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ABSTRACT

Presented in this teacher's guide for grades four through six are lesson plans and ideas for integrating art and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Project I - C - E INSTRUCTION - CURRICULUM - ENVIRONMENT

A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Art GRADE 4-6

Produced under Title III E.S.E.A.
PROJECT I-C-E
Serving Schools in CESA's 3-8-9
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INSTRUCTION - CURRICULUM - ENVIRONMENT

RAM FOR ENVIRONMENTAL EDUCATION

GRADE 4-6

III E.S.E.A.

SA's 3-8-9

54301

468-7464)

Robert Warpinski, Director
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PREFACE

"Oikus" for house is the Greek origin of the term "ecology". En studies our house--whatever or wherever it may be. Like an umbrel expand or contract to fit many ranges--natural and man-made. We c environments, our many "houses" if we omit rancor and cite long ra complexities. Our "oikus" uses the insights of all subjects. Thu multidisciplinary program like ours necessarily results. Also, si a long time, our program ranges K thru 12. The environment mirror values. These values have their origin in the "oikus" of our coll minds. Let us become masters of our house by replacing the Greek with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide is sup to fit appropriately into existing, logical course content.
2. Each page or episode offers suggestions. Knowing your students to adapt or adopt. Limitless chances are here for your experim Many episodes are self contained, some open-minded, still other developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no guid and no curriculum will work unless viewed in the context of you
4. React to this guide with scratch ideas and notes on the episode
5. After using an episode, fill out the attached evaluation form i duplicate, or request more of these forms. Send them singly or We sincerely want your reactions or suggestions--negative and p evaluations are the key in telling us what works" and in aidin the guides.

TERMS AND ABBREVIATIONS

ICE RMC is Project ICE Resource Materials Center serving all pub school districts in CESA 3, 8, and 9. Check the Project ICE Biblio resources. Our address and phone number is on this guide's cover. or call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Aven Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or process b

Affective refers to student attitudes, values, and feelings.

PREFACE

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t ICE Resource Materials Center serving all public and non-public
CESA 3, 8, and 9. Check the Project ICE Bibliography of available
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Audio Visual Instruction, 1327 University Avenue, P. O. Box 2093,
53701 (Phone: 608-262-1644).
measurable mental skill, ability, or process based on factual data.
to student attitudes, values, and feelings.

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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes

Discipline Area Art

Subject Paintin

Problem Orientation Sun

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERI	
Cognitive: The student will apply principles of warm colors to an abstract design. Affective: Student becomes sensitive to warm colors and their implications.	I. Student-Centered in class activity A. Warm and cool colors 1. "What colors make you feel warm?" These are sun colors. 2. Make an abstract design using all sun colors.	II. Outside Communi A. Take sun them and thin
Skills to be Learned Water color techniques Tempera painting		

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Discipline Area Art

Subject Painting

Problem Orientation Sun Energy Grade 4-6

SUGGESTED LEARNING EXPERIENCES

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rm and cool colors
. "What colors make you feel warm?" These are sun colors.
. Make an abstract design using all sun colors.

II. Outside Resource and Community Activities
A. Take students outside to see sun colors in nature. Have them name the things they see and the warm color of these things.

Resource and Reference Materials	Continued and Additional Suggeste
Publications: "Sponge Painting," R. Meaney, Instructor, p. 44, April '70	
Audio-Visual: Discovering Dark and Light, BAVI	
Community:	

ste	ıls	Continued and Additional Suggested Learning Experiences
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ESEA Title III - 59-60-0135-2 Project I-C-E

CONCEPT: 1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes

Discipline Area: Art

Subject: Draw

Problem Orientation:

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXP	
Cognitive: The student will predict consequences of sun shining on various objects. Affective: Student will become aware of what happens when the sun shines on an object. Skills to be Learned Drawing 1. Pencil 2. Charcoal 3. Oil pastels 4. Crayon Collage techniques Pen & ink drawing	I. Student-Centered in class activity A. Sun producing motion 1. Student should imagine what the sun does to a snowflake. Show the poor snowflake in one or many stages of its disintigration. B. The sun and motion 1. Students do a design problem with tissue paper shapes placed on paper in collage form. A gel medium can be placed over tissue paper. 2. Students superimpose some vehicle (car, truck, bike) that requires the sun's energy to work over this. Could be done as an ink drawing. C. The sun gives us light 1. Try to capture the effect of light on an object. May use charcoal. 2. Study Rembrandt and how he captured light.	II. Outs Commu A. Stu out rec B. Stu cha ob

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Discipline Area Art

Subject Drawing - Graphics

Problem Orientation Sun energy Grade 4-6

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Resource and Reference Materials	Continued and Addition
Publications: "Scrap Paper Caper," S. Kropa, Instructor, 81:73, May '72 "Shattered Shapes," A. Guga, Arts and Activities, 71:22-4, Apr. '72 "Torn Tissue Becomes Tradition," School Arts, 70:19, Dec. '70 "Drawing With Mixed Media," M.B. Bowman, School Arts, 71:14-15, N '71 "Kelly, Collage and Color," D. Waldman, bibliography, Art News, 70:44-7, D '71 "Mixed Media Collage," J. Comins, School Arts, 71:10-11, N '71 "S. Gabliks Collages," L. Alloway, Nation, 214 604-5, May 8, '72 Audio-Visual: Sunlight and Shadow in Painting, BAVI Community:	

tion	Materials	Continued and Additional Suggested Learning Experiences
	. Kropa, '72 Guga, Arts and pr. '72 radition," c. '70 dia," M.B. 1:14-15, lor," D. Waldman, , 70:44-7, J. Comins, N '71 L. Alloway, 8, '72 Painting,	

CONCEPT	1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes	Discipline Subject Problem Or

BEHAVIORAL OBJECTIVES	SUGGESTED L
Cognitive: The student will discover representations of the sun by illustrating sun designs. Affective: Student will show aesthetic awareness when using sun based designs.	I. Student-Centered in class activity A. Relief printing 1. Make raised cardboard sun design 2. Print it using bright colors B. "Let the Sun Shine In" 1. Play 5th Dimension's "Aquarius." 2. Using sun and zodiac symbols, do a collage of all ideas that come into the student' head about the sun whe the song is being played.
Skills to be Learned Drawing Collage Techniques	

: the sun, the basic source
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Discipline Area Art

Subject Graphics

Problem Orientation Sun Energy , Grade 4-6

TIVES	SUGGESTED LEARNING EXPERIENCES	
udent resenta- by designs. nt ic ing .	I. Student-Centered in class activity A. Relief printing 1. Make raised cardboard sun design 2. Print it using bright colors B. "Let the Sun Shine In" 1. Play 5th Dimension's "Aquarius." 2. Using sun and zodiac symbols, do a collage of all ideas that come into the student's head about the sun when the song is being played.	II. Outside Resource and Community Activ ties
ned s		

Resource and Reference Materials	Continued and Additional Sugge
Publications: "Aspects of Collage," W. Farnsworth, Arts and Activities, p. 36-39, Feb. '72 "Monoprinting," K.K. Agee, Grade Teacher, p. 52, Sept. '69 "Making a Cardboard Print," E. Palmatier, Today's Education, p. 35, Sept. '71 "Monoprints In Color," P. Carrulea, Arts and Activities, p. 41, Dec. '70 "Print With Egg Cartons," S. Rolle, Arts and Activities, p. 35, Sept. '71 "Shattered Shapes," A. Guga, Arts and Activities, 71:22-4, Ap. '72 "Oops....its Cp," (collage) L. De Wyngaert, School Arts, 71:8, Ap '72 "Kelly Collage and Color," D. Waldman, bibliography, Art News, 70:44-7, D '71 "Mixed Media Collage" J. Comins, School Arts, 71:10-11, N '71 Audio-Visual: Record, Aquarius The Sun Symbol in Art, Bailey Films, 6509 DeLongpre Ave., Hollywood, California 90028	

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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life process.

Discipline Area Art

Subject Painti

Problem Orientation Sun

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPER	
Cognitive: Through this project, the student will recognize surface characteristics of the sun. Affective: The student becomes aware of surface characteristics of the sun.	I. Student-Centered in class activity A. Gases of the sun 1. Use water color or finger paints to create swirls which show or give a gas effect.	II. Outsid Communi
Skills to be Learned Water color techniques Finger painting techniques		

sun, the basic source

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Discipline Area Art

Subject Painting

Problem Orientation Sun Gases Grade 4-6

	SUGGESTED LEARNING EXPERIENCES	
s	I. Student-Centered in class activity A. Gases of the sun 1. Use water color or finger paints to create swirls which show or give a gas effect.	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Suggest
Publications: "When Paint is Free," Non-brush painting techniques, B. Wasserman il. Arts and Activities, 65:22-3, Apr. '69 "Finger Painting Revisited," K.K. Agle, Arts and Activities, p. 27, Dec. '70 "String Printing on Tissue Collage," J. Prange, Arts and Activities, 68:36-7, Dec. '70 Audio-Visual: "A World is Born" (film) I-C-E RMC Bell Telephone Series, "Our Mr. Sun" "What Is a Painting?" Community:	

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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT		
2. All living organisms interact among themselves and their environment forming an intricate unit called an ecosystem.	Discipline Area	Art
	Subject	Dic
	Problem Orientation	

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: Students will learn the life styles of various animals and research in books or visitation to zoos, then display their learning by constructing a zoo display of their own. Affective: Students appreciate the natural world surroundings of an animal. They develop an awareness to the needs of various animals and should wish to provide proper care for all animals. Skills to be Learned Construction skills: use of such items as -clay -cardboard exacto knives or scissors -paint and craypas for decorating cages -incorporating "junk" items such as pie plates for water holes, meat skewers or pipe cleaners for cage (cont.)	I. Student-Centered in class activity A. Creation of a zoo or nature center using miscellaneous materials for construction. 1. Students work in groups, each group being responsible for constructing an environment which will comfortably sustain the life of the animal they choose to build an environment for. 2. All cages must have feeding and watering areas, be safe in that the animals can't escape, yet provide that animal or group of animals with a comfortable living space -- flight areas for birds, burrows for burrowing types, sufficient walking areas for large animals, ponds for waterfowl, etc. (It is surprising how interested the students become in providing the best possible

Art | sms interact among | Discipline Area Art

Dic | environment | Subject Diorama Construction

on | unit called an | Problem Orientation colors of nature Grade 4-6

ING	S	SUGGESTED LEARNING EXPERIENCES	
	II	I. Student-Centered in class activity A. Creation of a zoo or nature center using miscellaneous materials for construction. 1. Students work in groups, each group being responsible for constructing an environment which will comfortably sustain the life of the animal they choose to build an environment for. 2. All cages must have feeding and watering areas, be safe in that the animals can't escape, yet provide that animal or group of animals with a comfortable living space -- flight areas for birds, burrows for burrowing types, sufficient walking areas for large animals, ponds for waterfowl, etc. (It is surprising how interested the students become in providing the best possible life (cont.)	II. Outside Resource and Community Activities A. Research library books and magazines B. Trip to Milwaukee Zoo C. Trip to a nature center.

