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ABSTRACT

Presented in this teacher's guide for grades 10-12 are lesson plans and ideas for integrating art (drawing, painting, graphics, photography, and commercial 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)

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Project I - C - E

INSTRUCTION - CURRICULUM - ENVIRONMENT

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THE PERCENTAGE
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A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Art GRADE 10-12

1. Drawing
2. Painting
3. Graphics
4. Photography
5. Commercial Art

Produced under Title III E.S.E.A.
PROJECT I-C-E
Serving Schools in CESA's 3-8-9
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PROGRAM FOR ENVIRONMENTAL EDUCATION

Art **GRADE 10-12**

1. Drawing
2. Painting
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Title III E.S.E.A.

in CESA's 3-8-9

onsin 54301

(972 - 468-7464)

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PREFACE

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

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

TERMS AND ABBREVIATIONS

ICE-RMC is Project ICE Resource Materials Center serving all public school districts in CESA 3, 8, and 9. Check the Project ICE Bibliography for 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 Avenue, Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or process.
Affective refers to student attitudes, values, and feelings.

PREFACE

Our house is the Greek origin of the term "ecology". Environmental education is our house--whatever or wherever it may be. Like an umbrella, our house can contract to fit many ranges--natural and man-made. We can add quality to our house, our many "houses" if we omit rancor and cite long range gains, costs, and benefits. Our "oikos" uses the insights of all subjects. Thus, a rational, positive, primary program like ours necessarily results. Also, since attitudes grow over time, our program ranges K thru 12. The environment mirrors our attitudes or our values have their origin in the "oikos" of our collective and individual lives. We become masters of our house by replacing the Greek adage of "Know thyself and thine house."

and designed by your fellow teachers, this guide is supplementary in nature--appropriately into existing, logical course content.

Each episode offers suggestions. Knowing your students best, you decide what to adopt. Limitless chances are here for your experimentation and usage.

Some episodes are self contained, some open-minded, still others can be changed or adapted over a few days.

Use the episodes, but please pre-plan. Why? Simply, no guide has all the answers, but your curriculum will work unless viewed in the context of your students.

Use this guide with scratch ideas and notes on the episode pages.

For each episode, fill out the attached evaluation form in the back. Use, or request more of these forms. Send them singly or collectively to us.

Mostly, we want your reactions or suggestions--negative and positive. Your comments are the key in telling us "what works" and in aiding our revisions of the guide.

ABBREVIATIONS

Project ICE Resource Materials Center serving all public and non-public schools in CESA 3, 8, and 9. Check the Project ICE Bibliography of available materials. Our address and phone number is on this guide's cover. Feel free to write for any materials or help.

Project ICE Bureau of Audio Visual Instruction, 1327 University Avenue, P. O. Box 2093, Wisconsin 53701 (Phone: 608-262-1644).

Ability means a measurable mental skill, ability, or process based on factual data. Attitudes refers to student attitudes, values, and feelings.

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 Tim Van Susteren, Holy Name
 Lila Wertsch, St. Margaret Mary
 Warren Wolf, Kimberly
 Gery Farrell, Menasha

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Beth Keliher, Appleton
Gott Klinzing, New London
Krueger, Oshkosh
Krueger, Winneconne
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Roger Roznowski, Southern Door
Jan Serrahn, Sevastopol
Calvin Siegrist, How.-Suam.
Mary Smith, Green Bay
Carol Trimberger, Kewaunee
Mary Wadzinski, How.-Suam.

SUGGESTED ART ACTIVITIES FOR C

1. Draw impressions of noises with eyes closed
2. Field trips - drawing
3. Effect of light and shadow
4. Design elements--shapes, line textures
5. Texture studies
6. Line & repeat patterns (studies)
7. Architecture & building studies (bridge)
8. Landscaping problems
9. Tree stumps - design piece of furniture from particular stump
10. Perspective studies
11. Camouflage building (out of available elements)
12. Time & motion studies (swings, playground equipment, etc.)
13. Colors of nature - variations of color in a familiar object
14. Draw objects from a different point of view
15. Photographic studies
16. Creative writing & dramatics

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SUGGESTED ART ACTIVITIES FOR OUTSIDE EXPERIENCES

- . D. sions of noises with eyes
- . M - drawing
- . M ght and shadow
- . M ents--shapes, line textures
- . M lies
- NTE at patterns (studies)
- . S e & building studies (bridge)
- . S problems
- . B - design piece of furniture
P ular stump
- . W studies
- (building (out of available
elements)
- . S en, studies (swings, playground
equipment, etc.)
- . T ture - variations of color
- . C ar object
- e from a different point of
- . A studies
- . I ating & dramatics
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- 17. Detailed biological drawings
- 18. Microscopic drawings
- 19. Mathematics - architecture
- 20. Music & visual expressions - slide, music show
- 21. Mobiles - using ound objects.

