

Dada Art and Our Influence on Climate Change

SUBJECT

Visual Art

TEACHER

Bringle

GRADE

4

DURATION

5-10 days

GOAL

Examine various contributors to climate change and explore potential solutions through collaboration to create a work of art that raises awareness to environmental conservation.

STANDARDS

4.V.1.2- Apply personal choices while creating art.

4.CX.2.3- Understand individual roles while applying collaborative skills in creating art.

SUPPLIES

Notebook paper, pencil, various glue types, various tapes, twine, paint, drop cloth, supply list for appropriate found materials, rubric of expectations.

PHASES

TEACHER GUIDE

STUDENT GUIDE

LOOK, LISTEN, AND LEARN	Teacher will break the class up into 5 groups and will then present, describe, and explain 5 images that demonstrate the human influence on climate change. (images- polluted streets, landfills, deforestation, plastic in the ocean, burning of fossil fuels)	Students will gather into groups, listen, and examine images.
ASK	Teacher distributes an image to each of the 5 groups. -Identify what is happening in your image. -What is the cause and effect? (may need to explain this in more depth or post examples in view) -Describe how this image make you feel. -In what ways do we contribute to the problem?	Students examine the image that is now assigned to their group. Students will consider their own feelings and answers to the leading questions with written response. Students will compare and contrast their answers within their groups.

PHASES	TEACHER GUIDE	STUDENT GUIDE
	-How can we make art that raises awareness to the issue?	
UNDERSTAND THE PROBLEM	Provide students with resources for research. Roam and assist when necessary.	Students will research the image they have been given using a variety of tools to identify cause and effect.
NAVIGATE IDEAS <small>Possible this area will be in a different section based on timing.</small>	Teacher will pose leading questions: -Consider your past lessons on Dada art. -Remember how you felt when you saw your image for the first time. What colors can you associate with those feelings? -Teacher will provide students with a material list for homework.	Students will apply the knowledge gained through their research to come up with a way to produce a work of art that represents the issue while also demonstrating artistic craftsmanship. Students will refer to material list to see what they can find around their homes to bring with them to class.
CREATE A PROTOTYPE	Based on the structure of the building, teacher will determine whether to lay the boundary at standing sculpture or hanging sculpture. Teacher will roam and observe and direct when necessary.	Students will gather their items within their groups to see how they can piece their items together for making a sculpture that either stands or can be hung.
Highlight and Fix	Provide students with self-critique and group critique models.	Students will determine how well their prototypes convey the issue and determine how strong their work employs artistic craftsmanship

REQUIREMENTS

- Collaboration
- Craftsmanship

RESOURCES

- www.greenblue.org
- Local recycling guidelines

NOTES

This lesson requires prior knowledge of Dada art, the science of climate

- Solution to Problem
- Khan Academy

change, the practice of peer critique, the expectations for craftsmanship.