

- Students will be able to engage in meaningful discussion as a class and individually regarding sustainability and environmental issues in their school.
- Students will contribute in some way to brainstorm and visualize how they can reuse 'trash' from the school with some of the artists illustrated.

### Differentiation:

The initial instruction introducing the lesson will include visual cues, audio description and engage students with discussion and movement prompts. The visual response portion can be in the form of a group mind-map, individual drawing or individual writing. This allows even the smaller tasks to be choice-based and led by student interest.

# INTRO TO SUSTAINABILITY

## Important Vocabulary and Definitions:

- Sustainability:
    - Working to save natural resources to help the environment and preserve ecological balance
  - Reduce/Reuse/Recycle:
    - Reduce means to cut back on the amount of trash we generate.
    - Reuse means to find new ways to use things that otherwise would have been thrown out.
    - Recycle means to turn something old and useless (like plastic milk jugs) into something new and useful (like picnic benches, playground equipment and recycling bins)
- 

## Classroom Environment:

- The classroom trash and recycling bin could be highlighted to tie the lesson to students' space. The classroom set-up will be formatted for choice-based exploration. There will be stations with different repurposed materials and tables will be grouped to promote collaboration and discussion. The classroom environment can also extend into the larger school environment to discuss waste and consumption in the school community.



# INTRO TO SUSTAINABILITY

## Preparation:

- Materials:
  - Poster paper, sticky notes, pens, pencils, main instructional powerpoint
- Instructional Prep:
  - Conduct further research on sustainability in the school community and on a larger scale to best discuss the issue with the class. Understand how materials break down naturally or through waste management systems and how this relates to art-making techniques.

## Clean-up Procedures:

- Students will have set procedures from the start of the year. They will understand where the materials go through an established routine and be expected to return any materials used to their designated spot in the last ten minutes.

## Assessment:

- The initial assessment will be a group discussion on sustainability concepts and a casual check-in to make sure students understand the concepts presented through guiding questions and a visual mind-map.

## Art-Experience #1:

# INTRO TO SUSTAINABILITY

The Teacher Will:	The Students Will:
<p>Introduce the concept of sustainability</p> <ul style="list-style-type: none"><li>• Ask students what they think it means</li><li>• Define reduce/reuse/recycle</li></ul>	<ul style="list-style-type: none"><li>• Students will discuss their previous knowledge of sustainability and environmental issues and then interact with the new content</li></ul>
<p>Connect to the school environment</p> <ul style="list-style-type: none"><li>• Bring students to the cafeteria</li><li>• Ask questions about their lunch and possible waste</li><li>• Discuss what happens with plastic, cardboard, paper</li></ul>	<ul style="list-style-type: none"><li>• Students will respond and discuss their consumption habits and reflect on the local school environment's positive and negative waste management systems</li></ul>
<p>Discuss solutions</p> <ul style="list-style-type: none"><li>• Discuss solutions in place and ask for new ideas</li><li>• Introduce possible solutions and tie re-using to art-making</li></ul>	<ul style="list-style-type: none"><li>• Students will learn about solutions in place and begin discussion about other ideas</li></ul>
<p>Open-ended brainstorm and conversation</p> <ul style="list-style-type: none"><li>• Have students brainstorm solutions in the school environment and discuss with one another</li><li>• Create a class-wide mind-map with post-it notes</li></ul>	<ul style="list-style-type: none"><li>• Students will work among their groups to draft possible solutions</li><li>• There will be options for individual mapping, class-wide mapping, and verbal discussion</li><li>• Students will then reflect on their ideas and their peers solutions</li></ul>
<p>Facilitate Clean-Up and Reflection</p> <ul style="list-style-type: none"><li>• Instruct students to put supplies away</li><li>• Hold a discussion on the key ideas and introduce the topic of the next lesson so students can think on it</li></ul>	<ul style="list-style-type: none"><li>• Students will clean their areas</li><li>• Students will sit in their spots and answer some guided questions reviewing the key concepts until dismissal</li></ul>

## Art-Experience #2:

# MATERIALS AND SUSTAINABILITY



### Rationale for Art Experience:

- This art experience will involve analyzing the schools sustainable measures already in place and help students gain an understanding of their own waste and consumption on a small scale such as the cafeteria. Students will learn ways these materials can be reused through contemporary artists working with found materials. Students will have an opportunity to experiment and play with these materials to expand their understanding of art-making.