WINTER - SEASONAL IDEAS

- 1. Snow sculptures
- 2. Snowflake patterns
- 3. Black & white (high contrast) photography
- 4. What's Happening Under The Snow (winter tree shapes)
- 5. Study ice formations
- 6. Contrast of winter colors
- 7. Tree sculptures (personifying)
- 8. Collage without harming environment
- 9. Angels in the snow or other man-made snow patterns
- 10. Leaves turning color in fall - unnatural colors for trees (could be used with a painting or color lesson)

Films - General

REF

Art and Perception: Learning to See, 16 3/4 min.

Art in Our World, 11 min., color, Jr.-Sr. high

Art Discovered in Nature, 11 min., color, primary

Changing Art In a Changing World, 21 min., color,

Ideas for Art, 10 min., color, elementary

Look At That!, 10½ min., color, primary/elementary

Sources of Art, 11 min., color, elementary/Jr.-Sr.

B. F. A. Educational Media, 2211 Michigan Ave

May be available for rental from:

University of Wisconsin

Bureau of Audio-Visual Instruction

1327 University Avenue

Madison, Wisconsin 53701

Books - General (to be used in conjunction with ep

A Dictionary of Art Terms and Techniques, Mayer Ra

York, 1969.

The Art of Color and Design, Graves Maitland E., M

Mayer, Ralph, The Artist's Handbook of Materials a
New York.

Maurello S. Ralph, Commercial Art Techniques, Tudo

Menesini, Mario M., The Environmental School, Educ
Crinda, California, 1970.

REFERENCES

ing to See, 16 3/4 min., color, elementary/Jr.-Sr. high

color, Jr.-Sr. high

11 min., color, primary/elementary

World, 21 min., color, elementary/Jr.-Sr. high

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Media, 2211 Michigan Avenue, Santa Monica, Calif. 90404.

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in conjunction with episodes)

and Techniques, Mayer Ralph, Thomas Y. Crowel Co., New

, M 1, Graves Maitland E., McGraw-Hill Book Co., New York.

s a Handbook of Materials and Techniques, 3rd ed., Viking Press,

udo ial Art Techniques, Tudor Pub. Co., New York, 1952.

duc vironmental School, Educational Consulting Service,

C O N C E P T	2. All living organisms interact	Discipline Area	A
	among themselves and their	Subject	D
	environment, forming an intricate	Problem Orientation	
	unit called an ecosystem.		

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: Each student should be able to draw an action sketch illustrating a pressure force or thrust and to complete its background with lines emphasizing the action.

Affective: Students will show an awareness of the changes which pressure makes in the environment.

Skills to be Learned
Pencil & Pen Sketching

- I. Student-Centered in class activity
- A. Discuss & illustrate on blackboard "thrust" or pressure in nature.
1. Paint thrust (shoulder punch) 
 2. Centripetal (ripples) 
 3. Swelling (blowing balloons) 
- B. Using the action pictures, make pencil sketches illustrating thrust and add a background of lines emphasizing and completing the composition in ink as one of action in the movement of air.

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

g organisms interact Discipline Area Art
lves and their Subject Drawing
forming an intricate Problem Orientation Awareness of Environmental Grade 9-12
an ecosystem. Thrust

OBJECTIVES **SUGGESTED LEARNING EXPERIENCES**

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 3. Swelling (blowing balloons) 
 B. Using the action pictures, make pencil sketches illustrating thrust and add a background of lines emphasizing and completing the composition in ink as one of action in the movement of air.

II. Outside Resource and Community Activities
 A. Using magazines, students will research action pictures illustrating thrust.

