

ART FOR POSITIVE CHANGE

Making A Difference & Trying To Solve Problems

A 5th Grade Lesson About the Role of the Artist in Our Communities

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INTRODUCTORY INFORMATION:

- **Grade Level & Class Size:** 5th grade, 20-25 students per class
- **Length of Class Period:** 45 minute class periods, 5 class meetings
- **Lesson Topic & Description:**

Students will address social and environmental issues in and through art. In the process they will gain some sense of the potential for interactive cooperation between artists and the community in addressing those issues. This lesson is the first lesson of a curriculum unit about Art for Positive Change, and serves as an introduction for 5th graders to explore the role of the artist within the community. This lesson can be viewed in two parts: the first part of the lesson is a class discussion focusing specifically on the meaning of Art for Positive Change, and the second part of the lesson is the actual creation of environmental awareness posters (in honor of Earth Day on April 22nd, 2010). This will be done through students taking notes on the first day of class, while the teacher surveys the students' background knowledge about what "art for positive change" means, during a smart-board presentation. Students will generate their own list of concerns and create their own posters, based on an ecological issue that concerns them. Students will learn what composition means, and how to create unified 2D compositions of their environmental posters through the creation of thumbnail sketches in their sketchbooks. The final posters will be made of colored pencils, crayons, and colored markers. Posters will consist of 2 compositional elements: 1. Text and 2. Image; both elements will work together to send a message about helping the environment to the viewer. The winning posters will be hung around the hallways of A.C. Whelan Elementary School and exhibited in an art exhibition hosted by The School of the Museum of Fine Arts.

STAGE 1- DESIRED RESULTS

Stage 1.A: Enduring Understandings:

- Art can draw attention to matters that count, socially and environmentally.
- Art can be interactive, rising from and reflecting community concerns.
- The role of artists can be to address social or ecological problems through activism.
- Through communal interaction on social and environmental issues people can come to see art as a vital, integral part of daily life.

Stage 1.B: Essential Questions:

...What does Art for "Positive Change" mean?

...What Kinds of Problems can you bring "Positive Change" to?

...How can Art for "Positive Change" try to solve these problems?

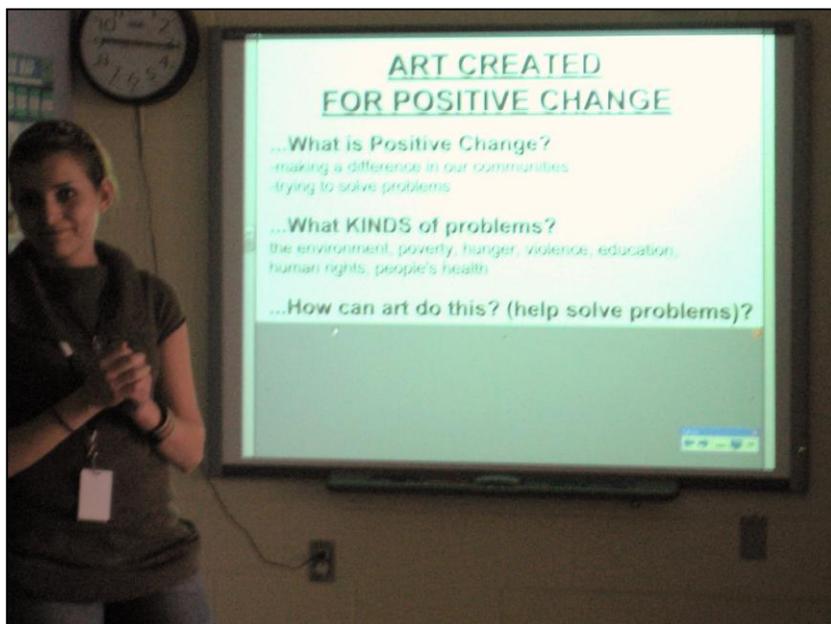
**Stage 1.C: Goals/Standards:
Massachusetts Fine Arts Frameworks:**

2.1 Elements & Principles of Design:

Create unified 2D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis

4.8 Drafting, Revising & Exhibiting:

Create and prepare artwork for group or individual public exhibitions



Connections Strand:

7. Roles of Artists in Communities. Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

10. Interdisciplinary Connections: Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Stage 1.D: Learning Objectives:

- Students will discuss social and ecological activism through art, examining and interpreting the artwork of Chris Jordan and other activist artists.
- Students will brainstorm a variety of community issues and global concerns, then discuss how these issues can be addressed through art.
- Students will learn about creating a unified 2D composition that demonstrates an understanding of balance, scale, and proportion.
- Students will understand the creation process of thumbnail sketches in order to produce a unified poster design.
- Students will create a work of art and present it to a community audience, encouraging participation and feedback.