Resource and Reference Materials	Continued and Additional Suggested L
"Balance on a Shoestring", O.C.Lacke, Arts & Activities, p. 14-16, June '70 "Skylight Mobiles", W.D.Ehlers, Arts & Activities, p20-1, Jan. '71 "Papercrafts & Mobiles", R. Perlmutter, Teaching Exceptional Children, p. 134-41, Spring '72 "Why Don't You Make a Mobile?", M. Shaw, Arts & Activities, p. 32-3, April '72. Audio-Visual: Books and slides on work of Alexander Calder Community:	Skills to be Learned (cont.) bars, twigs for trees, etc. 2. Learning cooperation in group pro 3. Properly shaping and forming anim sizes and kinds. I. (cont.) 2. for their caged animal)

Continued and Additional Suggested Learning Experiences

Skills to be Learned (cont.)

bars, twigs for trees, etc.

2. Learning cooperation in group projects

3. Properly shaping and forming animals of various sizes and kinds.

I. (cont.)

2. for their caged animal)

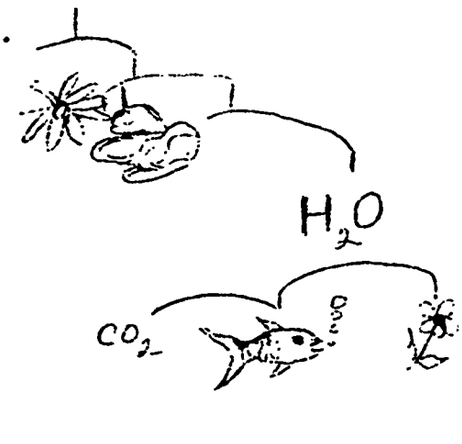
CONCEPT 2.--All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline Area Art

Subject Mobile

Problem Orientation With

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EX
Cognitive: Student displays his understanding of the interdependency of nature by the things he chooses to use in his mobiles. Affective: Students understand the elements which compose an ecosystem and appreciate mobiles as a sculptural medium.	I. Student-Centered in class activity A. Mobile Construction 1. Use symbols of the ecosystem in the numberous parts being suspended... the student may elect to incorporate more than one ecosymbol in his design or limit his design to using variations of just one ecosymbol. Examples:
Skills to be Learned Ability to cut out, paint or otherwise decorate the parts, coordiante these in creating a pleasing & meaningful design. Ability to suspend and balance multiple objects Attaching supports & threads to the individual pieces Threading a needle (if a needle is used to put the thread through the shapes)	1. 

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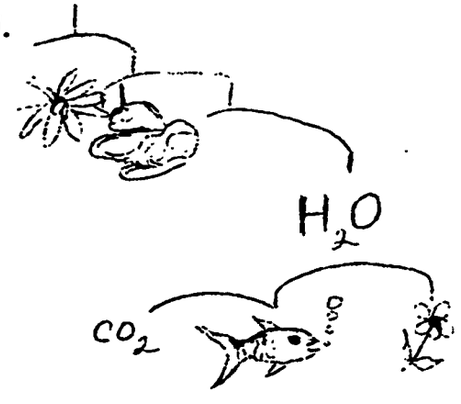
Discipline Area Art

Subject Mobiles

Problem Orientation Interdependencies Within a Community Grade 4-6

ES	SUGGESTED LEARNING EXPERIENCES	
plays ne ure es s stem as	I. Student-Centered in class activity A. Mobile Construction 1. Use symbols of the ecosystem in the numberous parts being suspended... the student may elect to incorporate more than one ecosymbol in his design or limit his design to using variations of just one ecosymbol. Examples: 1.  Another picture on back of this page.	II. Outside Resource and Community Activities A. Travel to see a building or room having mobiles suspended in it. B. View a museum display (Milwaukee Museum) to familiarize themselves with the ecosystem chains before constructing their mobiles. C. Use the finished mobiles to decorate a community building (hospital, bank, store, library, gallery, etc.).
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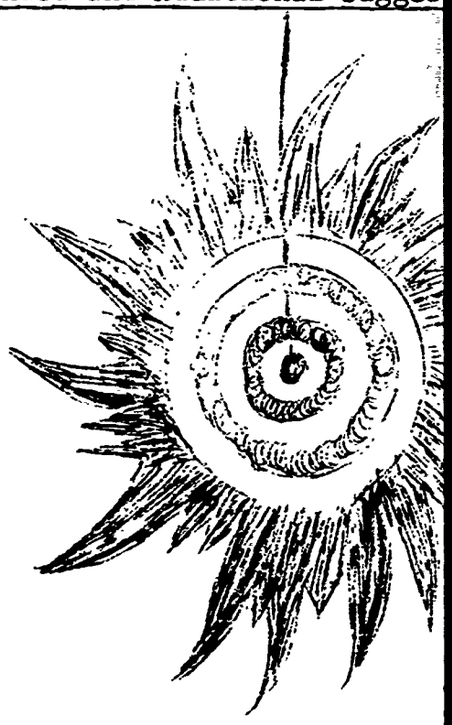
Resource and Reference Materials	Continued and Additional Sugges
Publications: "Balance on a Shoestring", O. C. Locke, Arts & Activities, p. 14-16, June '70 "Skylight Mobiles", W. D. Ehlers, Arts & Activities, p. 20-1, Jan. '71 "Papercrafts & Mobiles", R. Perlmutter, Teaching Exceptional Children, p. 134-41, Spring '72 "Why Don't You Make A Mobile", M. Shaw, Arts & Activities, p. 32-3, April '72 Books and slides on work of Alexander Calder Audio-Visual: Community:	2. 

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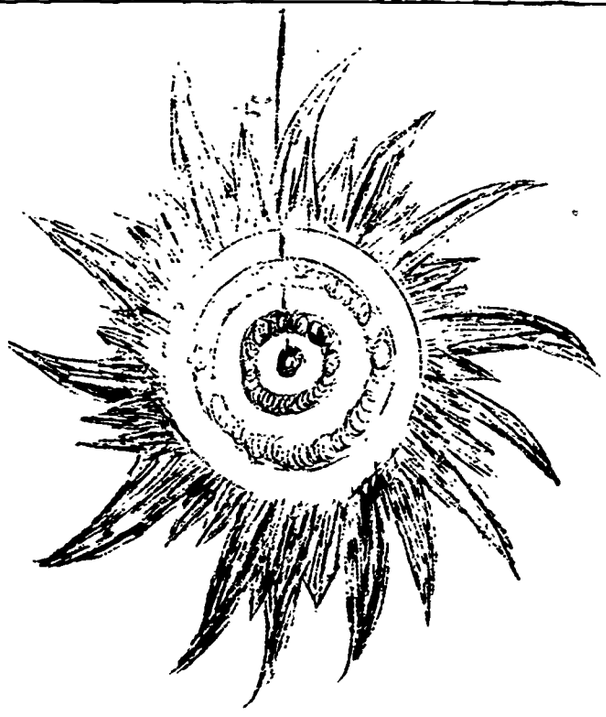
	O. C. , Ehlers, -1, ie", es, F	2. 

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.

Discipline Area: Art

Subject: Sci

Problem Orientation: Us

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: Student will employ experimental measures to gain a more pleasing space relationship through a sculpture. Affective: Student will weigh alternatives of space relationship.	I. Student-Centered in class A. Discuss space relationship. (on back) B. Have students make a toothpick or pastestick sculpture. 1. Give each student a bundle of sticks held together by a rubber band to represent overpopulation. 2. Expand this bundle to a sculpture to divide space more equally.
Skills to be Learned Principles of sculpture Principles of space relationship Discussion	

Art ...are limiting

Scu...s living

on ...us, each

...capacity.

Discipline Area Art

Subject Sculpture

Problem Orientation Over-population Grade 4-6

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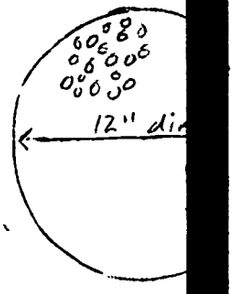
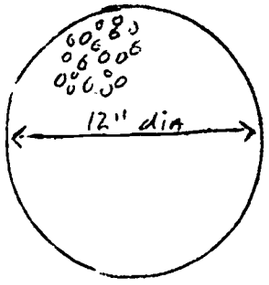
SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class A. Discuss space relationship. (on back) B. Have students make a toothpick or pastestick sculpture. 1. Give each student a bundle of sticks held together by a rubber band to represent over-population. 2. Expand this bundle to a sculpture to divide space more equally.	II. Outside Resource and Community Activities A. Invite an architect to explain space relationship.

Resource and Reference Materials	Continued and Additional Sugges
Publications: "Children's Sculpture", J.W.Burgner, School Arts, 71 42-4 O. '71 Fine Arts Publication, Project I-C-E RMC FA "Space" 103 Audio-Visual: Community:	I. A. (cont.) 1. When there is a very sm on that space, what hap what happens to the obj EX.  2. What happens when there space and few things to

ls	Continued and Additional Suggested Learning Experiences
gner,	I. A. (cont.) 1. When there is a very small space and many things on that space, what happens to the space? <u>or</u> what happens to the objects in space? EX.  A 1' diameter circle containing 150 marbles 2. What happens when there is a very large space and few things to inhabit it?

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.	Discipline Area Subject Problem Orientatio

BEHAVIORAL OBJECTIVES	SUGGESTED LEAR
Cognitive: Student will be able to interpret data relative to carrying capacity. Affective: Student acquaints himself with principles of composition. Skills to be Learned Discussion Landscape drawing Still-life	I. Student-Centered in class activity A. Discuss composition and relate to familiar things in our environment. 1. Look out the school window (as a frame). What do you see in thi picture, or what is it composition? 2. Give an example of a balanced and unbalance composition using tree 3. Examples of drawings t illustrate composition a. Landscapes b. Still-life B. Teacher and student relat principles of composition in art to environmental factors in nature.

tors are limiting

anisms living

e, thus, each

rying capacity.