### Essential Question:

- How can understanding sustainability in our local environment influence our art-making through materials?
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### Enduring Understandings for this Experience:

- Students will understand:
  - Issues of consumption and waste in their school, possible solutions, and how this waste can be reused as art-making materials.

### Goals for this Experience:

- Students will know:
  - The schools recycling system and become familiar with contemporary artists that use local waste.
- Students will be able to:
  - Recognize 'trash' as possible material and expand their view of art.

## Art-Experience #2:

# MATERIALS AND SUSTAINABILITY

### Related standards:

- VA:Cr1.1.4a : Brainstorm multiple approaches to a creative art or design problem.
- VA:Pr5.1.4a : Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
- VA:Re8.1.4a : Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
- VA:Cn11.1.4a : Through observation, infer information about time, place, and culture in which a work of art was created.

### Performance Tasks:

- Students will engage in discussion about their schools waste management systems and brainstorm possible changes in this system.
- Students will respond to contemporary artists using found materials and connect them to the materials available to them.
- Students will begin experimenting with materials and problem-solve with the materials given and ask how they could be made into art.

### Differentiation:

The beginning presentations will involve movement and group discussion to engage students' attention in the cafeteria. The second presentation on the artists will also involve group discussion of the material and engagement with the images on the screen. Students can also be provided paper copies of the images at their table for reference. Students will have a wide range of materials to choose from and engage with throughout the experimenting process. Students who prefer traditional materials can still use recycled paper.

# Art-Experience #2: MATERIALS AND SUSTAINABILITY

## Important Vocabulary and Definitions:

- Each contemporary artist involves their own visual language and vocabulary
  - El Anastui, Steven Rodrig, Angela Haseltine Pozzi, Howard Finster
- Waste management:
  - Waste management refers to the various schemes to manage and dispose of wastes
- Reduce/Reuse/Recycle (defined in Experience #1)
- Experimentation:
  - 4th Grade students will likely have discussed this in science, but re-define in terms of art:
  - Questioning and trying new methods of art-making, in this context using found materials

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## Classroom Environment:

Part of the presentation will be in the cafeteria to use that environment as an example of consumption. The 'trash' will be set out in stations for the students to have access to experiment and play with each category of recycled material.



## Art-Experience #2:

# MATERIALS AND SUSTAINABILITY

### Preparation:

- Materials:
  - Clean and sort recyclable materials, maybe ask for parents to help collect materials.
- Instructional Prep:
  - Continue research on the artists and their process with each material to better guide students' interests in each.
  - Understand the waste management systems in the school, possibly bring in an expert from the district.

### Clean-up Procedures:

- Materials should be sorted into large bins so students understand where to get things when they need it or put it back when they are done. Student work can be stored on shelves to dry if they use glue or adhesive. Students will help tidy in the last ten minutes, but the procedure will be discussed before they work.

### Assessment:

- Students should show an understanding of sustainability issues in their school through discussion. Students should show a consideration of material through experimentation in making. The focus is on idea generation and play with material, so there will be small observation-based assessment for this portion.

## Art-Experience #2:

# MATERIALS AND SUSTAINABILITY

The Teacher Will:	The Students Will:
<p>Review Introductory Content</p> <ul style="list-style-type: none"><li>• Discuss first lesson, cafeteria and environment of school</li></ul>	<ul style="list-style-type: none"><li>• Students will respond to demonstrate building of knowledge</li></ul>
<p>Introduce Materials</p> <ul style="list-style-type: none"><li>• Introduce the recyclable materials, their past uses, and possible uses in art-making</li><li>• Ask students what they can do with these materials</li></ul>	<ul style="list-style-type: none"><li>• Students will discuss the materials available and listen to the station procedures</li><li>• Students will brainstorm and respond about potential uses of these materials</li></ul>
<p>Initiate Art-making</p> <ul style="list-style-type: none"><li>• Use prompt, "What does a more sustainable future look like to you"</li><li>• Guiding principle: exploration of material</li></ul>	<ul style="list-style-type: none"><li>• Students will think critically about meaning-making with the material and its physical properties while creating</li></ul>
<p>Clean-Up</p> <ul style="list-style-type: none"><li>• Students will be asked to return the materials to their designated areas</li></ul>	<ul style="list-style-type: none"><li>• Students will tidy their area and return materials to their bins</li></ul>
<p>Reflect</p> <ul style="list-style-type: none"><li>• Asks students to discuss their use of material and any discoveries they made along the way</li></ul>	<ul style="list-style-type: none"><li>• Students will share their work and discussed what they learned about the materials in use</li></ul>

## Art-Experience #3:

# COMMUNITY AND SUSTAINABILITY



### Rationale for Art Experience:

- This art experience will involve a collaborative sculpture using found materials as a culmination of these lessons. Continuing with the prompt “What does a more sustainable future look like to you?” students will think critically about the local and broader environment. The work will be displayed and discussed in a relevant spot in the school. This connects to art as activism and a tool of expression when the material of the work becomes a statement.