Resource and Reference Materials	Continued and Additional Su
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Publications:

Space, Form & Vision,
Graham Collier, Prentice Hall
Arts & Activities, April '72

Audic-Visual:

"Rhythm & Movement in Art"
B.F.A. Educational Media
2211 Michigan Ave.
Santa Monica, Calif. 90404

Community:

Continued and Additional Suggested Learning Experiences

C O N C E P T	<u>2. All living organisms interact</u> <u>among themselves and their</u> <u>environment, forming an intricate</u> <u>unit called an ecosystem.</u>	Discipl Subject Problem
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ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGG
<p><u>Cognitive:</u> Each student should know the technique of texture rubbing and be able to simulate various textures themselves.</p> <p><u>Affective:</u> The student should acquaint himself with tactile perceptions and respond to the importance of surface textures.</p>	<p>I. Student-Centered activity</p> <p>A. Show filmstrip on back of sheet</p> <p>B. Have students make of rubbings and of them together sheet of paper.</p> <p>C. Select three of in order of vis most intense te value and unobt texture.</p> <p>D. Using a rectangle divide into thr and in the divi simulate the th using ink and p sponge, dry bru</p>
<p><u>Skills to be Learned</u></p> <p>Technique of making rubbings with black crayons</p> <p>Texture simulation with ink and assorted tools</p>	

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Discipline Area Art
 Subject Drawing
 Problem Orientation Tactile Perception Grade 9-12

OBJECTIVES
 Each student
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 rubbing and be
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 The student
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 ted tools

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
 A. Show filmstrip suggested on back of sheet.
 B. Have students make a number of rubbings and mount all of them together on a large sheet of paper.
 C. Select three of the rubbings in order of visual dominance - most intense texture, middle value and unobtrusive texture.
 D. Using a rectangular paper, divide into three spaces, and in the divisions simulate the three textures using ink and pen, wood, sponge, dry brush, etc.

II. Outside Resource and Community Activities
 A. Suggest the following as possible sources for rubbings: Wood, metal, rocks, plastic, concrete, textiles, bricks, leaves, skin, or any surface which excites the eye and imaginatively activates the touch sense.
 B. Have them make as many rubbings as possible, both indoors and out.

Resource and Reference Materials	Continued and	ser
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Publications:

Form, Space & Vision, Graham
Collier, Prentice Hall
Rubbings of Mars Sculpture,
Arts 42:53 Nov. '67

Audio-Visual:

Series on Environmental Awareness,
KE 16; I-C-E RMC
Tactile & Visual Texture,
B.F.A. Educational Media
2211 Michigan Ave.
Santa Monica, Calif. 90404

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

BEHAVIORAL OBJECTIVES

Cognitive: Each student must recognize characteristics of texture and make a composition of textured areas using magnified skin as a preliminary sketch.

Affective: Students will be alert to the interactions in all things.

Skills to be Learned
Sketching
Composing a textured composition

SUGGESTED LEARNING

- I. Student-Centered in class activity
- A. Students use a magnifying glass to examine the backs of their hands and fingers, and make several enlarged sketches.
 - B. Using the resource, sketch the students shall make texture drawings of the enlarged areas of skin. They will texture them a form a composition which will balance in line, color and weight.

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 n ng an intricate Problem Orientation Observation Grade 9-12
 system.

SUGGESTED LEARNING EXPERIENCES	
ING ss t eristics d and era etc ke he n. m a ich	I. Student-Centered in class activity A. Students use a magnifying glass to examine the backs of their hands and fingers, and make several enlarged sketches. B. Using the resource sketches the students shall make texture drawings of the enlarged areas of skin. They will texture them and form a composition which will balance in line, color and weight. II. Outside Resource and Community Activities
ll ctions	

Resource and Reference Materials	Continued and Addit	Mat
<u>Publications:</u> "Design of Images", <u>Architectural Design</u> , 39:179 April '69 "Design for Eye & Mind", <u>Industrial Design</u> , 16:68-9, Sept. '69		te 69 68-

Audio-Visual:

"Discovering Texture"
 "What is Texture"
 "Texture Techniques"
 B.F.A. Educational Media
 2211 Michigan Avenue
 Santa Monica, Calif. 90404

Community:

Materials Continued and Additional Suggested Learning Experiences

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C O N C E P T	2. All living organisms interact	Discipli
	among themselves and their	Subject
	environment, forming an intricate	Problem
	unit called an ecosystem.	

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

BEHAVIORAL OBJECTIVES

Cognitive: The student should know the techniques of drawing and shading and be able to draw a wood form, shading the depressed areas and continuing the contour line to a finished drawing.

Affective: Students will become more conscious of line contour as an artistic element.

Skills to be Learned
 Observation
 Awareness
 Control and ability to train the hand and eye to work together

SUGGE

I. Student-Centered activity
 A. Make large ch of wood forms contour line sweeping rhyth movement.

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of Line Grade 9-12
ystem.

