



Art 305: Lesson Plan

Flora Chen, Daniela Garcia, Mark Anthony, Alice Gamez

Environmental Impact

- Grades 9th-12th
- 5 Days
- **Description:** Students will use the “Pic Blender” app to create a reference photo, from the photo they will create a painting with incorporated collage elements. Each student will create a project that discusses their findings on current environmental pollutants. I.E. one student could potentially pick plastic waste and its effects on our oceans. From this idea they could blend a silhouette of a whale and superimpose it with images of plastic waste to create their reference photo.





Standards

- **State Standards:**
 - **Content Standard 2.6:** Create a two or three-dimensional work of art that addresses a social issue.
 - **Content Standard 3.3:** Identify and describe the visual arts and discuss how the issues of time, place, and cultural influences are reflected in selected works of art.
 - **Common Core Standard:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives

- 1. Students will be able to make a painting that represents their view on environmental pollutants.
- 2. Students will be able to discuss how past artists used their skills to present social/political issues of their time.
- 3. Students will be able to write a paragraph that explains the importance of their environmental issue and the aspects of their project has successfully communicated their message.





Elements/Principles

- Primary/secondary color mixing
Elements of design
Vocabulary:

1. Composition:
2. Elements of design
3. Collage
4. Pollutants
5. Primary color
6. Secondary color

- Materials needed: Access to “pic blender”, tempera/oil/watercolor paint, brushes, water cups, paper, printed reference photo, collage materials (newspaper/magazines)



Student Agenda

- **Day 1:** PowerPoint Introducing the project and Art History lesson.
 - Day 1: Short activity to get students interested in project. They will download the app and begin researching environmental topics
- **Day 2:** Demonstration on how to navigate the app.
 - Day 2: students will collect reference photos and create their source photo using the app.
- **Day 3:** Demonstration on basic color mixing and paint application.
 - Day 3: Students practice color mixing. And begin their project.
- **Day 4:** one-on-one help with students while they work.
 - Day 4: one-on-one help with students while they work.
- **Day 5:** In class critique.
 - Day 5: Students will participate in critique and give written feedback on notecards for each student.

Assessment plan:
Rubric, group critique

Closure: Class will place their work on the wall and select as a group the top three projects that they feel best fulfilled the assignment and give their opinion on their choice of environmental pollutants.

Anticipatory Set

- A short video showing the amount of trash that is collecting in our oceans. A second video showing a brief process of how we attempt to dispose the large amounts of trash collected in our cities.
 - <https://www.youtube.com/watch?v=vrPBYS5zzF8>
 - <https://www.youtube.com/watch?v=Y6LzB6rMDtA>



Worksheets

Name _____

Date _____



J B T L R E R O K C O E W N C U C T W C G I
 C T D N C E R E J G Z T O A C D J F P O T L
 O J H U E G U R C M R I D X N S E T P M Y Y
 F R D C A M X S A Y T J T B N I V C Y P G S
 T E H N T J N V E U C H I D G A M L X O R L
 R J I L I F E O L U H L V F D K K R E S E B
 C C W A R B Q L R Z G Z E I E B U I P T N K
 O W Y G O L O C E I S G S U R G Z W Q X E K
 I E V M F P O R X A V X P M E J V Z E C N N
 W K Y T C J F N F X J N C P G C L I M A T E
 N N H D J V X D C U S A E Z N S H D C G O I
 Z E A R T H L Q D I N M O J A A L X E K C R
 Z Z D K N A F A A I D Q V T D O M F G H Y F
 H G F R C S B O Y Z Q X N Z N E P O O V E X
 N O I T A V R E S N O C T S E F Q E Q A Z B
 O Q W I H G G V F P W A B Z A O H U H E T E
 H V Z U N C J H H G V K S Y G C E A W B B N

ORGANIC	ECOLOGY	CONSERVATION
REUSE	REDUCE	RECYCLE
ENDANGERED	POLLUTION	ENVIRONMENT
CLIMATE	DAY	COMPOST
ENERGY	EARTH	GARDEN



The Great Pacific

How much plastic wines up in the ocean each year? _____ **8 million tons**

Where is the biggest Garbage patch locate? _____ **The Pacific**

What is The Great Pacific Garbage Patch made up of? 1. _____ 2. _____
Fishnets, Lines, and Ropes. Water bottles, plastic raps.

