

Environmental Futures

Lead Teacher: Cassidy Sullivan

Course: Art

Grade Level: 4

Number of Students: 20-25 students per class (2 classes)

LESSON OVERVIEW (RATIONALE)

For this lesson, students contemplate and envision utopia and dystopias in relation to the environment. On day one, after discussing Earth Day, students draw and paint an Earth, envisioning both what it would look like if it were healthy and not healthy on each side. This day will end with an exit slip where students chart examples of what humans do that are good and bad for the environment. On day two, we use this chart as a conversation starter to discuss what we picture in a perfect and in a dying Earth. Students then create details around their painted Earth that show two contrasting visions of utopic vs dystopic environments.

This lesson is important because climate change is a pressing issue that will affect the lives of the students. By introducing these ideas, students can begin to think about how to be more ecofriendly and envision the type of world they want to live in. This project also introduces them to using new art materials, such as watercolor to create their Earths. Because of the restrictive schedule these kids usually have for art, most have hardly used paint before. This exposure will help them to grow as artists and have some fun too!

ESSENTIAL QUESTIONS:

- What do we do that is bad for our Earth?
- What can we do that is good for our Earth?
- Why is Earth day important?
- How can art be used to talk about the environment?
- How do I use watercolor paints effectively?

LEARNER OBJECTIVES/OUTCOMES

- Students learn about ways we are harming the Earth and ways we can make it better
- Students create an artwork that displays two potential futures for our world
- Students gain a greater appreciation for our Earth Day and our planet
- Students will learn how to use watercolor to achieve certain moods and visions

NATIONAL ART STANDARDS

- VA:Cn10.1.4a: Create works of art that reflect community cultural traditions

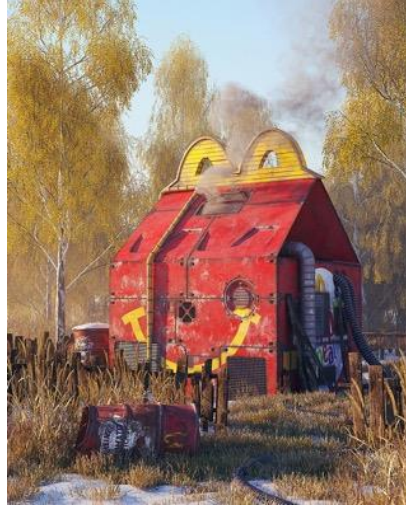
PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

- 9.1.3.A: Know and use the elements and principles to create works in the arts and humanities

- 9.1.5E: Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts

ART / ARTIST(S) OF RELEVANCE:

Filip Hodas



Alexis Rockman



Teacher Example:



PREREQUISITES:

- Students have experience drawing and creating artistic ideas
- Students can look at an object and draw what they see

ADAPTATIONS

- Freedom of what they want to draw around their Earth
- Reference images on the board to help those struggling to draw

INTERDISCIPLINARY CONNECTIONS:

- **Science:** This lesson connects to science by discussion environmentalism, climate change, and scientific solutions.
- **Language Arts:** Students write the answers to exit slips upon exiting the classes. Additionally, students read the questions and information presented in the PowerPoint.

MATERIALS NEEDED FOR LESSON

- Paper
- Watercolors
- Paintbrushes
- Water cup
- Pencils
- Black pen
- Glue
- Cardboard square
- Colored pencils / crayons

TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

DAY 1	
Time	Teacher Actions
5 min	<p>Introduction questions:</p> <ul style="list-style-type: none">• What is Earth day?• Why do we celebrate Earth day? <p>Talk briefly about these topics with the class</p>

5 min	PowerPoint: <ul style="list-style-type: none"> • Introduce terms: utopia and dystopia • Show artist examples: Filip Hudas and Alexis Rockman
5 min	Drawing and tracing of Earth <ul style="list-style-type: none"> • Project image and have students do their best in drawing what they see Divide the Earth with a line down the middle
20 min	Painting of Earth <ul style="list-style-type: none"> • Explain watercolor painting processes in detail (keeping a neat brush, making sure there is enough water in the palette, etc.) Painting one side with what you imagine a “healthy Earth” to look like Painting the other side with what you imagine a “sick Earth” to look like Cleaning up of materials: brushes go in large water jug, water colored closed, throw away any napkins
5 min	Exit slip: <ul style="list-style-type: none"> • Write one thing humans do that is bad for the Earth and one thing we can do that is good. (two sticky notes) • Stick the notes up on the chalk board up front to get a full visual • (We will use this “pre-test” to begin discussion next week)
DAY 2	
10 min	Discussion: led by the exit slip from last class <ul style="list-style-type: none"> • Go over some of the students’ ideas and add my own ideas to the discussion
20 min	Project: <ul style="list-style-type: none"> - Trace circle shape on square piece of paper - Draw utopic imagery on one side and dystopic imagery on the other side of the Earth in relation to the environment - Glue the Earth painting to cardboard, then to the paper to create a “pop-out” effect - Color in the background with colored pencils or crayons
5 min	Clean up and closure: <ul style="list-style-type: none"> • What can you do for Earth day to help create a happy Earth?

ASSESSMENT:

- Informal assessment:
 - As a review for previously learned information, I show images of utopia and dystopias, and have students shout out the answers to check for their understanding
 - Other informal assessment through observation and discussion