Discipline Area Art

Subject Composition

Problem Orientation Relation between the whole and its parts

Grade 4-6

	SUGGESTED LEARNING EXPERIENCES	
be ints of	I. Student-Centered in class activity A. Discuss composition and relate to familiar things in our environment. 1. Look out the school window (as a frame). What do you see in this picture, or what is its composition? 2. Give an example of balanced and unbalanced composition using trees. 3. Examples of drawings to illustrate composition: a. Landscapes b. Still-life B. Teacher and student relate principles of composition in art to environmental factors in nature.	II. Outside Resource and Community Activities A. Have students collect its magazines and paintings to bring to class.

Resource and Reference Materials	Continued and Additional Suggested
Publications: "Magic cardboard window", Frames help children see picture's before they draw, S. M. Larue, il. Arts and Activities, 64:19-20 S'68. "Composition", FA 104 Fine Arts Publication I-C-E RMC	
Audio-Visual: "Marc Chagall", film from public library "Discovering Composition in Art", B.F.A., BAVI	
Community:	

ted	ıls	Continued and Additional Suggested Learning Experiences
	ɔs . il. S'68.	
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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity

Discipline Area Art

Subject Desi

Problem Orientation C

BEHAVICRAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: Student will be able to discriminate between over-use of an object and unique interpretation. Affective: Student deliberately examines variety of designs to which he is exposed. Skills to be Learned Collage Sketching Painting	I. Student-Centered in class activity A. Discuss the over-use of smile buttons and peace symbols as over-population. 1. Where have you seen the smile or peace symbol used? key chains, patches, matchbooks, bumper stickers, T-shirts, et etc. 2. Do you get tired of seeing these symbols? Why? 3. Do you think it is a design that is so artistically good that it is worth repeating it so many times? Why or why not?

tors are limiting

anisms living

e, thus, each

rying capacity

Discipline Area Art

Subject Design

Problem Orientation Over-population Grade 4-6

	SUGGESTED LEARNING EXPERIENCES	
be able ver-use nter- erately ns to	I. Student-Centered in class activity A. Discuss the over-use of smile buttons and peace symbols as over-population. 1. Where have you seen the smile or peace symbol used? key chains, patches, matchbooks, bumper stickers, T-shirts, et etc. 2. Do you get tired of seeing these symbols? Why? 3. Do you think it is a design that is so artistically good that it is worth repeating it so many times? Why or why not?	II. Outside Resource and Community Activities A. Have the students make observations of other fads -- in and around their school, home and community environment. B. Have the students collect magazines-locating over-use of fads through the advertisements.

Resource and Reference Materials	Continued and Additional Sug
Publications: "Design" Fine Arts Publications Project I- C-E RMC FA 110 Audio-Visual: "Why Man Creates?" (film) Public Library Community:	

Sug	ce Materials	Continued and Additional Suggested Learning Experiences
	ublications FA 110	
	ilm)	

ESEA Title III 59-70-0135-2 Project I-C-E

CONCEPT 3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity

Discipline Area Art

Subject Shadi

Problem Orientation Ov

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING II
Cognitive: Student will be able to illustrate understanding of over-population through illustration of his project. Affective: Student shows awareness of over-population	I. Student-Centered in class activity A. Introduce shading. 1. Relate to our environment as shading being over-population of lines. 2. In a picture an artist shades an area by using many lines.
Skills to be Learned Shading technique	

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anisms living

e, thus, each

rying capacity

Discipline Area Art

Subject Shading

Problem Orientation Over-population Grade 4-6

	SUGGESTED LEARNING EXPERIENCES	
	I. Student-Centered in class activity A. Introduce shading. 1. Relate to our environment as shading being over-population of lines. 2. In a picture an artist shades an area by using many lines.	II. Outside Resource and community activities A. Look at population maps with population represented by dots. B. Observe the various "shaded" areas of the United States.

Resource and Reference Materials	Continued and Additional Sugge
Publications: Commercial Art Techniques, Maurello, S. Ralph. 3rd Ed. Viking Press, New York, 1970. "Light and Dark" F.A. Fine Arts Publications 109 Project I-C-E RMC Audio-Visual: Community:	

Continued and Additional Suggested Learning Experiences

ESEA TITLE III - 59-70-0135-2 Project I-C-E

CONCEPT

4. An adequate supply of pure water is essential for life.

Discipline Ar

Subject

Problem Orien

BEHAVIORAL OBJECTIVES	SUGGES
Cognitive: Students will be able to illustrate water areas in terms of a mono-chromatic color scheme. Affective: Student will be alert to the mono-chromatic tendencies of a water scene. Skills to be Learned Water colors Painting	I. Student-Centered activiry A. Mono-chromati 1. Discuss th of the wat 2. Concentrat color and water scen the hue of

uate supply of pure

sential for life.

Discipline Area Art

Subject Painting

Problem Orientation Water supply Grade 4-6

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
dents will be ate water areas ono-chromatic dent will be no-chromatic water scene.	I. Student-Centered in class activity A. Mono-chromatic 1. Discuss the colors of the water 2. Concentrate on one color and paint a water scene varying the hue of the colors.	II. Outside Resource and Community Activities A. Find paintings illustrating the colors of the sea.

arned

Resource and Reference Materials	Continued and Additional Sugges
Publications:	
Audio-Visual:	
Community:	

ges	s	Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT		
	4. An adequate supply of pure water is essential for life.	Discipline Area Subject Problem Orienta =

BEHAVIORAL OBJECTIVES	SUGGESTED
Cognitive: Students will be able to interpret data related to micro-organisms in water in terms of patter and design. Affective: Students will become sensitive to patterns of the microscopic world. Skills to be Learned Painting Printing Collage Design Charcoal printing	I. Student-Centered in activity A. Repeat pattern 1. Collect your o water (pond, r stream, lake) 2. View the micro organisms of t water through microscope 3. Discuss the pa found in the m organisms 4. Design your ow (repeat) patte using paints - painting - col or choose an i pattern viewed water.

supply of pure

sential for life.

Discipline Area Art

Subject Multi Media

Problem Orientation Water supply Grade 4-6

ECTIVES	SUGGESTED LEARNING EXPERIENCES	
ts will be able related to water in terms gn. ts will become rns of the ted	I. Student-Centered in class activity A. Repeat pattern 1. Collect your own water (pond, river, stream, lake) 2. View the micro-organisms of the water through a microscope 3. Discuss the patterns found in the micro-organisms 4. Design your own (repeat) patterns - using paints - charcoal painting - collages - or choose an interesting pattern viewed from the water.	II. Outside Resource and Community Activities A. Go on a field trip to collect different types of water. B. Visit an aquarium C. Visit a fish store

Resource and Reference Materials	Continued and Additional Sug
Publications:	
Audio-Visual:	
Community:	

ontinued and Additional Suggested Learning Experiences

ESEA Title II - 59-70-0135-2 Project I-C-E

CONCEPT

4. An adequate supply of pure water is essential for life

Discipline Area Art

Subject Constru

Problem Orientation Wate

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: Students will be able to produce a unique communication through the use of snow. Affective: Student will be aware of the characteristics of snow. Skills to be Learned Construction	I. Student-Centered in class activity A. Snow sculptures 1. Within a designated area have the students build a sculpture using only the snow around ther 2. Discuss how the sculpture changes using snow under different conditions as; frozen (ice) slush (adding water)

Discipline Area Art

Subject Construction

Problem Orientation Water Supply Grade 4-6

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Snow sculptures

1. Within a designated area have the students build a sculpture using only the snow around them
2. Discuss how the sculpture changes using snow under different conditions as; frozen (ice) slush (adding water)

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Suggested Le
Publications: "Children's Sculpture", J.W.Burner, School Arts. 71:28-9 O.'71 "Making It In 3-D", E. Stein, School Arts. 71: 10-13 O.'71	
Audio-Visual:	
Community:	

d Le	als	Continued and Additional Suggested Learning Experiences
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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 4. An adequate supply of pure water is essential for life.

Discipline Area: Art

Subject: Papier M

Problem Orientation: Water S

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPE
Cognitive: Student will be able to comprehend the significance of the individual raindrop contributing to the whole rain storm. Affective: Students will become conscious of the importance of the raindrop in conjunction with the rain storm. Skills to be Learned Construction Papier mache	I. Student-Centered in class activity A. Discuss the movement of raindrops at the peak of a storm; the end as a summer shower and other conditions as wind, sleet, hail; upon finding a rainbow, etc. B. Create a Rainstorm. 1. Blow up raindrop balloons. 2. Cover with mache. 3. Create a rainstorm playing "Raindrops keep falling on my head" or find classical music appropriate to movement of a storm.

II. C
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A.

...pply of pure	Discipline Area Art
...l for life.	Subject Papier Mache Rainstorm
	Problem Orientation Water Supply Grade 4-6

...PER...VES	SUGGESTED LEARNING EXPERIENCES	
...ll be ...he ...hole ...ill ...he ...ndrop ...he	I. Student-Centered in class activity A. Discuss the movement of raindrops at the peak of a storm; the end as a summer shower and other conditions as wind, sleet, hail; upon finding a rainbow, etc. B. Create a Rainstorm. 1. Blow up raindrop balloons. 2. Cover with mache. 3. Create a rainstorm playing "Raindrops keep falling on my head" or find classical music appropriate to movement of a storm.	II. Outside Resource and Community Activities A. Invite a weatherman to discuss storms and other weather conditions.

Resource and Reference Materials	Continued and Additional
Publications: 120 Ma Running Water, I-C-E RMC	
Audio-Visual: Classical music	
Community:	

nal	Continued and Additional Suggested Learning Experiences

CONCEPT 5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

Discipline Area Art

Subject Mobiles

Problem Orientation Clean Ai

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERI	
Cognitive: The student employs air polluting objects in the construction of a mobile. Affective: The student shows his aesthetic awareness of air pollution.	I. Student-Centered in class activity A. Discuss what types of man-made objects are blown around by the wind, littering the air. B. Construct a mobile using these objects.	II. Outs Comm A. C o t B. T b h s C. U m a (1
Skills to be Learned Mobile construction Discussion Collecting		

of clean air Discipline Area Art

ost organisms Subject Mobiles

igh respiration, Problem Orientation Clean Air Grade 4-6

n their food.