SUGGESTED LEARNING EXPERIENCES

S should be m, reas our ing. l f stic	I. Student-Centered in class activity A. Make large charcoal drawings of wood forms, using the contour line to produce a sweeping rhythm of arm movement.	II. Outside Resource and Community Activities A. Pieces of driftwood (If not available, use tree branches or pictures of wood ^h forms).
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Resource and Reference Materials | Continued and Addi onal

Publications:

Space, Form & Vision,
Graham Collier, Prentice Hall
Drawing, A Search for Form,
Mugnaini, Joseph & Lovvoo, Janis

Audio-Visual:

Introduction to Contour Drawing,
B.F.A. Educational Media
2211 Michigan Avenue
Santa Monica, Calif. 90404

Community:

Continued and Additional Suggested Learning Experiences

C O N C E P T	2. All living organisms interact	Discipline Area	Art
	among themselves and their	Subject	Draw
	environment, forming an intricate	Problem Orientation	
	unit called an ecosystem.		

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: Each student will translate the structure of the natural object he has chosen and make a design based on an analysis of that structure.

Affective: Students will show an awareness of form which is entirely dependent on structure.

Skills to be Learned
 Organization of a surface design
 Development of ability to make a drawing on the basis of observation and analysis

- I. Student-Centered in class activity
- A. Show filmstrips to class.
 - B. Discuss looking carefully and deciding what makes a particular object interesting to look at.
 - C. Select a pattern from one of these objects and draw a simple design using the pattern as a theme.

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SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Show filmstrips to class.
- B. Discuss looking carefully and deciding what makes a particular object interesting to look at.
- C. Select a pattern from one of these objects and draw a simple design using the pattern as a theme.

II. Outside Resource and Community Activities

- A. Collect natural objects brought in by class.
Suggest: fruit, weed pods, sea shells and vegetables.

Resource and Reference Materials | Continued and Additional Su

Publications:

Art: of Wonder & a World, Jean
Mary Morman

What is a Designer: Education
& Practice, Design, 253:117
Jan. '70

Pattern Language,
Architectural Forum 132:52-9
Jan. '70

Audio-Visual:

"Line as Structure, Texture,
and Pattern", B.F.A
2211 Michigan Ave.
Santa Monica, Calif. 90404

"Discovering Creative Pattern",
B.F.A.

"Pattern" FA 106

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C O N C E P T	<u>2. All living organisms interact</u> <u>among themselves and their</u> <u>environment, forming an intricate</u> <u>unit called an ecosystem.</u>	Discipline Area <u>Art</u> Subject <u>Drawing</u> Problem Orientation <u>Space Depth</u>
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ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<p><u>Cognitive:</u> Student should know the techniques involved in producing depth in a line drawing. i.e. Make some lines thick, make some lines short and vary the lines - thickness and height.</p> <p><u>Affective:</u> Students should become more conscious of the vast range of things within the universe.</p>	<p>I. Student-Centered in class activity</p> <p>A. Make a series of rapid twig notes of expressive line quality.</p> <p>B. Make 20 notes (out-of-doors) and indicate the wide range of vertical-line space divisions that can be extracted from tree groupings.</p> <p>C. Discussion in class as to the significant conclusions that are to be drawn from the notations of tree groupings.</p>
<p><u>Skills to be Learned</u></p> <p>Rapid sketching techniques</p> <p>Line drawing in 2 dimensional space in vertical & lateral directions</p>	

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Discipline Area Art

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Subject Drawing

forming an intricate

Problem Orientation Space Sensitivity & Depth Perception Grade 9-12

ecosystem.

IVES

SUGGESTED LEARNING EXPERIENCES

should
involved
in a line
some
some lines
lines -
I.

- I. Student-Centered in class activity
 - A. Make a series of rapid twig notes of expressive line quality.
 - B. Make 20 notes (out-of-doors) and indicate the wide range of vertical-line space divisions that can be extracted from tree groupings.
 - C. Discussion in class as to the significant conclusions that are to be drawn from the notations of tree groupings.

should
as of the
within

d
niques
dimensional
& lateral

- II. Outside Resource and Community Activities
 - A. A field trip taking pencils/ball point pens and sketch books, for swift statements of appearances and remembered statement of facts. Keep drawings for reference.

Resource and Reference Materials

Continued and Additional Suggested

Publications:

Form, Space & Space,
Graham Collier, Prentice Hall
Design in Nature, Vivian Guyler,
Davis Publications,
Worcester, Mass.