How many days would it take to pick up each piece of plastic? _____ **121 days**

How many planes would the plastic full? _____ **100 planes**

How long does a plastic bottle take to break down? _____ **450 years**

New York's City's Trash

How many people in New York? _____ **8.4 million people**

Where did New York Throw their waste until 1934? _____ **In the ocean**

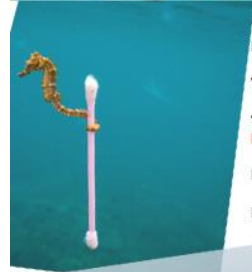
Where was the last land file located? _____ **Staten Island**

How much waste currently go to land fields? _____ **85%**

How much does organic material make up of New York's waste? _____ **35%**

What's Compost? _____ **An organic fertilizer**

What is one of the truest forms or recycling? _____ **Organic Recycli**



Art 305 Lesson Plan			
Group Members:	Daniela Garcia, Flora, Alice, Mark Anthony		
Lesson Title:	What's it made of?		
Grade Level:	9 th -12 th	Length of Lesson:	5 days
Brief Description:	Students will use the "Pic Blender" app to create a reference photo, from the photo they will create a painting with incorporated collage elements. Each student will create a project that discusses their findings on current environmental pollutants. I.E. one student could potentially pick plastic waste and its effects on our oceans. From this idea they could blend a silhouette of a whale and superimpose it with images of plastic waste to create their reference photo.		
State Standards:	<p>Content Standard 2.6: Create a two or three-dimensional work of art that addresses a social issue.</p> <p>Content Standard 3.3: Identify and describe the visual arts and discuss how the issues of time, place, and cultural influences are reflected in selected works of art.</p>		
Common Core Standard:	Common Core Standard - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
Big Question:	Where does all the city's daily waste go?		
Objectives	<ol style="list-style-type: none"> 1. Students will be able to make a painting that represents their view on environmental pollutants 2. Students will be able to discuss how past artist used their skills to present social/political issues of their time. 3. Students will be able to write a paragraph that explains the importance of their environmental issue and the aspects of their project has successfully communicated their message. 		

Art History:	Short power point on Banksy's street art and how it communicates social/political issues. (add anything you feel is relevant)		
Major Themes:	Environmental effects of human waste/trash.		
Elements/ Principles:	Primary/secondary color mixing Elements of design	Vocabulary:	<ol style="list-style-type: none"> 1. Composition: 2. Elements of design 3. Collage 4. Pollutants 5. Primary color 6. Secondary color
Materials needed:	Access to "pic blender", tempera/oil/watercolor paint, brushes, water cups, paper, printed reference photo, collage materials (newspaper/magazines)		
Anticipatory Set	A short video showing the amount of trash that is collecting in our oceans. A second video showing a brief process of how we attempt to dispose the large amounts of trash collected in our cities. https://www.youtube.com/watch?v=vrPBYS5zzF8 https://www.youtube.com/watch?v=Y6LzB6rMDtA		
Teaching Strategies		Student Activities	
Day 1: PowerPoint Introducing the project and Art History lesson.		Day 1: Short activity to get students interested in project. They will download the app and begin researching environmental topics	
Day 2: Demonstration on how to navigate the app		Day 2: students will collect reference photos and create their source photo using the app.	
Day 3: Demonstration on basic color mixing. And paint application		Day 3: Students practice color mixing. And begin their project.	
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Day 5: In class critique		Day 5: Students will participate in critique and give written feedback on notecards for each student.	
Assessment plan:	Rubric, group critique		
Closure:	Class will place their work on the wall and select as a group the top three projects that they feel best fulfilled the assignment and give their opinion on their choice of environmental pollutants.		



A Voice

Social Justice Issues

Twin Towers Tribute, Banksy



Hand in Hand

Art plays a role in:

- Social Justice Education
- Community Building
- Social Activism/Social Movements

It provides a universal language that gives voice to individuals and communities and is accessible across social boundaries.



ROOTS: HISTORY

- Two well-known art movements that have utilized art as a means to work toward social justice:
 - Began to enter into the public during the 1960s.
 - Black Arts Movement
 - Main goal was to support civil rights and move the community towards social action.
 - Marcus Garvey- Author
 - Charles S. Johnson- Author and Artist
 - Emory Douglas- Artist
 - Chicano Art Movement
 - Bring to light current Mexican American social, political and cultural issues.
 - Chicano mural art became a means of working towards political goals, challenging stereotypes.
 - Diego Rivera- Muralist



