

Date

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Name

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I. Topic

Environmental Community Art

In this lesson students will explore the work of Shai Zakai, an Israeli eco-artist. Through the study of Zakai's work students will develop a better understanding of their local environment, community art projects (the process, research, and teamwork that goes into making one), recycling materials to create artwork, site restoration, and the impact art has on a social problem.

II. Objectives / Expected Learner Outcomes

1. After students participate in motivational activity, students will explore the following areas: materials, community involvement, Zakai's process, her "big idea" and background. Students will then begin to conduct research of a local environmental problem with the help of the President of Friends of Blacks Run Greenway and hands on activities at the site.
2. Students will participate in the creation of an eco-art in their own community. They will be given a site off of Blacks Run, a near by stream in the community of Harrisonburg. Students should keep in mind the ideas they explored in Zakai's work and see how they can apply that to their own community. Students will also document work from start to finish.

III. Standards of Education

National Standards for Visual Art (5-8)

Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard:

- Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Achievement Standard:

- Students compare multiple purposes for creating works of art

Virginia Visual Art Standards

6.5 The student will use appropriate art media and techniques to create both visual and tactile textures in works of art.

6.13 The student will discuss the ways that art can be persuasive.

6.20 The student will generate philosophical questions regarding meanings in works of art.

7.10 The student will create three-dimensional works of art using geometric forms.

7.11 The student will create works of art by representing and interpreting ideas from other fields of knowledge.

7.14 The student will use problem-solving skills to create a work of art that communicates ideas or emotions.

7.27 The student will describe ways that social and cultural beliefs can influence responses to works of art.

8.6 The student will create three-dimensional works of art using a variety of themes and processes.

8.19 The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions.

8.20 The student will discuss and analyze the purposes, values, and meanings of works of art.

Virginia Standards of Learning

Grade 6 Science

- 6.7 The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include
- a) the health of ecosystems and the a biotic factors of a watershed;
 - b) the location and structure of Virginia’s regional watershed systems;
 - c) divides, tributaries, river systems, and river and stream processes;
 - d) wetlands;
 - e) estuaries;
 - f) major conservation, health, and safety issues associated with watersheds; and
 - g) water monitoring and analysis using field equipment including hand-held technology.

Grade 7 Science

- LS.12 The student will investigate and understand the relationships between ecosystem dynamics and human activity. Key concepts include
- a) food production and harvest;
 - b) change in habitat size, quality, and structure;
 - c) change in species competition;
 - d) population disturbances and factors that threaten and enhance species survival; and
 - e) environmental issues (water supply, air quality, energy production, and waste management).

IV. Student Group Targeted

Middle school – Normal class

V. Time Required

Eight 1-hour sessions

VI. Materials and Resources



1. Shai Zakai

- [Gallery Installation - Have You Cleaned A Creek Today? 1999](#)
2. Shai Zakai
[Cleaning 100 tons of cement, 1999](#)
 3. Shai Zakai
[Reclamation Process, 1999](#)
 4. Shai Zakai
[Collaboration with quarry workers, building the road to the concrete flags, 1999](#)
 5. Shai Zakai
[Shai Zakai, "Concrete Creek: Update", 2003](#)



Maps 1 – 5 of Blacks Run Greenway, Harrisonburg, VA Corridor Analysis

Poster paper, markers, trash from site, access to site, president of Friends of Blacks Run Greenway, information packets, Internet, digital cameras, Photoshop, maps of the site.

www.greenmuseum.org

www.blacksrungreenway.org/

Gaudelius, Yvonne & Speirs, Peg (Ed.) (2002) *Contemporary Issues in Art Education* (pp 327 – 344). Upper Saddle River, NJ: Prentice Hall

Preble, Duane, Preble, Sarah, & Frank, Patrick (2002) *Artforms An Introduction to the Visual Arts* (pp 202 – 205) Upper Saddle River, NJ: Prentice Hall

Walker, Sydney R. (2001) *Teaching Meaning in Artmaking* (pp 19 – 24) Worcester, MA: Davis Publications, Inc.

VII. Itinerary and Strategies

Day 1

1. Students will participate in a 10-minute motivational activity. Each student will receive a sealed color piece of paper with a character description (artist, mayor, resident, and company owner). After students open the sealed piece of paper and carefully read the information they will join together into groups based on the color paper they have received. Student will go to the envelope that matches the color of their paper. Once all groups are situated, each group will open their information envelope, read scenario, and come up with a solution of the problem given to them. After groups come to a final solution each group will be given an opportunity to briefly share their solution with the entire class.
2. In the next 20 minutes, students will be given access to information in the forms of reading and photography of the work of Shai Zakai. Students will individually go over this information, highlight salient points in articles and artwork, and write down at least one "good" question.
3. For the last 20 minutes of class students will get back into previous groups and share their findings and questions with group members. Groups will list salient points and "good" questions on provided poster paper. Students will be told that groups will present these lists next class period.