	SUGGESTED LEARNING EXPERIENCES	
	I. Student-Centered in class activity A. Discuss what types of man-made objects are blown around by the wind, littering the air. B. Construct a mobile using these objects.	II. Outside Resource and Community Activities A. Collect man-made objects that pollute the air. B. Travel to see a building or room having mobiles suspended in it. C. Use the finished mobiles to decorate a community building, (hospital, bank, store, library, gallery, etc.).

Resource and Reference Materials	Continued and Additional S
Publications: "Balance on a shoestring", O. C. Locke, Art & Activities, 67:14-16 June '70 "Skylight mobiles", W. D. Ehlers, Arts & Activities, 68:33 S '70 "Strawmobiles", K. G. Kite, Arts & Activities, 68:20-1 Ja '71 "Paper crafts and mobiles", R. Perlmutter, Teaching Exceptional Children, p. 134-41 Spring '72 "Why don't you make a mobiel?", M. Shaw, Art & Activities p. 32-3, April '72 Audio-Visual: "Make a Mobile", B,F.A. BAVI Community:	

al s	s	Continued and Additional Suggested Learning Experiences
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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

Discipline Area Art

Subject Positive & N

Problem Orientation Clean Air

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIE	
Cognitive: Through discussio and projects, the student will identify polluting particles in the air. Affective: The student becomes conscious of air pollutants. Skills to be Learned Painting Discussions	I. Student-Centered in class activity A. Discuss what types of smoke, ash and dust particles pollute the air. What shapes are they? B. Do 2 spatter painting backgrounds. Have the students cut dust particles out of a square piece of folded paper. Glue positive and negative shapes on painting. Example: Both are put on spatter paint background. Positive & negative shapes will be identical since they are cut from one folded piece of paper.	II. Outside Communi A. List where and B. List wher fres Disc

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B

ean air is

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espiration,

eir food.

Discipline Area Art

Subject Positive & Negative Painting

Problem Orientation Clean Air Grade 4-6

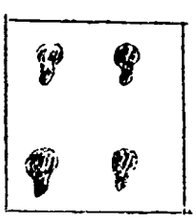
SUGGESTED LEARNING EXPERIENCES

Student-Centered in class
ctivity

Discuss what types of smoke, ash and dust particles pollute the air. What shapes are they?

B. Do 2 spatter painting backgrounds. Have the students cut dust particles out of a square piece of folded paper. Glue positive and negative shapes on painting.
Example: Both are put on spatter paint background. Positive & negative shapes will be identical since they are cut from one folded piece of paper.

A



B

II. Outside Resource and Community Activities

A. List areas of the city where air is polluted and why. Discuss.

B. List areas of the city where air is clean and fresh and why. Discuss.

Resource and Reference Materials	Continued and Additional Suggeste
Publications:	
Audio-Visual: Record, "Why is there air", Bill Cosby	
Community: Factory representative Traffic Dept. representative	

gesté	Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT		
C O N C E P T	5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.	Discipline Area: Art Subject: Constr Problem Orientation: Cle

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EX
Cognitive: Through observation, students will be able to reproduce the causes of air pollution. Affective: The student will become more aware of the causes of air pollution. Skills to be Learned Discussion Observation Construction	I. Student-Centered in class activity A. After the students have visited the factory site, have them construct a factory, a bus, a car--- using cardboard, boxes, etc. Dry ice could be used to create smoke thus reproducing the causes of pollution.

f clean air is

organisms

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n their food.

Discipline Area Art

Subject Construction

Problem Orientation Clean air Grade 4-6

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity A. After the students have visited the factory site, have them construct a factory, a bus, a car--- using cardboard, boxes, etc. Dry ice could be used to create smoke thus reproducing the causes of pollution.	II. Outside Resource and Community Activities A. If there is a factory in the area, take a field trip and do a charcoal drawing. How does a factory affect clean air? B. Take the class to a busy intersection and have them observe. Draw the effect that many cars have on the clean air.

Resource and Reference Materials	Continued and Addi
Publications: "Box Sculpture", I. Hills, Arts & Activities, p. 42, May '70 "S.I.T.E." a suggested answer to the problem of pollution in art teacher development, A. W. Beck, il., School Arts, 71:36-7 Sept. '72 "In Quest of Cleaner Air & Water", I-C-E RMC "Conserving Our Waters & Cleaning the Air", (teacher's guide & student manual) American Petroleum Institute, I-C-E RMC Audio-Visual: Record - "Why is there Air", Bill Cosby Community: Factory representative Traffic Dept. representative	

Addi	Continued and Additional Suggested Learning Experiences
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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT		
6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.	Discipline Area Ar Subject Mo Problem Orientation	

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: The student will illustrate the concept of balance through a properly constructed mobile. Affective: Student will develop a visual sense of balance by developing a mobile.	I. Student-Centered in class activity A. Compare the importance of nature's balance to the importance of a mobile's balance in its construction. B. Students can brainstorm and come up with 2 or 3 eco-systems and talk of their importance and also experiment with balancing mobiles. C. Discuss and illustrate the basic principles of the mobile. (Use Calder examples) 1. Using actual items from nature or just nature shapes made out of paper or light weight metal, have the student construct a mobile. 2. Stress that shapes should be related, not just a haphazard assortment.
Skills to be Learned Basic construction and principles of the mobile	

esources are not equally over the earth or over eatly affect the geographic and quality of life.

Discipline Area Art

Subject Mobiles

Problem Orientation Resource Distribution

Grade 4-6

BJECTIVES	SUGGESTED LEARNING EXPERIENCES	
student the nce through tructed ent will sense eveloping	I. Student-Centered in class activity A. Compare the importance of nature's balance to the importance of a mobile's balance in its construction. B. Students can brainstorm and come up with 2 or 3 eco-systems and talk of their importance and also experiment with balancing mobiles. C. Discuss and illustrate the basic principles of the mobile. (Use Calder examples) 1. Using actual items from nature or just nature shapes made out of paper or light weight metal, have the student construct a mobile. 2. Stress that shapes should be related, not just a haphazard assortment.	II. Outside Resource and Community Activities
rned ion of		

Resource and Reference Materials	Continued and Additional Suggested Le
Publications: Lynch, John, "How to make mobiles", New York, Viking Press, Inc. Horn, George F., "Art for today's School", Worchester, Mass., Davis Pub., Inc. "People, places and things papered in dimension", Arts and Activities, June '65 "Skylight mobiles", Arts and Activities, Sept. '70 "Balance on a Shoestring", O. C. Locke, Arts and Activities, p. 14-16, June '70 "Skylight Mobiles", W. D. Ehlers, Arts and Activities, p. 20-1 Jan. '71 "Strawmobiles", K. G. Kite, Arts and Activities, p. 30-2, Sept. '70 "Papercrafts and Mobiles", R. Perlmutter, Teaching Exceptional Children, p. 134-41, Spring '72 "Why don't you make a Mobile", M. Shaw, Arts and Activities, p. 32-3, April '72 Audio-Visual: "Make a Mobile" B.F.A BAVI Community:	

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ESEA Title III - 59-70-0135-2 Project I-C-2

CONCEPT		
	6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.	Discipline Subject Problem Or

BEHAVIORAL OBJECTIVES	SUGGE
Cognitive: Using sticks, ink and colored paper, the student will be able to draw a figure or an outdoor scene. Affective: Student will become sensitive to the variety of lines in common objects. Skills to be Learned Basic pen and ink drawing techniques	I. Student-Centered in a activity A. Discuss lines (usin visual aids at your disposal). 1. Have students br storm on all the different types lines that they see in their cla 2. Show the filmstr "The art of seei (Line)". 3. Discuss and illu various pen and techniques. Show students that an assortment of st dipped in ink wi produce a variet effects. The en the stick may be pointed, notched covered with a p cloth. 4. A typical proble be drawing a per an outdoor scene natural tools.

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quality of life.

Discipline Area Art

Subject Pen and ink line problems

Problem Orientation Resource Distribution Grade 4-6

CTIVES	SUGGESTED LEARNING EXPERIENCES	
ticks, per, e able r an will o the n ed s	I. Student-Centered in class activity A. Discuss lines (using any visual aids at your disposal). 1. Have students brain-storm on all the different types of lines that they can see in their classroom. 2. Show the filmstrip, "The art of seeing (Line)". 3. Discuss and illustrate various pen and ink techniques. Show the students that an assortment of sticks dipped in ink will produce a variety of effects. The end of the stick may be pointed, notched or covered with a piece of cloth. 4. A typical problem might be drawing a person or an outdoor scene using natural tools.	II. Outside Resource and Community Activities A. Do some outdoor sketching.

Resource and Reference Materials	Continued and Additional Suggested Lea
Publications: "Pen and ink drawing", Faubes, Frederic, Pitman Pub. Co. "Line Design", Arts & Activities, Feb. '70 "For those who look but do not see", School Arts, Nov. '70 "Line", Fine Arts Publication, FA 102 I-C-E RMC Audio-Visual: "The Art of seeing (Line)" Warren Schloat Pro. Inc. Community:	

ials	Continued and Additional Suggested Learning Experiences
s, see",	

CONCEPT			
C O N C E P T	6. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.	Discipline Area	Art
		Subject	Pape R
		Problem Orientation	D

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: The student will be able to create a BAS-relief design using a repeat motif of nature. Affective: The student becomes aware of naturally repeating patterns in nature. Skills to be Learned Drawing Cutting Gluing	I. Student-Centered in class activity A. Discuss the natural repeating designs in nature, the vein in a leaf, ocean waves, the rings in the cross secion of a tree, etc. 1. Draw a repeat pattern on 60 lb. construction paper. 2. Cut sheets of 60 lb. construction paper into 1" strips. 3. Apply glue to the edge and stick to background following pattern of the drawing. 4. White on white works best because of the effect of light on the BAS-relief.