### Essential Question:

- How can we collaborate using found materials to illustrate and advocate for solutions to environmental issues through art-making?
- 

### Enduring Understandings for this Experience:

- Students will understand:
  - Collaborative art-making can mean messages become bigger than the individual and reach a wider audience.

### Goals for this Experience:

- Students will know:
  - How to use the materials available to them to create a large sculpture
- Students will be able to:
  - Communicate their ideas and collaborate with one another toward a common goal

## Art-Experience #3:

# COMMUNITY AND SUSTAINABILITY

### Related standards:

- VA:Cr1.1.4a : Brainstorm multiple approaches to a creative art or design problem.
- VA:Pr5.1.4a : Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
- VA:Re8.1.4a : Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
- VA:Cn11.1.4a : Through observation, infer information about time, place, and culture in which a work of art was created.

### Performance Tasks:

- Students should demonstrate brainstorming and thoughtful consideration of material.
- Students will discuss their ideas with the class and work together to decide on a main sculpture.
- Students will work with their peers effectively as a team.
- Students will display their work in the school and discuss the culmination of ideas on sustainability, art-making, and activism.

### Differentiation:

Many materials will be available for students with different tactile needs. If students are not engaged by one large collaborative work, several groups could also be made to create several sculptures. The sculptures would involve numerous steps in the building process so students can focus on a certain material or area that may meet these needs. Roles could also be assigned or discussed in teams to best promote students' interest and skills.

# Art-Experience #3:

# COMMUNITY AND SUSTAINABILITY

## Important Vocabulary and Definitions:

- Sculpture:
    - The art of making three-dimensional forms (connect with Rodrig and Pozzi)
  - Collaboration:
    - working with others to create something
  - Installation Art:
    - large-scale works often intended for a specific place and time
  - 'Place/Space':
    - 'Space' in terms of where people exist and experience their surroundings
    - Discussion on the placement of the sculpture and how that affects the piece and the place
- 

## Classroom Environment:

The classroom will be oriented to focus on the main sculpture everyone is working on. Tables or desks can be in teams and groups based on material or roles students fill to assemble and decorate the sculpture. Materials will be available to every student, including glue, scissors, pencils and supplies beyond the recycled objects.



## Art-Experience #3:

# COMMUNITY AND SUSTAINABILITY

### Preparation:

- Materials:
  - Studying the structure of the sculpture and possibly building a base for the students to work on top of.
  - Preparing recycled materials from last lesson, possibly adding more
- Instructional Prep:
  - Working with administrators or other teachers to discuss where the work could be displayed.
  - Develop guiding questions for reflection in an informal 'critique'.

### Clean-up Procedures:

- Students will help collect any materials left over and place it in the bins. (These should not be thrown away, instead it could lead to a discussion about how we could use the materials in more traditional projects). The student work will be displayed somewhere in the school with their mind-map, experimentation, and final sculpture.