STAGE 2- ASSESSMENT EVIDENCE

Stage 2.A: Performance Tasks as Evidence:

- Student participation in class discussions during Smart Board presentations.
- Students' sketchbooks contain notes from presentation & thumbnail sketches of their ideas for environmental poster designs.
- Students will be able to name the artist, Chris Jordan, as someone who is trying to create positive change through his art.
- Students will be able to identify the 2 elements of their poster designs that make up the composition of their artwork, being 1. The text and 2. The image. This will

occur when the teacher holds up student artwork at the start of class to discuss with students what elements of the poster are good & what elements need improvement.

- Benchmark Product will be a poster that consists of a unified composition of both 1. Text and 2. Image that send a clear message about helping the environment that can be read easily from far away.

Final Product

- At least 4 thumbnail sketches drawn in their journals, along with notes from class
- A finalized, educational poster about Positive Change in the Environment, specifically addressing the protection of local marine-life at Revere Beach
- (if they finish early) A 2nd set of notes in their journals, from online research about what art project for “positive change” they want to do next.
- Students will participate in a group vote of another class’s final posters. The winning posters will be copied and laminated to be hung around the school in honor of Earth Day.,

Stage 2.B: Other Evidence/Continuum of Assessment Strategies:

- **Informal Checks:** Throughout the art lesson, the teacher will rotate through the classroom, helping students to make sure they continue to follow directions, and asking them to identify what the unifying elements of their composition are, and how they make their poster design unified and send a clear message to viewers. At the end of class, students will be able to define lesson’s key terms, such as “positive change”, in order to receive their “Ticket to leave” (review of smart-board presentation, where students define concepts & vocabulary from the day’s lesson)
- **Observing:** Teacher watches students work on their thumbnail sketches during the process of planning & creation, offering assistance and suggestions to students when needed.
- **Dialogue:** Teacher facilitates opening discussion about art for positive change during a smart-board presentation on the first day. Teacher will engage students by asking them to identify which issues need to be addressed within the community, and the class will produce a list of these issues from student responses. After students discuss which of the various issues can be addressed through art, they will identify the 2 elements of composition required in their poster design: 1. Text & 2. Image. During the second class, the teacher will facilitate a review about the elements and principles of design, by holding up student examples of posters and engaging the class in discussion about what elements of the student’s poster are good and what elements need improvement. Students will be asked to point out the elements of the poster that make-up the composition and discuss the message of the poster and whether or not it is a relevant message for the intended audience.

Stage 2.C: Criteria:

- Participation in smart-board activities and class discussion
- Classroom interaction during the art-creation process.
- Review question at the end of the art lesson (ie: student’s “ticket” to leave)

- Final Product
 - Composition: Unified poster design, consisting of 2 elements: 1. Text and 2. Image.
 - Elements & Principles of Design: Clearly evident. Poster demonstrates the student's understanding for the elements and principles of design.
 - Message: Well-thought out message that holds relevance to the individual student. Poster's message is also audience-appropriate, inspirational, and supported by both the text & image together.
 - Plan: Evidence of thought and time invested into the planning of their poster design is apparent in the final product and through the thumbnail images in their sketch books.
 - Student will be presented with the option of submitting their poster to the DCR Clean Beach Art Contest in Revere, if they complete it in time.
- Student's Self-Evaluation:
 - What was the final project intended to do? Did it succeed? How do you know?
 - What did you learn about social and environmental problems?
 - What did you learn about art and its relationship to these problems?
 - What did you learn about yourself in the course of doing this unit?
- Teacher's Evaluation Based Upon the Following:
 - Thoroughness
 - Quality of thinking
 - Visualization
 - Depth of their planning in sketchbooks (ie: thumbnails)
 - Participation in group discussion
 - Participation and cooperation in the development of the final product

STAGE 3- LEARNING PLAN

Stage 3.A: Materials and Equipment.

- Letter Stencils
- Student Sketchbooks
- Pencils
- Colored Pencils
- Markers
- Rulers

Stage 3. B: Vocabulary.