Audio-Visual:

Line & Space

Introduction to Drawing Materials

Both available from:

B.F.A. Educational Media

2211 Michigan Ave.

Santa Monica Calif. 90404

Community:

ed
Continued and Additional Suggested Learning Experiences

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

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

BEHAVIORAL OBJECTIVES

SUGGEST

Cognitive: Each student should be able to recognize three types of air masses and to draw one kind in a pastel composition.
Affective: Students will show an awareness of the need for clear air.

Skills to be Learned
Research skills
Drawing & painting skills

- I. Student-Centered in c activity
- A. See movie; "Air Pollution: Take a Deep & Deadly Breath"
 - B. Using pastel, make landscapes using a formation as the key to composition.
 - C. Class to make free native drawings of air formations; smog, vapor, steam, smog-form is moving and constantly changing.

ate supply of clean air is
 cause most organisms depend
 through respiration, to
 energy in their food.

Discipline Area Art
 Subject Drawing & Painting
 Problem Orientation Awareness of Grade 9-12
Air Masses

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>ch student to recognize air masses e kind in a tion. udents will show the need for</p>	<p>I. Student-Centered in class activity</p> <ul style="list-style-type: none"> A. See movie; "Air Pollution: Take a Deep & Deadly Breath." B. Using pastel, make imaginative landscapes using a cloud formation as the key to the composition. C. Class to make free imaginative drawings of space, air formations, smoke, vapor, steam, smog--where form is moving and constantly changing. 	<p>II. Outside Resource and Community Activities</p> <ul style="list-style-type: none"> A. Sketches made by students of clouds.
<p>earned S ating skills</p>		

Resource and Reference Materials

Continued and Additional Su

Publications:

Landscape Painting, J. Hayes,
Connoisseur, 173:17-24, January,
1970

Fossibilities of Drawing, Art
Forum, 8:50-5, October, 1969

Audio-Visual:

Seeing Trees & Clouds, series of
4 films, B. F. A. Educational Media
2211 Michigan Avenue
Santa Monica, Calif.

Community:

Suggested Materials	Continued and Additional Suggested Learning Experiences
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yes,
January,

Art
69

Series of
Visual Media
Magazine
if.

supply of clean air is _____ Discipline Area Art
 se most organisms depend _____ Subject Drawing
 igh respiration, to _____ Problem Orientation Clean Air Grade 9-12
 gy in their food. _____

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
nts will be cloud tch three ns; ie. strato, student to and ed for	I. Student-Centered in class activity A. Drawings of the sky will be made by the students using the outdoor sketches--use various media. 1. Charcoal 2. Ink wash 3. Water color 4. Pastel B. Student will discuss atmospheric conditions pertaining to an adequate supply of clean air and the importance it has in everyone's life.	II. Outside Resource and Community Activities A. Class will meet outside to sketch the sky during various atmospheric conditions. B. Field trip to the weather bureau.
ned mospheric of clouds, o learn how y and to tively tions on		

<u>Resource and Reference Materials</u>	<u>Continued and Additional Suggested</u>
<p data-bbox="446 878 690 913"><u>Publications:</u></p> <p data-bbox="446 913 1084 983"><u>Drawing, British Journal of Aesthetics, 10:84-5, January 1970</u></p> <p data-bbox="446 983 1084 1076"><u>Watercoloring: Beyond Rendering, American Artist 33:72-4, December, 1969</u></p> <p data-bbox="446 1076 1103 1168"><u>Sketching from Life: Robert Weaver Shows How, American Artist, 34:62-7 May, 1970</u></p> <p data-bbox="446 1331 690 1366"><u>Audio-Visual:</u></p> <p data-bbox="446 1366 1159 1436"><u>Seeing Trees and Clouds, series of four films, B. F. A. Educational Media</u></p> <p data-bbox="446 1691 634 1726"><u>Community:</u></p>	

Continued and Additional Suggested Learning Experiences

1970
ing,
ber,

Weaver
:62-7

ies of
nal Media

C 6. Natural resources are not equally
 O distributed over the earth or over Discipline
 N time and greatly affect the Subject
 C geographic conditions and quality Problem Ori
 E of life.