Day 2

1. Students show their discoveries to the class in groups from previous day. This activity should take about 20 minutes. During this activity students will be encouraged to answer the “good” questions along with the help of teacher, acting as the facilitator for class discussion. Groups will hang lists on wall to reference during the rest of the project.
2. The next five minutes students will be given a “briefing” on the site the class is going to and the responsibilities of being granted this opportunity. If a student acts inappropriately by not carrying out the responsibilities of leaving the school grounds, he or she will be penalized on their final grade for this assignment.
3. For the remaining class period the class will go to the site (according to the map, this site is within walking distance from Thomas Harrison Middle School). Students will meet with Todd Hedinger President of Friends of Blacks Run Greenway. He will give them information about the 11-mile stream running through Harrisonburg, Virginia and give them a tour of the site they will be working at. He will go over any safety precautions that are involved in river clean up. After all this students will return back to school.

Day 3

1. Students will be given the opportunity to join one of the following committees which are:
 - a. Digital Photography – responsible for documenting site and work by taking pictures of area, the class’s interaction and progress at the site, and the process of building the eco-artwork. Students will use Adobe Photoshop and digital cameras provided to them. Students will be given instruction of proper use of cameras. Improper use will lead to penalization of final grade.
 - b. Materials – responsible for documenting inventory of materials, properties of each type of materials, and safety precautions that goes along with any of the materials (for example broken glass bottles or rusty metal).
 - c. Maps – responsible for documenting estimated areas where trash was picked up, where class’s eco-artwork will be located, and how our artwork will be incorporated into the greenway.
 - d. Community awareness – responsible for writing down the events and processes the class will participate in. This group will then construct information into the community or school newsletter.
2. The class will head to the site to begin their committee jobs for 40 minutes.
3. Students will return to the classroom and begin to document their findings during this class session. They will also hang up information from science class involving knowledge of safety and environmental issues of a watershed system*. (15 minutes)
4. For homework students will be given a packet with information on Donald Lipski, Pablo Picasso, Lynne Hull. Information about Lipski and Picasso will show how these artists use new or recycled objects to create art. Hull will show the importance of sketching out ideas. Students will also be asked to make 3 or more sketches clearly illustrating their ideas to bring to next class. Writing down ideas is also encouraged. Students will be reminded to think of the “good” questions they posed on Shai Zakai’s work and apply it to their own thoughts.

Day 4

1. Students will be paired up and share sketches with their partner. Together they will take ideas from each other and collaborate to create more sketches and/or models. This will take about 30 minutes.
 2. For the remainder of the class students will work in small groups assigned by the teacher through an informal assessment of the student work being created. Students again will make sketches and models to be presented to class next period.
- ALL SKETCHES MUST CLEARLY PRESENT IDEAS USING WORDS OR DRAWINGS.

Day 5

1. Students will go to site, continue to document/gather materials, and be asked to think about how the designs they created in groups will fit into the area. (30 minutes)
2. For 10 minutes students will gather in groups from previous day and modify ideas for artworks keeping in mind any new information collected from the site.
3. The remainder of the class will be used to present ideas and post them on the hallway wall outside the art room. The art teacher will make copies of sketches and ideas and give them to the science teacher to post them outside the science room. This will help the students to keep thinking of their ideas and get them excited to make the final project.

Day 6

1. Students will come to a final design for the eco-artwork. Once a final decision is made, the class will go to the site and begin building the piece.

Day 7 – 8

Students will continue to build artwork along with documentation of the project. If necessary, students can deviate from sketches and models if an idea of construction is not working or they find a more powerful way to portray their big idea. At the end of day eight, students will write a one-page, double spaced paper on how this eco-artwork will positively affect the community, what they learned from this project, and what they want others to learn from this project.

**Collaboration with science classes - On art class's days 3 and 4, the science class will be learning about the health of ecosystems and the a biotic factors of a watershed; the location and structure of Virginia's regional watershed systems; divides, tributaries, river systems, and river and stream processes. They will apply information learned to the site on Blacks Run.*

VIII. Evaluation Strategies

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Group Work				
Appropriate Behavior at Site				
Committee Work				
Class Participation				
Homework/Individual Sketches				
Sketches / Models				
Final Artwork				
Written Response				

IX. Suggested Supplemental Activities

(Field trips, projects, etc.)

With knowledge of Virginia's regional watershed system, students can send letters and documents to other schools connected to Harrisonburg by the Chesapeake Bay Watershed. Each students can either work individually writing a personal letter to one school or as a class students can create a general letter describing their artwork and write follow-up letters describing how it has changed their community.

Another project can be the documentation of the work that was put into this project. These pictures, sketches, models, and written responses can be displayed at school, town hall, or even on a greater scale.