Art social, and

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n D titudes

Discipline Area Art

Subject Paper Sculpture (BAS-relief)

Problem Orientation Resource Distribution Grade 4-6

ING		SUGGESTED LEARNING EXPERIENCES	
	II	I. Student-Centered in class activity A. Discuss the natural repeating designs in nature, the vein in a leaf, ocean waves, the rings in the cross secion of a tree, etc. 1. Draw a repeat pattern on 60 lb. construction paper. 2. Cut sheets of 60 lb. construction paper into 1" strips. 3. Apply glue to the edge and stick to background following pattern of the drawing. 4. White on white works best because of the effect of light on the BAS-relief.	II. Outside Resource and Community Activities A. A walk just about anywhere to view how the repetition of design creates unity.

Resource and Reference Materials	Continued and Additional Suggested Lear
Publications: "Paper sculpture, BAS-relief", School Arts, Sept. '70 "Paper to amaze", M. Seehafer, Instructor, 81:73 April '72 "Corrugated cardboard becomes versatile design medium", Arts and Activities, Oct. '66 "Notching, tabs and slots", Arts and Activities, Nov. '70 Audio-Visual: "The art of seeing (shapes)" Warren Schloat Pub. Inc. "Designs in Nature" Environmental awareness I-C-E RMC Community:	

Lear als	Continued and Additional Suggested Learning Experiences
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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

Discipline Area Ar

Subject Wea

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: The student will create a simple wall hanging using basic weaving techniques. Affective: The student will appreciate the beauty of a hand woven piece of cloth. Skills to be Learned Basic weaving knowledge	I. Student-Centered in class activity A. Discuss origin of weaving. B. Project: Weaving into burlap 1. When weaving into burlap, the burlap threads may be pulled out and others pulled into their place. 2. Alternate threads may be removed to create a looser fabric. 3. Several threads may be removed and the remaining ones moved into curved or angular directions. 4. Spaces can be created by the removal of threads in a section, rather than across the entire piece of fabric. 5. Colorful string, thread, or yarn may be woven in different sets of combinations to create interesting effects.

...es are not equally	Discipline Area	Art
...he earth or over	Subject	Weaving
...ffect the geographic	Problem Orientation	Resources Distribution Grade 4-6
...lity of life.		

...TIVES	SUGGESTED LEARNING EXPERIENCES	
...t will ...eaving ...t will ... of a ...loth.	I. Student-Centered in class activity A. Discuss origin of weaving. B. Project: Weaving into burlap 1. When weaving into burlap, the bu... threads may be pulled ... ...d others pulled into ...eir place. 2. Alternate threads may be removed to create a looser fabric. 3. Several threads may be removed and the remaining ones moved into curved or angular directions. 4. Spaces can be created by the removal of threads in a section, rather than across the entire piece of fabric. 5. Colorful string, thread, or yarn may be woven in different sets of combinations to create interesting effects.	II. Outside Resource and Community Activities A. Using burlap as a base, challenge students to identify and obtain other fibers, know their source and weave them into designs.

Resource and Reference Materials	Continued and Additional Suggest
Publications: "Weaving in the Round", Arts and Activities, Sept. '70 "New Designs in Weaving", Donald J. Willcox, Van Nostrand Reinhold Co. "Creative Designs in Wall Hangings", Lili Bluemenau, Crown Publishers "Simple Weaving to Create Wall Hangings", School Arts, Jan. '71 "Op Art (Paper) Weaving", Arts and Activities, Sept. '69 "Vary the pace with lano lace" J. Lyen, Arts & Activities, 71:14-16 April '72 "Elementary Weaving", M. Shaw, Arts and Activities, p. 45, Feb. '71 "Weave Your Own Thing", E. Grim, Arts & Activities, p. 22-3, June '70 Audio-Visual: "Understanding the Craft: Weaving" Educational Dimensions Corp. Community:	

ges t ued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 7. Factors such as facilitating transportation, economic conditions, population growth, and increased time have a great influence on changes in land use and centers of population density.

Discipline Area Art

Subject Dra

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNIN
Cognitive: Student prepares album cover to illustrate knowledge of effects of pollution. Affective: Student learns that visual impact affects the consumer's choice.	I. Student-Centered in class activity A. Design a record cover for a pollution type song. 1. Students can use a commercially known song about pollution or make up their own song before beginning this lesson.
Skills to be learned Drawing & painting Good design principles Advertising principles (perhaps)	

cilitating Discipline Area Art

mic conditions, Subject Drawing & Painting - Design

d increased Problem Orientation Influence for Change Grade 4-6

luence on changes
rs of population density.

	SUGGESTED LEARNING EXPERIENCES	
es	I. Student-Centered in class activity A. Design a record cover for a pollution type song. 1. Students can use a commercially known song about pollution or make up their own song before beginning this lesson..	II. Outside Resource and Community Activities A. Have students bring in commercially designed album covers; some current popular groups and some of older groups.
s		

Resource and Reference Materials	Continued and Additional Sugge
Publications: Maurello, S. Ralph, "Commercial Art Techniques", Tudor Pub. Co., New York, 1952 Brinkley, John, "Lettering Today", Reinhold Pub. Co., New York 1961	
Audio-Visual: Pollution oriented records Check music curriculum for ecology centered records	
Community:	

ggested Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-5

CONCEPT 7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area

Subject

Problem Orientatio

BEHAVIORAL OBJECTIVES	SUGGESTED LEAR
Cognitive: Student will effectively use 3D in creating an attractive mural depicting land use in population areas. Affective: The student will become more familiar with man's present way of living. Skills to be Learned Use of exacto knife to cut cardboard Observation	I. Student-Centered in class activity A. Cardboard relief murals (multi-layered cardboard) to depict neighborhoods, types of cities, areas of recreational use or whatever... Examples: 1. Leisure time a. Mural of a stable area b. Mural of a river or lake c. Mural with people fishing, swimming or boating d. Mural of a golf course layout e. Muarl of a baseball game in progress 2. Population growth a. Different types of living spaces b. Houses vs apartments, townhouses, etc. c. Add to mural after it is "complete" - represent new resident or growing families. (cont.)

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Discipline Area Art

Subject Relief Sculpture
Population Growth

Problem Orientation Leisure Grade 4-6

JECTIVES	SUGGESTED LEARNING EXPERIENCES	
t will D in ctive and use as. udent familiar t way of	I. Student-Centered in class activity A. Cardboard relief murals (multi-layered cardboard) to depict neighborhoods, types of cities, areas of recreational use or whatever... Examples: 1. Leisure time a. Mural of a stable area b. Mural of a river or lake c. Mural with people fishing, swimming or boating d. Mural of a golf course layout e. Muarl of a baseball game in progress 2. Population growth a. Different types of living spaces b. Houses vs apartments, townhouses, etc. c. Add to mural after it is "complete" - represent new residents or growing families. (cont.)	II. Outside Resource and Community Activities A. Field trip to observe the city. B. Photographs - sometimes available from real estate dealers and newspaper offices.
ned fe to		

Resource and Reference Materials	Continued and Additional Suggested
Publications:	I. (cont.) (expand present houses either vertically.) B. Futuristic approach 1. Students could plan a livi future and construct mural a. Underwater b. In-outer space c. Underground
Audio-Visual: KT 16 "Environmental Awareness - City", I-C-L RMC "Designing With Everyday Materials: Corrugated Paper", B.F.A. BAVI	
Community: Corrugated paper may be available from box companies	

Continued and Additional Suggested Learning Experiences

I. (cont.)

(expand present houses either horizontally or vertically.)

B. Futuristic approach

1. Students could plan a living space for the future and construct murals:
   a. Underwater
   b. In-outer space
   c. Underground

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area: Art

Subject: Sculpt

Problem Orientation: Cha / Lan

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING E
Cognitive: Student will compare a natural environment to one that has been changed by man. Affective: Student shows awareness of man's effect on nature. Skills to be Learned Use of multi media materials: cut and paste modeling	I. Student-Centered in class activity A. "Before" and "After scenes of a given area using a shadow box diorama. Examples: 1. A woodland becomes a suburb 2. A clean lake becomes a polluted over-populated tourist trap 3. A rural area becomes a large city 4. A junk yard is cleaned up 5. A cart trail becomes a freeway interchange 6. An Indian canoe is replaced by an ocean liner 7. A parade route before and after the parade (litter)

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Discipline Area Art

Subject Sculpture - shadow box dioramas

Problem Orientation Changing Land Use Grade 4-6

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. "Before" and "After scenes of a given area using a shadow box diorama. Examples:

1. A woodland becomes a suburb
2. A clean lake becomes a polluted over-populated tourist trap
3. A rural area becomes a large city
4. A junk yard is cleaned up
5. A cart trail becomes a freeway interchange
6. An Indian canoe is replaced by an ocean liner
7. A parade route before and after the parade (litter)

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Sugge
Publications: "Drawing for environmental awareness", A. P. Taylor, il., School Arts, 68:12-13 March '69	
Audio-Visual: "Nation of Spoilers", Brown County Library "Ecology - The Game of Man and Nature", I-C-E RMC SG 2 "Dirty Water: The Water Pollution Game", I-C-E RMC SG 3	
Community:	

ggg	Materials	Continued and Additional Suggested Learning Experiences
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CONCEPT

7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area

Subject

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARN
Cognitive: In this project, the student will illustrate how modes of transportation have changed & in the discussion show his understanding that this has affected man's way of life. Affective: The student will become conscious of the effect of technological developments on population areas. Skills to be Learned Drawing skills placement perspective Construction skills 3-D models Line drawing	I. Student-Centered in class activity A. Precede art activity with discussion of how transportation improvements have transformed areas of population density & how land use has changed along with this mobility of people Sample questions: 1. What were the forms of transportation in the early 1900's? 2. How were streets & roads constructed? 3. What inventions facilitated transportation? 4. Increased mobility had what effect on modes of living? 5. Why did city cores become industrial centers & outlying areas become population centers? B. The art activity itself consists of drawing models of or creating 3-D models of the transportation systems which have produced these changes. Examples: Model T, cameras, steam (Cont

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Discipline Area Art

Subject Drawing, sculpture

Problem Orientation Transporta- Grade 4-6
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SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Precede art activity with discussion of how transportation improvements have transformed areas of population density & how land use has changed along with this mobility of people.
Sample questions:
1. What were the forms of transportation in the early 1900's?
2. How were streets & roads constructed?
3. What inventions facilitated transportation?
4. Increased mobility had what effect on modes of living?
5. Why did city cores become industrial centers & outlying areas become population centers?

B. The art activity itself consists of drawing models of or creating 3-D models of the transportation systems which have produced these changes. Examples: Model T, cameras, steam

(Cont.)