- Composition (1.Text + 2.Image), Art for Positive Change, Fatal Food, Marine Ecosystems, Coastal Habitats, Murals, Public Art, Campaigns, (DCR) Department Of Conservation & Recreation, Thumbnail sketches, Elements and Principles of Design

Stage 3.C: Visual Image Resources:

- Examples of Artists & images dealing w. the theme: “Art for Positive Change”
- Examples of Student Artwork (show Educational Posters)
- Chris Jordan website & Images
- Smartboard lesson made about Art for Positive Change
- MASS DOE curriculum frameworks

Stage 3.D: Text, Media and Web Resources:

- Anderson, T. and Milbrandt, M. (2002). *Art for Life*. New York: McGraw-Hill Companies, Inc.
- Goldsworthy, A. (1990). *Andy Goldsworthy: A Collaboration with Nature*. New York: Abrams.
- Krug, D. (1999). Ecological Restoration: Mierle Ukeles, *Flow City*. In *Art and Ecology: Ecological Art Perspectives and Issues*.
<http://www.getty.edu/artsednet/resources/Ecology/Issues/ukeles.html>
- <http://www.robertsmithson.com/films/films.htm>
- <http://www.earthworks.org/links.html>
- http://www.morning-earth.org/Yearning_to_be_Round.html
- <http://www.astc.org/exhibitions/rotten/profile.htm>



Stage 3.E: Learning Activities & Instruction:

Class One

- Teacher will present smartboard presentation about Art for Positive Change.
- Teacher will ask students if they know meaning of "Positive Change" & How Artists can do this.
- Students will learn about environmental art for positive change through note-taking & class discussion.
- Students will learn the meanings of new concepts & terms from the lesson, and will become informed about the date of the upcoming Earth Day (4/22/10).
- Students will brainstorm ideas for educational posters about "Clean Beach" theme.
- Students will sketch minimum of 4 thumbnail drawings & take notes in their journals when the teacher 1st introduces the lesson.
- Teacher will instruct students to use the last 15 minutes of class to draw their ideas out in their sketchbooks.
- Students will be encouraged to develop their ideas at home and to conduct further internet research about art for positive change.
- Teacher will supply students with white paper to take home if they decide to participate in the DCR "clean beach" contest.

Class Two

- Teacher will review lesson from last class.
 - Teacher will remind students their posters should consist of a unified composition (made up of 2 components: 1. Text & 2. Image) that together clearly convey an educational message about Saving Our Environment.
 - Teacher will show class sample posters and engage class in discussion about what elements of the example posters are good and what elements of the example posters could be improved more.
 - Students will share thumbnail sketches w/each other at their tables & select their favorite design.
 - Teacher will walk around the room to look at student's thumbnail sketches and provide suggestions for further consideration.
 - Students will raise their hand when they are ready to begin final version.
 - Students will begin a final version of their chosen thumbnail sketch on large white paper, using pencil.
 - Teacher will suggest to students using a ruler and letter stencils for final version of poster
- Students will continue working on their final posters, using only pencil this day.

Class Three

- Teacher will begin class with a review about composition and will show the class some student examples of posters.
- Students will continue working on their final posters and will show the teacher a “pencil-only” final version of their posters before moving on to markers and colored pencils.
- Teacher will continue meeting with students individually to help answer questions and provide suggestions for improvement.
- Teacher will remind students that they are welcome to look up images in books and on computer if needed.
- Teacher will review key unit terms for students to remember at the closing of class.
- Students will answer the teacher’s oral review questions by table in order to be dismissed.

Class Four

- Teacher will review lesson from last class.
- Teacher will remind students their posters should consist of a unified composition (made up of 2 components: 1. Text & 2. Image) that together clearly convey an educational message about Saving Our Environment.
- Teacher will show class sample posters and engage class in discussion about what elements of the example posters are good and what elements of the example posters could be improved more.
- Students will share thumbnail sketches w/each other at their tables & select their favorite design.
- Teacher will walk around the room to look at student’s thumbnail sketches and provide suggestions for further consideration.
- Students will raise their hand when they are ready to begin final version.
- Students will begin a final version of their chosen thumbnail sketch on large white paper, using pencil.
- Teacher will suggest to students that they can use a ruler and letter stencils for final version of poster
- Students will continue working on their final posters, using only pencil.

Class Five

- Teacher will review what was discussed during the previous class and remind students about composition and a achieving a strong message about helping the environment within their posters.
- Teacher will pass out a rubric to the students and go over the rubric with students.

- Students will continue to work on their posters, finalizing their posters with markers and colored pencils.

Class Six

- Teacher will set up the classroom so that the posters of another 5th grade class are on clear display for the students to see.
- Teacher will pass out to students a voting sheet and ask students to vote on their favorite poster, without discussing their decision with their neighbors.
- Students who have not yet finished their posters will have the opportunity to complete them after the election takes place.