



Science Inspires Art Inspires Society

learning objectives

subjects

Art & Design Education

WISCONSIN MODEL ACADEMIC STANDARDS

ART & DESIGN EDUCATION
E.8.1, E.8.3, E.8.5,
E.12.3, G.8.1, G.8.4,
K.8.1, E.12.1, E.12.5,
G.12.1, G.12.4, K.12.1

materials

- Paradise Lost* examples
- Paper
- Glue
- Markers
- Other art items the students may need

Students will:

- Use the arts as a way to teach about our environment.
- Use their creativity and knowledge to create an art project that communicates their own thoughts and feelings related to climate change.



Background

Art is a great way to educate others. Review *Paradise Lost* book or website. *Paradise Lost* is a book and traveling exhibit with a corresponding website that uses art not only as a tool to express ones feelings on climate change, but also to teach others about climate change. Using their own creations

as communication tools, artists from all over Wisconsin came together to present their interpretation of climate change and how it will affect each one of us.

For more information on climate change, for ideas for art projects, and a link to the *Paradise Lost* website, visit the *e-Appendix*.



activity

ART INSPIRES SOCIETY

Art Project

Using their own inspiration, skills and knowledge, students will create an art project related to climate change and then explain what the piece means and how it relates to climate change.

Procedure

1) Have students research climate change to spur ideas for their own art project. Students can attend a guest speaker presentation on climate change, read articles on climate change, watch a documentary, or visit a museum or art gallery with a focus on climate change. Encourage students to think outside the box while researching and come up with creative ways to learn about climate change.

2) Ask students to pick any topic related to climate change and design an art project around it. Ask students to be as creative as possible and stretch their imagination in coming up with an art project that depicts climate change in some way. Ideas for projects could include a painting, song, drawing, poem, poster, collage, photo, recyclable material sculpture, etc.

3) Have students write an explanation of their art piece. Why did they choose their medium? What information are they communicating to the public? How does

their piece communicate to the public? What do they want people to know or learn after reviewing their artwork?

4) When all art projects are completed have students share and explain their pieces to the class.

Going Beyond

1) Display the art pieces in a school display case. Leave them up for a few weeks to generate discussion among the students and teachers. Encourage other teachers to take their classes on a mini-field trip to view and talk about the collection.

2) Have an "art gallery night," setting up pieces in the gymnasium or cafeteria and inviting parents, teachers, and students for collection viewing.

3) Use one or more of the pieces in a follow-up activity, *Artsy Activism*, to create awareness and stir people to action.

4) Save the pieces for Earth Day (April 22nd) and display them throughout the school. Invite the community to come view the students' work.

5) Get involved in an Earth Day event in your community. Contact the coordinator and find a location at the event to display the students' work. The community will enjoy seeing the local students' art pieces, and the students will have the opportunity to further educate through their art.