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

BEHAVIORAL OBJECTIVES	SUGGEST
<p><u>Cognitive:</u> Given comparative geographic conditions, the student will draw a picture illustrating the natural area of his choice.</p> <p><u>Affective:</u> By observation and discussing natural resources the student will develop an appreciation and respect for the natural areas of the earth.</p>	<p>I. Student-Centered in activity</p> <p>A. Discuss the varie of natural areas in the immediate</p> <p>B. Break into groups compare by discuss how geographical location has affe individuals. Hav students sketch t surrounding area illustrate how th region has influe their lives.</p> <p>C. Show movie</p> <p>D. Show film strip o area</p> <p>E. Go outside to ske</p> <p>F. Compile a file of of natural areas clipping magazine during a class pe</p>
<p><u>Skills to be Learned</u></p> <ol style="list-style-type: none"> 1. Landscape drawing 2. One paint & color perspective 	

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he earth or over

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Subject Drawing

ons and quality

Problem Orientation Natural Area Grade 9-12

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Discuss the variety of natural areas found in the immediate vicinity

B. Break into groups to compare by discussion how geographical location has affected individuals. Have students sketch their surrounding area to illustrate how this region has influenced their lives.

C. Show movie

D. Show film strip on Natural area

E. Go outside to sketch

F. Compile a file of pictures of natural areas by clipping magazine pictures during a class period.

II. Outside Resource and Community Activities

Resource and Reference Materials Continued and Additional S

Publications:

National Geographic Magazines
Arizona Highways
Canadian Magazine
Landscape Drawing, J. Hayes
Connoisseur 173:17-24 Ja'70

Audio-Visual:

Kellogg Public Library films
Alaska 49th State
Continent of Africa
Forest Murmurs
Hawaii 50th State
Heritage of Splendor

Community:

Contact the university.
Community Outreach
Robert S. Cook, director
LS-407 Main Campus

Continued and Additional Suggested Learning Experiences

C 6. Natural resources are not
 O.
 N equally distributed over the earth
 C
 E or over time and greatly affect
 P
 T the geographic conditions and
 . quality of life.

Discipline Area
 Subject
 Problem Orientation

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

BEHAVICRAL OBJECTIVES	SUGGESTED LEA
<p><u>Ccgritive:</u> Each student should be able to make a drawing simulating one or more types of rock formation.</p> <p><u>Affective:</u> Students will show an awareness of the variety of rock formations in the earth structure.</p>	<p>I. Student-Centered in class activity</p> <p>A. Class should make a drawing of strange or fantastic rock surfaces</p> <ol style="list-style-type: none"> 1. Cliff 2. Free standing 3. Composed of planes 4. Curved surfaces 5. Stratified horizontal 6. Vertical 7. Both directions
<p><u>Skills to be Learned</u></p> <p>Organization of a surface Imaginative problem of surface design Use of pencils</p>	

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the earth

Discipline Area Art

affect

Subject

Drawing

s and

Problem Orientation Awareness

Grade 9-12

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Class should make a drawing of strange or fantastic rock surfaces.

1. Cliff
2. Free standing
3. Composed of planes
4. Curved surfaces
5. Stratified horizontally
6. Vertical
7. Both directions

II. Outside Resource and Community Activities

- A. Rocks collected on a field trip or brought to class by students
- B. Pictures of rock formations in National Geographic magazines or books on geology.

Resource and Reference Materials	Continued and Additional Suggested
<p data-bbox="521 901 765 931"><u>Publications:</u></p> <p data-bbox="521 931 1148 1001"><u>Form Space & Vision, Graham Collier</u> Prentice Hall</p> <p data-bbox="521 1001 1043 1094"><u>Sketching from Life: Robert Weaver Shows How, American Artist 34:62-7 May '70</u></p> <p data-bbox="521 1164 765 1194"><u>Audio-Visual:</u></p> <p data-bbox="521 1194 1133 1327"><u>Introduction to Drawing Materials</u> BFA Educational Media 2211 Michigan Ave. Santa Monica, Calif. 90404</p> <p data-bbox="521 1396 701 1426"><u>Community:</u></p>	

Continued and Additional Suggested Learning Experiences

Collier

rials

C 7. Factors such as facilitating trans-
 O portation, economic conditions, popula-
 N tion growth, and increased leisure time
 C have a great influence on changes in land
 P use and centers of population density.

Discipline Area _____
 Subject _____
 Problem Orientation _____
 Clear _____

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> Students will discuss cleanup problems associated with increased leisure time activities and population density. <u>Affective:</u> Students perceive that attention-getting devices (if available in sufficient quantity) do help control man-made litter.</p>	<p>I. Student-Centered in class activity A. Advertising layout 1. Student selects the idea projection from outside resource column. 2. Student lays out a poster with appropriate slogan & illustration. 3. Suggests where it may be used & how. Completed posters may be used as a display on ecology.</p>
<p><u>Skills to be Learned</u> Advertising layout Poster design Lettering (Gothic and/or stylized)</p>	

ch as facilitating trans-
 onomic conditions, popula-
 and increased leisure time
 nfluence on changes in land
 s of population density.