II. Outside Resource and Community Acti es

A. Field trips historical museums having old cars, trains, etc.

Resource and Reference Materials	Continued and Addi ional Sugg
Publications:	I. (Cont.) B. engines, monorails, bi- C. Work in groups construc these things using card Have plastic or real mo etc. of these machines
Audio-Visual: Pictures of old and new transportation modes. Plastic models of cars, planes, etc. Slides showing modes of transportation.	
Community: Museums Railroad museum Airport	

erials	Continued and Additional Suggested Learning Experiences
	I. (Cont.) B. engines, monorails, bi-planes, 747 jets. C. Work in groups constructing large models of these things using cardboard, junk metal, etc. Have plastic or real models, slides, pictures, etc. of these machines for the class to observe.
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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area

Subject

Problem Orientatio

BEHAVIORAL OBJECTIVES	SUGGESTED LEA
Cognitive: Student employs experimental procedure to determine types of buildings needed for family living and leisure time activities. Affective: Student becomes aware of the variety of homes and leisure activities. Skills to be learned Cardboard sculpture Techniques	I. Student-Centered in class activity A. Creation of buildings fro boxes. 1. Population growth can the center of interest size and type of build are stressed in connec with family living: a. Small house b. Large house c. Apartment building d. "A" frame house e. Grass hut f. House on stilts g. Adding new rooms to old house (remodeli 2. Leisure time can be stressed by asking wha types of buildings are needed to satisfy man' recreational needs: a. Golf club-house b. Beach houses c. Stables d. Taverns, lounges e. Bowling alleys, etc B. Follow-up reports. Studen can show their creation and explain its use.

(cont.)

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Discipline Area Art

Subject Box Sculpture
Population Growth

Problem Orientation Leisure Time Grade 4-6

ES	SUGGESTED LEARNING EXPERIENCES	
oys to dings and nes ties.	I. Student-Centered in class activity A. Creation of buildings from boxes. 1. Population growth can be the center of interest, if size and type of building are stressed in connection with family living: a. Small house b. Large house c. Apartment building d. "A" frame house e. Grass hut f. House on stilts g. Adding new rooms to an old house (remodeling) 2. Leisure time can be stressed by asking what types of buildings are needed to satisfy man's recreational needs: a. Golf club-house b. Beach houses c. Stables d. Taverns, lounges e. Bowling alleys, etc. B. Follow-up reports. Students can show their creation and explain its use. (cont.)	II. Outside Resource and Community Activities A. Walk in the neighborhood to determine the different types of homes in your own area. B. Resource books to see unfamiliar types of homes.

Resource and Reference Materials	Continued and Additional Suggested Learni
Publications: "Box Sculpture", L. Hills, Arts & Activities, p. 42, May '70 "Architectural Design in the Classroom", T. Thatcher, il., School Arts, 68:7 March '69 "Cardboard City: Mixed Media", R. R. Guthrie, il., School Arts, 68:32-3, Sept. '68 "Our Man Made Environment", 120 O I-C-E RHC Audio-Visual: "Designing With Everyday Materials: Corrugated Paper", B.F.A., BAVI Community:	I. (cont.) 1. Is it a residential building? 2. Who could live in it? 3. Where might it be located? 4. Is it a recreational building? 5. Who would use it? 6. Where would it be located?

Continued and Additional Suggested Learning Experiences

I. (cont.)

1. Is it a residential building?
2. Who could live in it?
3. Where might it be located?
4. Is it a recreational building?
5. Who would use it?
6. Where would it be located?

ESEA Title III - 59-70-0135-2 Project I-C-E

C O N C E P T	7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.	Discipline Subject Problem Ori
BEHAVIORAL OBJECTIVES		SUGGESTE
Cognitive: Student will illustrate the effect of density on different types of neighborhoods. Affective: Student becomes more aware of different types of neighborhoods and the effect of density on them.		I. Student-Centered in clas activity A. Paper relief (paper is pierced so that forms stand (protrude) from the paper). Example on 1. Divide class into g Students in the var groups are responsi for depicting diffe types of neighborho cutting scenes in t papers. a. Rural b. Small town c. City d. Large city e. Harbor town f. Industrial citie 2. Density can be stud by giving students specific number of or houses to cut in their sheets of pap Example on back. 3. Instruct child to c house, then a perso another person, 3 c a dog, a new baby, soon there is no ro (co
Skills to be Learned Cutting (piercing) & folding Use of stencil knife		

:s facilitating trans-
nic conditions, population
eased leisure time have
e on changes in land use
opulation density.

Discipline Area Art

Subject Sculpture

Problem Orientation Population density & Land use

Grade 4-6

CTIVES	SUGGESTED LEARNING EXPERIENCES	
vill :t of : types ecomes rent ds and y on	I. Student-Centered in class activity A. Paper relief (paper is pierced so that forms may stand (protrude) from the paper). Example on back. 1. Divide class into groups. Students in the various groups are responsible for depicting different types of neighborhoods by cutting scenes in their papers. a. Rural b. Small town c. City d. Large city e. Harbor town f. Industrial cities, etc. 2. Density can be studied by giving students a specific number of people or houses to cut into their sheets of paper. Example on back. 3. Instruct child to cut a house, then a person, now another person, 3 children, a dog, a new baby, etc. soon there is no room in (cont.)	II. Outside Resource and Community Activities A. Field trips into various types of neighborhoods. B. Students bring in pictures of various types of neighborhoods.

Resoucre and Reference Materials

Publications:

"Creative paper design", Reinhold Pub.

"Paper to amaze", M. Seehafer, Instructor, 81:73 April '72

"City scopes in 3D", M. B. Bowman, Arts & Activities, p. 36-7, June '71

"Aesthetic education for what", (art in relation to capacity) School Arts, April '72, p. 37

Audio-Visual:

"People of a City", Brown county library

"Environmental Awareness - City", KT 16 I-C-E RMC

"Creating with Paper", B,F,A BAVI

Community:

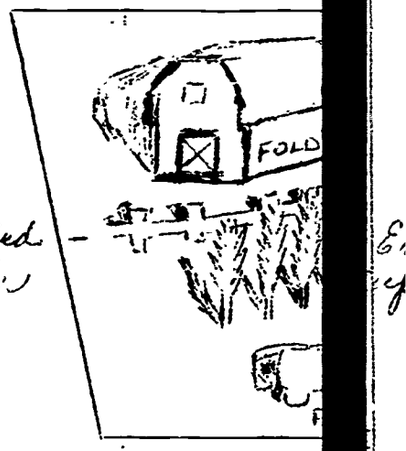
Continued and Additional Suggested

I. (cont.)

"yard". Stress population gro

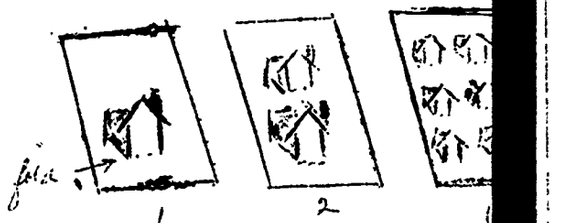
4. Create a community with fold- student makes a store, one ma another makes another house, church, etc. or each child co own town on his sheet of pape

Example 1.



Everything is folded up from paper

Example 2.



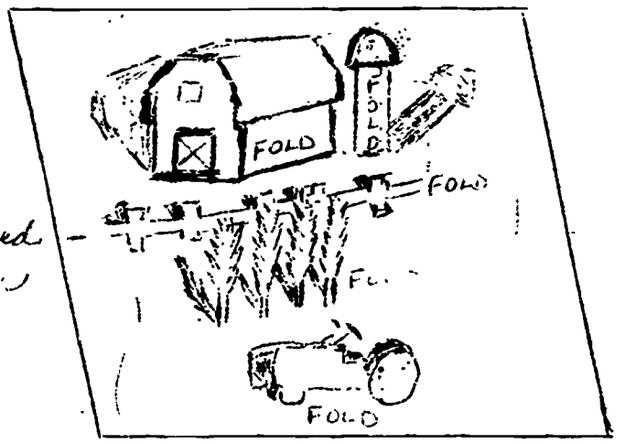
Continued and Additional Suggested Learning Experiences

I. (cont.)

"yard". Stress population growth and density.

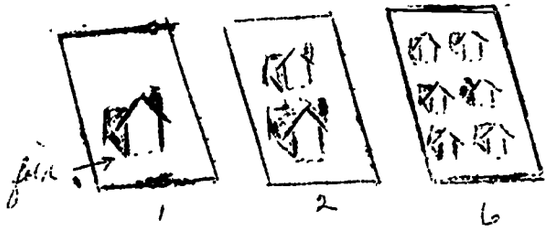
4. Create a community with fold-up sheets. One student makes a store, one makes one house, another makes another house, a bank, school, church, etc. or each child could create his own town on his sheet of paper.

Example 1.



Everything is folded up from paper

Example 2.



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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

C 7. Factors such as facilitating trans-
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N portation, economic conditions,
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E population growth, and increased
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T leisure time have a great influence on changes in land use and centers of population dens

Discipli

Subject

Problem

BEHAVIORAL OBJECTIVES	SUGGES
Cognitive: After discussion, the student will design & construct types of homes which may have to be used by man in the future. Affective: The student will become alert to the importance of effective land use and the consequences of increased population growth.	I. Student-Centered i activity A. Discuss problems occur in the futu population increas environment must the best advantag commodate the pe 1. Will there be 2. What if land a not available? 3. Where could pe 4. How could thes used? B. The students will "homes of the fut Examples: 1. Space rocket h 2. Submarine home 3. Tree houses 4. Floating homes 5. Anything they C. They may simply d homes or they may them with a varie materials.
Skills to be Learned Design Drawing Construction skills using various materials	

uch as facilitating trans-

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and use and centers of population density.