### Assessment:

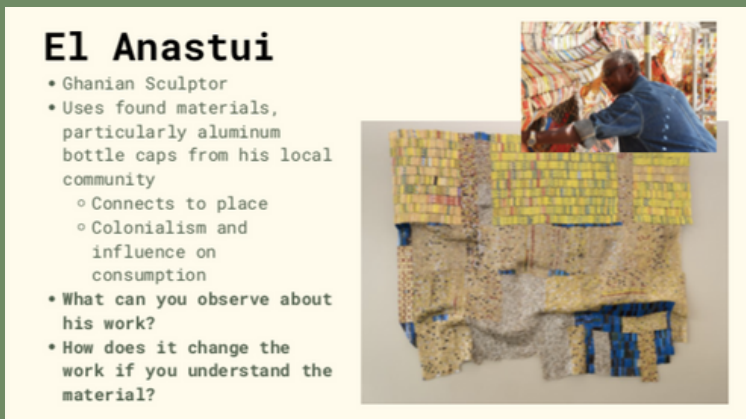
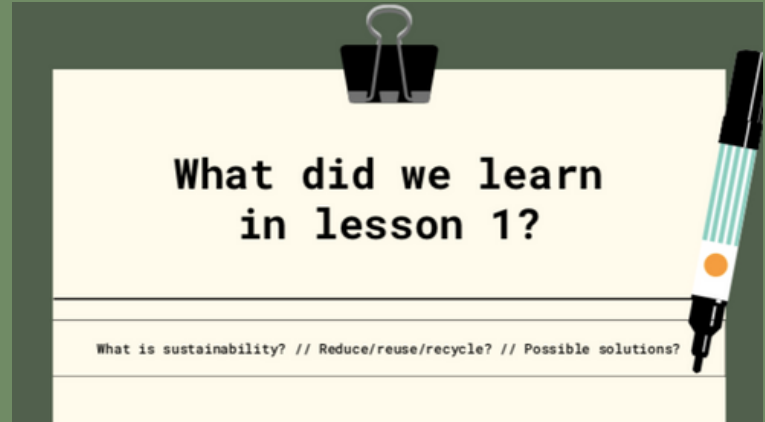
- This lesson is the culmination of the unit so the focus is on the entire process of creating the sculpture. Students should reflect their understanding of sustainability and the contemporary artists discussed in their ideation. Students should collaborate with their peers using their new knowledge of material and its possible use. Students should reflect on the work and discuss its relevance to the bigger ideas of the unit.

## Art-Experience #3:

# COMMUNITY AND SUSTAINABILITY

The Teacher Will:	The Students Will:
<p>Review the key concepts covered</p> <ul style="list-style-type: none"><li>• Sustainability in the school</li><li>• Material Use</li></ul>	<ul style="list-style-type: none"><li>• Respond to guided discussion questions reviewing their knowledge and refreshing the content</li></ul>
<p>Contemporary Artists</p> <ul style="list-style-type: none"><li>• Thoroughly analyze each artist and provide guiding questions about material use, meaning, and relevance to the big ideas of the unit</li><li>• End with Pozzi</li></ul>	<ul style="list-style-type: none"><li>• Students will discuss observations about the artists work from an aesthetic and material/meaning standpoint</li></ul>
<p>Introduce Final Project</p> <ul style="list-style-type: none"><li>• Explain installation/sculpture/space</li><li>• Provide and explain base structure to fill and decorate with reusable materials</li></ul>	<ul style="list-style-type: none"><li>• Students will listen and respond to the final project prompt</li><li>• Students will work with their group to consider possible use of materials</li></ul>
<p>Making</p> <ul style="list-style-type: none"><li>• Ask students to work with their group, focusing on the materials used in the last lesson to work on a collaborative sculpture</li></ul>	<ul style="list-style-type: none"><li>• Students will work to fill and decorate the structure alongside their peers with thoughtful use of materials</li></ul>
<p>Display and Respond</p> <ul style="list-style-type: none"><li>• The work will be displayed in a place of prominence in the school</li><li>• Students will reflect on the big ideas of the unit connecting to their art-making and its activism</li></ul>	<ul style="list-style-type: none"><li>• Students will discuss their work as a culmination of all the lessons and reflect on the impact art can have on contemporary issues relevant to their lives</li></ul>

# Presentation for Experience #3: INSTRUCTIONAL SAMPLE



Presentation for Experience #3:  
**INSTRUCTIONAL SAMPLE**



**CONSIDER: WHAT DOES A MORE  
SUSTAINABLE FUTURE LOOK LIKE  
TO YOU?**

Generative Words:  
City // Nature // Ocean // Technology // Science



What did you learn?

Ticket Out the Door

- What material did you enjoy?
- What was difficult about the materials?
- What would you create with each material?
- How did the material change your art-making?
- Did you connect your work with the contemporary artist?

# RESOURCES

## *Teaching Contemporary Art with Young People*

- <https://www.teachingcontemporaryart.com/classroom>

## *Choice-Based Classrooms: Hathaway and Douglas*

## *Meet the Single-Point Rubric*

- <https://www.cultofpedagogy.com/single-point-rubric/>

## *El Anatsui*

- <https://elanatsui.art/>

## *Steven Rodrig*

- <http://www.pcbcreations.com/>

## *Angela Haseltine Pozzi*

- <https://www.exploratorium.edu/tinkering/tinkerers/angela-haseltine-pozzi>

## *Howard Finster Paradise Garden*

- <https://paradisegardenfoundation.org/>