Discipline Area Art
 Subject Drawing
 Problem Orientation Design for Grade 9-12
Cleanup Control

OBJECTIVES

Students will
 problems
 increased
 activities
 density.
 Students perceive
 setting devices
 sufficient
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 ic and/or
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SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Advertising layout
 - 1. Student selects the idea projection from outside resource column.
 - 2. Student lays out a poster with appropriate slogan & illustration.
 - 3. Suggests where it may be used & how. Completed posters may be used as a display on ecology.

II. Outside Resource and Community Activities

- A. Consider community activities in which the students have had experience with (i.e. football & basketball games, swimming & camping, shopping at holiday time and in shopping centers, others which students may suggest)
- B. Consider how clean-up controls succeeded or failed.
- C. Bring examples of litter bags, pictures of unique containers for refuse.
- D. Bring examples of attention drawing posters which have been effective in problem control such as "Smoky the Bear," "Feed the Cans at McDonald's," etc.

Resource and Reference Materials	Continued and Additions
<p data-bbox="652 885 896 920"><u>Publications:</u></p> <p data-bbox="664 920 1358 990"><u>Power to the Poster, American Artist,</u> 34:33-41, May '70</p> <p data-bbox="664 990 1395 1059"><u>Drawing, British Journal of Aesthetics,</u> 10:84-5, Jan. '70</p> <p data-bbox="664 1059 1395 1129"><u>Where the Medium Lets Down the Message,</u> Design No. 250: 49-53, Oct. '69</p> <p data-bbox="652 1245 896 1280"><u>Audio-Visual:</u></p> <p data-bbox="664 1280 1339 1385">"Poster," BFA Educational Media 2211 Michigan Avenue Santa Monica, Calif. 90404</p> <p data-bbox="652 1571 832 1605"><u>Community:</u></p>	

Materials	Continued and Additional Suggested Learning Experiences
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an Artist, Aesthetics, The Message, '69	
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C O N C E P T	<u>8. Cultural, economic, social,</u> <u>and political factors determine</u> <u>status of man's values and</u> <u>attitudes toward his environment.</u>	Dis Sub Pro
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BEHAVIORAL OBJECTIVES

Cognitive: Students will discuss and determine implications of the dependency our society has on the material. They will also discuss and determine the implications of the demands made on his resources because of materialism.

Affective: After this discussion, the class will be conscious of what material things should be advertised, as they are necessary for human activity.

- I. Student-activity
- A. Student-item of necessity
- B. Student-poster item.
- C. Poster lettering which theme.

Skills to be Learned
 Poster layout
 Basic lettering
 Developing ideas

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

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

Discipline Area Art
 Subject Drawing
 Problem Orientation Advertisements Grade 9-12

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>Objective: Students will discuss and determine implications of the tendency our society has toward the material. They will also discuss and determine the implications of demands made on his resources because of materialism.</p> <p>Objective: After this discussion, the class will be conscious of what material things should be advertised, as they are necessary for human civility.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students should choose an item or product that is necessary to life.</p> <p>B. Student should work out a poster advertising this item.</p> <p>C. Posters should include lettering and main body which pictorially explains theme.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Current magazines can be scanned for advertisements.</p> <p>B. Advertisements can be placed in groups relating to its cultural, economic, social or political value.</p> <p>C. Is this article or product necessary to my life? This should be the students next concern.</p>
<p><u>Skills to be Learned</u></p> <p>er layout c lettering ioping ideas</p>		

Resource and Reference Materials
Publications:

"Contemporary Collages", Murray
Zucker, Interiors, 129:72
May '70

"Posters should be for people:
British poster design awards"
Design, No. 256:18-23 April '70

"Power to the Poster", American
Artist, 34:33-41, May '70

Audio-Visual:

"Poster"
B.F.A. Educational Media
2211 Michigan Ave.
Santa Monica, Calif. 90404

Community:

Continued and Additional Suggested

Materials	Continued and Additional Suggested Learning Experiences
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'70
can

C O N C E P T	9. Man has the ability to manage,	Discipline Area <u>Art</u>
	manipulate, and change his	Subject <u>Drawing</u>
	environment.	Problem Orientation <u>Land</u>