7pm - 6am



BANKSY

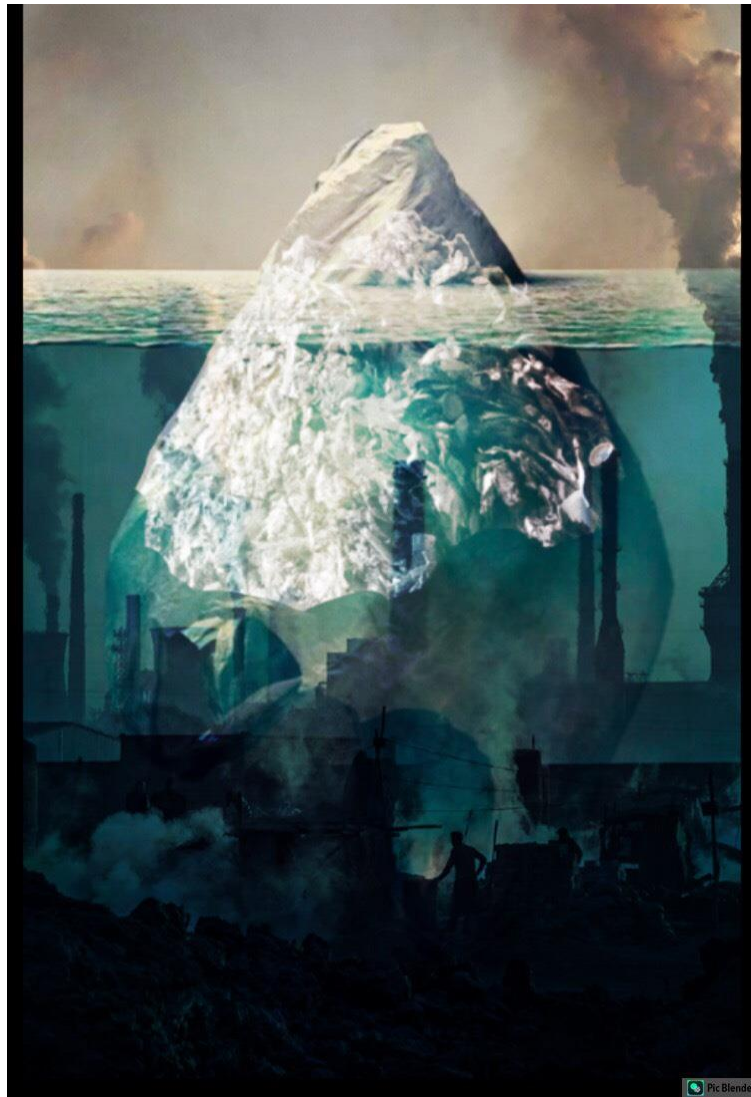
Anonymous.

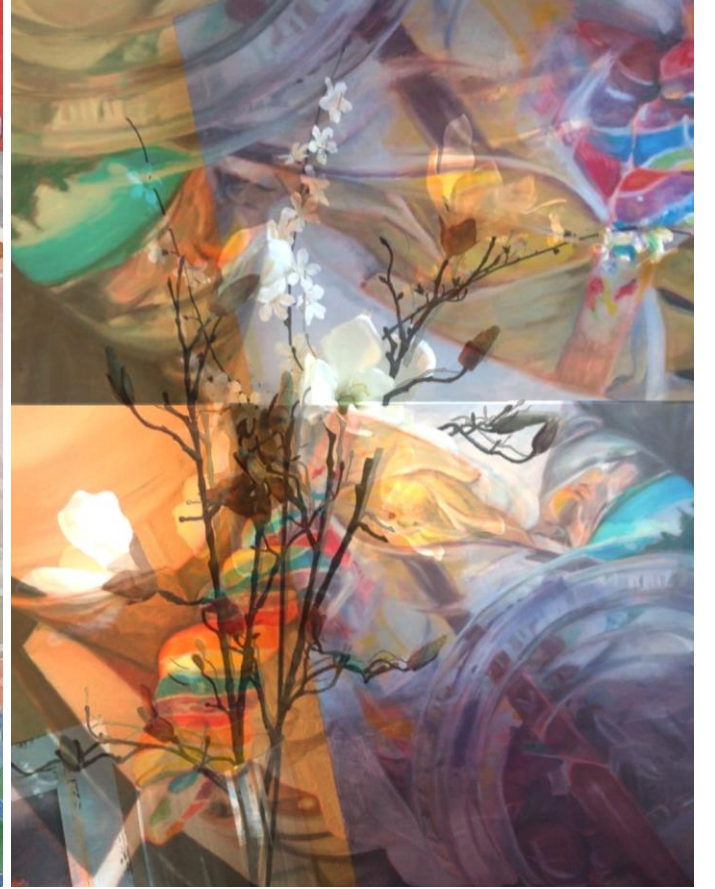
English-Based Street Artist, Vandal,
Political Activist.

His works of political and social
commentary have been featured on
streets, walls, and bridges of cities
throughout the world.

*"As soon as I cut my first stencil I
could feel the power there. I also like
the political edge. All graffiti is low-
level dissent, but stencils have an
extra history. They've been used to
start revolutions and to stop wars."*

Teacher Examples





Grading Rubric

Students will be assigned to grade 2-3 classmates in class on their work.

GRADING ON:	STUDENT SCORE:	TEACHER SCORE:
Overall Presentation: Craftsmanship, creativity, originality, use of technique and media	5 4 3 2 1	5 4 3 2 1
Relevance / Subject matter: Was the piece effective in communicating the topic?	5 4 3 2 1	5 4 3 2 1
Use of class time; preparedness	X	5 4 3 2 1
COMMENTS for your classmate:		
TOTAL SCORE: _____		

POINT SYSTEM

25-20 : Excellent, outstanding work; Student was successful in bring the core idea and the creative element of their piece together; good use of technique, skill, creativity and craftsmanship.

20-15: Above average; Student communicated the core idea; good use technique, skill, creativity and craftsmanship

15-10: Average, needs more work; Student was able to somewhat communicate the core idea, but was not successful in bringing the project together effectively

10-5: Unsatisfactory; Student did not put in enough effort into the work; the core idea was not communicated effectively through the piece; poor presentation.