Discipline Area Art

Subject Design and Construction

Problem Orientation Land use Grade 4-6
Population density
Transportation

L OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
er discussion, 11 design & s of homes to be used future. student ert to the effective ne consequen- ed population	I. Student-Centered in class activity A. Discuss problems which may occur in the future as population increases and the environment must be used to the best advantage to accommodate the people. 1. Will there be room? 2. What if land areas are not available? 3. Where could people live? 4. How could these areas be used? B. The students will design "homes of the future." Examples: 1. Space rocket homes 2. Submarine homes 3. Tree houses 4. Floating homes 5. Anything they dream up! C. They may simply draw these homes or they may construct them with a variety of materials.	II. Outside Resource and Community Activities
earned		
skills using als		

Resource and Reference Materials	Continued and Additional
Publications: Community Planning Handbook, I-C-E RMC "A Study in Environment", Leano Nalle - School Arts, April, '72, (building mini-landscapes) "Space Age Shapes', 30 Artist Jr. magazines, Vol. 3, #3, 1962. "Carve a Box! Exploration into Space and Form", L. Olson, Arts & Activities, p. 24-27, Dec. '71. "Cardboard City," Mixed Media, R.R. Guthrie, School Arts, 68:32-3 S.68 Our Man Made Environment, I-C-E RMC "Architecture for Young Beginners", T. Thatcher, School Arts, 68.7 MR 69. "Architectural Design in the Classroom", T. Thatcher, School Arts, 68:7 Mr. 69. Audio-Visual: Designing With Everyday Materials: Corrugated Paper B.F.A. HAVI Community:	

al	erials	Continued and Additional Suggested Learning Experiences
	ook, , Leano ril, '72, es) rtist Jr. 1962. on into on, Arts Dec. '71. edia, R.R. 8:32-3 , I-C-E Beginners", 3, the , 9. Materials: EAVi	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density

Discipline Area

Subject

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARN
Cognitive: Student determines implications of new recreational forms on land use and designs a better machine and an environment where it can be used. Affective: The student judges the problems brought about by the uncontrolled use of the snowmobile.	I. Student-Centered in class activity A. Snowmobiles are a new form of transportation, new form of recreation and necessitate changes in land use. Kids seem to lov drawing and painting snowmobiles in their pictures so plan a lesson based on snowmobiles. 1. Design own snowmobiles: a. wood sculpture b. soap sculpture c. found object sculptu d. wire and papier mach sculpture e. cardboard or tagboard sculpture f. snow sculpture 2. Design environment suited for snowmobile use-sandbox model, painting, drawing, chal etc. Include safety features. 3. Make up a name for a ne snowmobile. 4. Discuss advertising med used by present manufacturers; then plan your own advertising (Cont.)
Skills to be Learned Sculpture Techniques with varied media Painting Drawing Using chalk Design	

ich as facilitating trans-
conomic conditions,
rowth, and increased
have a great influence on
and use and centers of population density

Discipline Area Art

Subject Drawing or Construction

Problem Orientation Land use and Transportation Grade 4-6

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
dent determines new recre- on land use and r machine and where it can be student judges ought about by d use of the	I. Student-Centered in-class activity A. Snowmobiles are a new form of transportation, new form of recreation and necessitate changes in land use. Kids seem to love drawing and painting snowmobiles in their pictures so plan a lesson based on snowmobiles. 1. Design own snowmobiles: a. wood sculpture b. soap sculpture c. found object sculpture d. wire and papier mache sculpture e. cardboard or tagboard sculpture f. snow sculpture 2. Design environment suited for snowmobile use-sandbox model, painting, drawing, chalk, etc. Include safety features. 3. Make up a name for a new snowmobile. 4. Discuss advertising media used by present manufacturers; then plan your own advertising (Cont.)	II. Outside Resource and Community Activities A. Observe snowmobiles in use. B. In spring, observe land areas where snowmobiles were used to see damage they have created.
erned h varied		

Resource and Reference Materials	Continued and Additional Sug
Publications: "Wood Sculpture Abcut Ecology" School Arts, April, '72, p. 34	1. (Cont.) 4. campaign. a. Students design po b. " " bi c. Possibly TV ads
Audio-Visual: Posters and manuals from present manufacturers	
Community:	

terials	Continued and Additional Suggested Learning Experiences
cology" p. 34	1. (Cont.) 4. campaign. a. Students design posters b. " " billboards c. Possibly TV ads
n present	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area Art

Subject 3-D Par

Problem Orientation Land

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPE
Cognitive: Through projects, the students illustrate how man uses land to solve such problems as facilitating transportation or population density. Affective: Student shows awareness of man's use of his environment to solve his problems. Skills to be Learned Accuracy Visual awareness	I. Student-Centered in class activity A. Before and after scenes of factors involved in concept #7. These before & after scenes are arranged on an accordian-pleated surface so that 3 pictures are created from two actual pictures depending on what angle the surface is viewed from. The 3rd is the abstract art combination of the 2 real posters. (Illustration on back) (Example: a farming area is transformed into a freeway interchange.) 1. a picture of a farm is cut into 5 strips. These strips are pasted in correct order on the right half of each pleat. 2. a picture of a freeway is cut & pasted onto the left half of each pleat. 3. when viewed from the right angle one sees a farm, when viewed from the left one sees a freeway. When viewed straight on one sees an abstract design.

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use and centers of population density.

Discipline Area Art

Subject 3-D Paper design collage

Problem Orientation Land Use Grade 4-6

JECTIVES	SUGGESTED LEARNING EXPERIENCES	
gh projects, strate how olve such itating population nt shows s use of his ve his	I. Student-Centered in class activity A. Before and after scenes of factors involved in concept #7. These before & after scenes are arranged on an accordian-pleated surface so that 3 pictures are created from two actual pictures depending on what angle the surface is viewed from. The 3rd is the abstract art combination of the 2 real posters. (Illustration on back) (Example: a farming area is transformed into a freeway interchange.) 1. a picture of a farm is cut into 5 strips. These strips are pasted in correct order on the right half of each pleat. 2. a picture of a freeway is cut & pasted onto the left half of each pleat. 3. when viewed from the right angle one sees a farm, when viewed from the left one sees a freeway. When viewed straight on one sees an abstract design.	II. Outside Resource and Community Activities A. Observe areas where street or highway construction is in progress. How is the environment affected?

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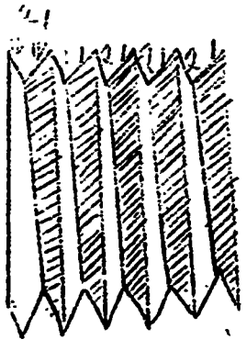
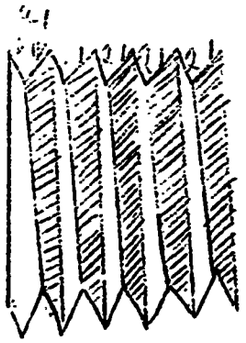
Resource and Reference Materials	Continued and Additional Suggested I
Publications: Magazines from which students can cut pictures.	I. Illustration 
Audio-Visual:	
Community:	

ed M erials	Continued and Additional Suggested Learning Experiences
ents	I. Illustration



CONCEPT

7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area: Art

Subject: Drawing

Problem Orientation: Transp

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPER
Cognitive: The student illustrates a solution to a given situation through his artwork. Affective: The student will have an opportunity to speculate, fantasize, or reason out a usable (or nonusable) "after" situations. Skills to be Learned Thought process - reasoning speculating fantasizing Graphic representation of his solution on paper. Possibility of incorporating perspective space, form, value, etc. into this lesson as part of the demands now made on the student's drawing skills.	I. Student-Centered in class activity A. "Before" and "after" pictures of a specific area of land using "what if" situations to prompt the "before" and "after" drawings. Example: "What if" the Sturgeon Bay bridge is constructed "here--(Draw before & after pictures of "here"). What other changes would accompany the new bridge? Include them if possible in the drawings. Another Example: "What if" the new fire dept. house had to be built in the space now used as a parking lot for the city baseball park? Example 3: "what if" an overpass were constructed rather than traffic signals at a particular intersection?

ESEA Title III - 59-70-0135-2 Project I-C-E

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centers of population density.

Discipline Area Art

Subject Drawing

Problem Orientation Transportation Grade 4-6

	SUGGESTED LEARNING EXPERIENCES	
	I. Student-Centered in class activity A. "Before" and "after" pictures of a specific area of land using "what if" situations to prompt the "before" and "after" drawings. Example: "What if" the Sturgeon Bay bridge is constructed "here--(Draw before & after pictures of "here"). What other changes would accompany the new bridge? Include them if possible in the drawings. Another Example: "What if" the new fire dept. house had to be built in the space now used as a parking lot for the city baseball park? Example 3: "what if" an overpass were constructed rather than traffic signals at a particular intersection?	II. Outside Resource and Community Activities A. Have a guest speaker, acquainted with pending city problems, inform the students of these problems & let him do the inspirational part of his art lesson. 1. city mayor, alderman, land owner, or other interested party. 2. Policemen 3. Traffic engineer 4. Hwy. construction engineer, etc. 5. regional planner

Resource and Reference Materials	Continued and Additional Sugges
Publications: Drawing and Painting the City, Mario Cooper. "Is it our fault too?", T Libby, School Arts, April, 1972. (visual quality of physical environment to human environment). Audio-Visual: "Man in His Environment" Kit 4, I-C-E RMC Community:	

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	the City,	
	?", T Libby, 972. (visual nvironment	
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ESEA Title III -59 -70-0135-2 Project I-C-E

CONCEPT

C8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

Discipline Area: Art

Subject: Politic... Environ...

Problem Orientation: Envi... Awar...

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EX...
Cognitive: The student will illustrate environmental awareness by creating buttons, banners, etc. for an environmental convention. Affective: The student will desire to develop an environmental awareness in others. Skills to be Learned Drawing Lettering Applique Composition Printing	I. Student-Centered in class activity A. Political convention 1. Students could do a take off on a political convention. Their convention could be an environmental idea convention. 2. Possible ideas for their convention might be buttons, banners, circulation papers. 3. This is an excellent group activity and should give students opportunity to work together and develop social adaptivity. 4. This convention could actually develop into a contest if a class was broken down into groups of four and the group with the best campaign would win the environmental election.

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Discipline Area Art

Subject Political Convention Turned Environmental

Problem Orientation Environmental Awareness Grade 4-6

EXTS	SUGGESTED LEARNING EXPERIENCES	
	I. Student-Centered in class activity A. Political convention 1. Students could do a take off on a political convention. Their convention could be an environmental idea convention. 2. Possible ideas for their convention might be buttons, banners, circulation papers. 3. This is an excellent group activity and should give students opportunity to work together and develop social adaptivity. 4. This convention could actually develop into a contest if a class was broken down into groups of four and the group with the best campaign would win the environmental election.	II. Outside Resource and Community Activities A. This activity could be centered around earth week. B. This activity might also work out well in conjunction with a unit on politics in Social Studies.

