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Preservation

In this lesson, students will explore how Steve Bradley, Jo Hanson, and Betsy Damon have used the environment as art and how they make a statement. They will also create their own interpretation of an artwork that they will create as a class. They will discuss the importance of how these three artists contribute to the public through the environment and how they can use the environment for public display.

Objectives/Expected Learner Outcomes

1. After the motivational activity, students will review images of work by artists who have created environmental artwork. Specifically, students will review selected works by Steve Bradley, Jo Hanson and Betsy Damon. Students will look at Steve Bradley's work for example "informed by the discarded" (which is his hand holding a crushed can with garbage found in the woods). Steve Bradley's focus with his work is to address the issues of trash and what we are coming to as a society. He is trying to make a statement. We will look at his work and compare it to Jo Hanson's work "Public Disclosures: Secrets from the street" which focuses on the environment and human behavior relative to it. She would sweep the sidewalks and collect the litter as a source of art and social historical commentary to help with community organizing. Also Betsy Damon's "Keepers of the Waters" will be shown and discussed. Betsy Damon's project involves community organizing about water quality and gives the community an opportunity to express any issues they feel they couldn't otherwise address. We

will talk about these three artists and how they have used the environment as artwork and what they have used to create these works.

2. After comparing these three artists and discussing what they contribute to the art world and to the environment we will make a statement like these three artists have done with their work. Ideas will be drawn on paper about a mural that will be hung in the hall of the school. These sketches give a guideline to what direction the students want to go. This will be a class project, meaning everyone will work on it together. This mural will be a large canvas that takes up most of a wall that uses items that the students will bring in that they have collected from the environment (any kind of throw away item that will not perish). It will take at least a week or so to let the students collect items (a note will be sent home with each child to let their parents know what the project is and to help them with any collecting that they may need help with). This type of project uses the environment like the three artists mentioned and makes a public statement to the viewers.
3. After the mural has been completed a special guest speaker from an environmentalist group will be set up to come and talk to the students about preservation and what they can do to help out environment. The mural will hope to be entered in a community contest.

Virginia Visual Arts Standards of Learning

6.12 The student will identify the contributions of artists to society.

6.17 The student will discuss the relationship between art processes and the final solutions.

Virginia Standards of Learning

Grade Six Science

6.11 The student will investigate and understand public policy decisions relating to the environment. Key concepts include

- Management of renewable resources (water, air, plant life, animal life)
- Management of non-renewable resources (coal, oil, natural gas, nuclear power)
- Cost/benefit tradeoffs in conservation policies

Student Group Targeted

Grade 6 (or any middle school age)

Time Required

3 to 4 45-minute sessions

Materials and Resources

- large canvas for mural
- artworks from the artists (“informed by the discarded” by Steve Bradley

Bradley, Steve (2000). http://greenmuseum.org/content/artist_index/artist_id-27.html. August 30, 2003.

Lacy, S. (1996). *Mapping the Terrain: New Genre Public Art*. Seattle, WA. Bay Press. Betsy Damon, 215-16.

Lacy, S. (1996). *Mapping the Terrain: New Genre Public Art*. Seattle, WA. Bay Press. Jo Hanson, 230-31.

- recycled items from home (cans, jugs, Styrofoam, cardboard)
- hot glue
- rulers

-scissors

-markers



Steve Bradley
Informed by the Discarded, 2000

Itinerary and Strategies

Day One

1. A motivational activity will be presented first. Students will be divided into tree groups and will be given each a bag that has items in it like cans, milk cartons, pop-sickle sticks, caps, water bottles, and pipe cleaners. An envelope will be attached to the outside of the bag with instructions inside that says they are to use the items to create a sculpture that makes a statement. They are given ten minutes or so to complete this task. Tape and scissors are included in the bag.
2. After the motivational activity, the artist Steve Bradley will be introduced as an artist that makes a statement with his artworks using trash. A sample of his work will be looked at (“informed by the discarded”), and two more artists that complement this idea will be talked about. These two artists Jo Hanson and Betsy Damon will give extra emphasis on how artists use the public and the environment for art.
3. The students will be told that they will be making a large mural that will go in the hall of the school and today they will be brainstorming and sketching ideas they may have about making a statement about the environment using trash.
4. The students will be asked to collect items from home and around their environment to use for the mural.
5. At the end of class the students will be given a note home to give to their parents asking them to help with any collecting needs they may have.

Day Two

1. The students will be making a large wall size mural that will hang out in the hall of the school. The object is to use the recycled items the students bring in to make a statement. The items will be glued onto the canvas. Today they will be actually making the statement that they have decided on from the previous class.

2. This making of the mural will take this class period and at least one more.

Day Three

1. This day will be a work session on the mural

Day Four

1. A guest speaker from an environmental group to come and talk to the students about their work on the mural and to talk to them about what they can do to help the environment whether it be to save cans, bottles and such or to go out in the community and help pick up trash.
2. Also the mural will be entered in a community wide contest of environmental statements.

Evaluation Strategies

For this type of project, a letter grade cannot be taken. Participation will be a big part on daily grades. Daily grades are given (poor, satisfactory, good), on how well each student takes interest in their work for the day; whether they worked hard or not. Participation in bringing in the items from home are taken into account and how each student put his or her effort into the planning and making of the mural.

Suggested Supplemental Activities

Work may need to take place somewhere other than the art room for working on the mural. The gym or hallway may be an idea. The students will work as a class and will not need extra time or something else to work on. Each student should put as much time as the next.