Resource and Reference Materials	Continued and Additional Suggeste
Publications: "Drawing With Mixed Media", M.B. Bowman, Sct. Arts 71 14-15 N'71 "Color Combinations Made Exciting", K. G. Kite Arts & Activities, 71:24-6 2'72 "Photomontage The Juxtaposing of Images", D. Cyr Arts & Activities 66 26-9 Ja '70 "Printing: Plant Prints", I. Geary Instr. 79:94 Je. '70 Audio-Visual: Poster EAVI Community:	

ste	terials	Continued and Additional Suggested Learning Experiences
	, 14-15 N'7 Exciting" ies,	
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	I. Geary	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 8. Cultural, economic, social, and political factors determine the status of man's values and attitudes toward his environment.

Discipline Area A

Subject A

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARN
Cognitive: The student will ana[illegible]e natural materials that can be used in a creative way and uses one to make a unique communication. Affective: The student will appreciate natural materials as opposed to commercial art materials. Skills to be Learned Exploration Discovery	I. Student-Centered in class activity A. Man's environment can be seen as a storehouse of materials which may be used in his artistic creations. 1. These materials can be found in the air (Ex.-wind makes the mobile move), water (Ex.-shells may be used for jewelry), the earth (Ex.-rocks may be used for sculpture) and the environment's populations (Ex.-sheep's wool for weaving.) 2. Look around your site. What materials do you see that might be used for artistic creation. 3. Which may be used without damage to the environment? What variet[illegible] can be created that will make the environment mor[illegible] pleasing? a. Find such materials & create.

c, social, and	Discipline Area	Art
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attitudes	Problem Orientation	Man's Environment Grade 4-6
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VES	SUGGESTED LEARNING EXPERIENCES	
t ate- in s t will erials al art	I. Student-Centered in class activity A. Man's environment can be seen as a storehouse of materials which may be used in his artistic creations. 1. These materials can be found in the air (Ex.-wind makes the mobile move), water (Ex.-shells may be used for jewelry), the earth (Ex.-rocks may be used for sculpture) and the environment's populations (Ex.-sheep's wool for weaving.) 2. Look around your site. What materials do you see that might be used for artistic creation. 3. Which may be used without damage to the environment? What varieties can be created that will make the environment more pleasing? a. Find such materials & create.	II. Outside Resource and Community Activities A. Take an exploration field trip. Find materials which may used for artistic creations.

Resource and Reference Materials	Continued and Additional Suggest
Publications: "Face Up With Texture; Mask Designs", GG. Allrutz, Instructor, 80:116 O'70. "Recreating the mediocre & the Discard", B. Stubbins, School Arts, 70:11, '71. "Creative uses of Scrap Materials", R. G. Lewie, School Arts, 69:11. "Mosaics: Tiles & Beans", S. T. Bond, Instructor, 79-93, Jr. 1970. "Printing: Plant Prints", I. Geary, Instructor, 79:94, Jr. 1970. Audio-Visual: Collage: Art From Found Materials, B.F.A. BAVI Community:	

est tinued and Additional Suggested Learning Experiences

ESEA Title III -59-70-0135-2 Project I-C-E

CONCEPT

8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

Discipline Area A

Subject D

Problem Orientatio

BEHAVIORAL OBJECTIVES	SUGGESTED LEAR
Cognitive: The student will perceive what the future environment may be like through drawings and posters. Affective: The student will weigh alternatives of man's environment. Skills to be Learned Drawing 1. Charcoal 2. Pencil 3. Oil pastels Lettering 1. Pen & ink	I. Student-Centered in class activity A. Art history commentary 1. Students are to do a drawing or a poster of what he feels our future environment would be like if we keep using it as we have in the past and do nothing to try to conserve it. 2. Students are to prete that they are just li artists of the past w were actually reporte and futurists, comment on the world around t

social,

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nd attitudes

Discipline Area Art

Subject Drawing

Problem Orientation Man's Future Environment

Grade 4-6

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity A. Art history commentary 1. Students are to do a drawing or a poster of what he feels our future environment would be like if we keep using it as we have in the past and do nothing to try to conserve it. 2. Students are to pretend that they are just like artists of the past who were actually reporters and futurists, commenting on the world around them.	II. Outside Resource and Community Activities A. Students could research to find works, done by artists of the past, which depict their reporter and futurist tendencies. B. Students could also visit museums to actually see paintings of our reporter "futurist" artists.

Resource and Reference Materials	Continued and Additiona
Publications: "Drawing With Mixed Media", M.B. Bowman Sch. Arts 71: 14-15 N'71 "Environment: Children Explore Their School, Their Community, Their Values" C. S. Knapp, Instr. 81 62-4 Ja 62 & F '72 Audio-Visual: Poster and Introduction to Drawing Materials B.F.A. BAVI Community:	

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ESEA Title III 59-70-0135-2 Project I-C-E

CONCEPT: 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area: Art

Subject: Subti

Problem Orientation: Man'

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: The student will recognize the characteristics of careful change & reckless change. Affective: The student becomes conscious of the effects of uncontrolled changes in his environment. Skills to be Learned Subtractive Sculpture	I. Student-Centered in class activity A. Man has the ability to change his environment, but there are some aspects of it that can only be changed so much before they collapse and as a strong, useful part of our environment, they are no longer of any use. (Through a sculptural activity we can demonstrate this fact.) B. A bundle of 15-20 straws are glued together using Elmer's glue, giving you a strong free form sculpture. C. Once your sculpture has dried take a cutting instrument and begin cutting sections and parts off of your sculpture to make it more interesting. D. The success of this project (Con't)

II.

Discipline Area Art

Subject Subtractive Sculpture

Problem Orientation Man's Environment Grade 4-6

SUGGESTED LEARNING EXPERIENCES	
ent-Centered in class vity an has the ability to hange his environment, ut there are some aspects f it that can only be hanged so much before hey collapse and as a trong, useful part of ur environment, they re no longer of any use. Through a sculptural ctivity we can demon- trate this fact.) bundle of 15-20 straws re glued together using lmer's glue, giving you strong free form culpture. nce your sculpture has ried take a cutting nstrument and begin utting sections and arts off of your culpture to make it ore interesting. he success of this project on't)	II. Outside Resource and Community Activities A. Have an environmental expert such as Project I-C-E George Howlett come to your school and explain what happens when man unthinkingly exploits his environment.

Resource and Reference Materials	Continued and Additiona
Publications:	(Con't from I. D.) for the student will illu remove and change things must be done carefully or just as the student will removes too much of his s thought.
Audio-Visual: Designing With Everyday Materials: Straw, B.F.A. BAVI	
Community:	

rials Continued and Additional Suggested Learning Experiences

(Con't from I. D.)
for the student will illustrate the fact that man can remove and change things in his environment but it must be done carefully or he will end up ruining it just as the student will ruin his sculpture if he removes too much of his sculpture or cuts without thought.

erials: Straw,

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 9, Man has the ability to manage, manipulate, and change his environment.

Discipline Are

Subject

Problem Orient

BEHAVIORAL OBJECTIVES	SUGGESTED
Cognitive: The student through the project will illustrate that man is capable of changing & manipulating his environment. Affective: The student will become alert to the fact that he is instrumental in forming & controlling his environment. Skills to be Learned Drawing 1. Pencil 2. Charcoal 3. Oil pastels 4. Pen& ink	I. Student-Centered in cla activity A.Man is not a slave to technology! He does capacity to change hi environment. A simpl way to show this fact through a student inv project. B.With drawing material paper at hand the stu will invent some of t following: 1. An inside out colo book 2. A container for ar so the egg can be from an upper leve out breaking. 3. A cloud maker 4. Language 5. An environment for something to live 6. A new counting sys 7. Something you want need. (Please note 1-7 are suggestions the teac should alter as need

o manage,

Discipline Area Art

Subject Drawing

Problem Orientation Man's Environment Grade 4-6

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Man is not a slave to technology! He does have capacity to change his environment. A simple way to show this fact is through a student invention project.

B. With drawing materials and paper at hand the student will invent some of the following:

1. An inside out coloring book
2. A container for an egg so the egg can be dropped from an upper level without breaking.
3. A cloud maker
4. Language
5. An environment for something to live in.
6. A new counting system.
7. Something you want or need.

(Please note 1-7 are just suggestions the teacher should alter as needed)

II. Outside Resource and Community Activities

A. Have an elderly person from the community come in and speak to the students on all the advances or changes he has witnessed in his lifetime.

B. Use Jules Vernes writings to show that no invention is impossible even though it may thought to be at the time.

C. Any modern day Science Fiction material is good inspiration for invention.

Resource and Reference Materials Continued and Additiona

Publications:

Audio-Visual:
Introduction to Drawing Materials,
Film BAVI

Community:

s Continued and Additional Suggested Learning Experiences

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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area Art

Subject Photograp

Problem Orientation Manipu

BEHAVICRAL OBJECTIVES	SUGGESTED LEARNING EXE	IV
Cognitive: Through a project, the student will identify the difference between man made & natural environments Affective: The student will show an awareness of the difference between the man-made & natural environments. Skills to be Learned Photography techniques	I. Student-Centered in class activity A. Cube photographs of man made developments vs. the natural environment. 1. Collect photographs. May be a number of examples of nature such as: trees, leaves, flowers, stones, stream, lake, field. 2. Collect photographs of various examples of man made impacts as factories, roads, billboards, buildings, etc. 3. Assemble these photographs on a cardboard cube displaying the man made environment vs. the natural aesthetics.	II.Ou Co A. B.

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Discipline Area Art

Subject Photography

Problem Orientation Manipulation Grade 4-6

IVES	SUGGESTED LEARNING EXPERIENCES	
	I. Student-Centered in class activity A. Cube photographs of man made developments vs. the natural environment. 1. Collect photographs. May be a number of examples of nature such as: trees, leaves, flowers, stones, stream lake, field. 2. Collect photographs of various examples of man made impacts as factories, roads, billboards, buildings, etc. 3. Assemble these photographs on a cardboard cube displaying the man made environment vs. the natural aesthetics.	II. Outside Resource and Community Activities A. Take a field trip to the city, factory, local dump, construction area to observe man's impact on the natural environment. B. Take a field trip to a farm, nearby field, park, or wild life area to note the natural environment.

Resource and Reference Materials	Continued and Additional S	Co
Publications: Our Man Made Environment, ICE RMC Audio-Visual: Community:	CONSTRUCTION OF THE E