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> The student will recognize characteristics of and discuss:</p> <p>A. Density of street trees</p> <p>B. General appearance of tree trunks</p> <p>C. General appearance of street trees compared with those in yards or parks.</p> <p><u>Affective:</u> After the discussion, the student will plan a field trip on which they will sketch as many things as possible which were discussed.</p>	<p>I. Student-Centered in class activity</p> <p>A. Discussion of various aspects and characteristics of trees.</p> <p>B. Using the sketches done outside, the class will draw a picture of a street with trees spaced for individual growth.</p>	<p>II. Outside</p> <p>Commun</p> <p>A. Field</p> <p>sketch</p> <p>part</p> <p>B. Dis</p> <p>1.</p> <p>2.</p>
<p><u>Skills to be Learned</u></p> <p>Drawing trees</p> <p>Landscape drawing</p> <p>Possibly one and two point perspective.</p>		

ability to manage,

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Problem Orientation Landscaping Grade 9-12

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SUGGESTED LEARNING EXPERIENCES

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- I. Student-Centered in class activity
 - A. Discussion of various aspects and characteristics of trees.
 - B. Using the sketches done outside, the class will draw a picture of a street with trees spaced for individual growth.

- II. Outside Resource and Community Activities
 - A. Field trip to observe and sketch street trees, trees in parks, yards, etc.
 - B. Discussion
 - 1. What is aesthetically pleasing or displeasing about the environment?
 - 2. Why are certain natural environments considered more beautiful than others?

Resource and Reference Materials	Continued and Additional Suggested
<p data-bbox="396 893 637 922"><u>Publications:</u></p> <p data-bbox="409 922 1087 1158"> <u>Drawing, British Journal of Aesthetics, 10:84-5, Jan. '70</u> <u>Outdoor Sketching in Miniature, American Artist, 33:48-9, Summer '69</u> <u>Urban Landscape Design, Eckba</u> <u>Garden Cities of Tomorrow, Howard</u> <u>Design with Nature, McHarg</u> </p> <p data-bbox="396 1247 637 1276"><u>Audio-Visual:</u></p> <p data-bbox="409 1276 1030 1411"> <u>Seeing Trees and Clouds, (4 film-strips), BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. 90404</u> </p> <p data-bbox="386 1608 567 1637"><u>Community:</u></p>	

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ted | Continued and Additional Suggested Learning Experiences

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

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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 Painting
Problem Orientation Sunlight

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<p><u>Cognitive:</u> The student applies watercolor techniques in planning a picture illustrating the effect sunlight has on environment.</p> <p><u>Affective:</u> After this study, the student will be sensitive to the world around him and understand the importance of the sun in his life.</p>	<p>I. Student-Centered in class activity</p> <p>A. View a movie on watercolor technique.</p> <p>B. Several class periods spent in sketching and observing the effect the sun has on city and country life and seasonal changes brought on by more sunlight.</p> <p>C. Make several rapid watercolor washes to simulate the sunlight under various conditions, such as early spring, late afternoon (sunset) or after a rain (rainbow).</p> <p>D. Complete one watercolor painting.</p>
<p><u>Skills to be Learned</u></p> <p><u>Watercolor wash</u></p> <ol style="list-style-type: none"> 1. Skill in mixing colors and applying them 2. Steps in technique of this media 	

e sun, the basic Discipline Area Art
 nty, is converted Subject Painting
 Sun photosynthesis into a Problem Orientation Sunlight Grade 9-12
things can use for

EXPERIENCES	SUGGESTED LEARNING EXPERIENCES	
nt techniques e ect onment. study, sensitive him and tance of	I. Student-Centered in class activity A. View a movie on watercolor technique. B. Several class periods spent in sketching and observing the effect the sun has on city and country life and seasonal changes brought on by more sunlight. C. Make several rapid watercolor washes to simulate the sunlight under various conditions, such as early spring, late afternoon (sunset) or after a rain (rainbow). D. Complete one watercolor painting.	II. Outside Resource and Community Activities
colors n e of		

Continued and Additional Suggested Learning Experiences

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C O N C E P T	<u>2. All living organisms interact</u> <u>among themselves and their</u> <u>environment, forming an intricate</u> <u>unit called an ecosystem.</u>	Discipline Area <u>Ar</u> Subject <u>Pa</u> Problem Orientation
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ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> Each student will be able to paint a watercolor picture using a landscape study made outside.</p> <p><u>Affective:</u> Students will show an awareness of the environment through the study and painting of a landscape.</p>	<p>I. Student-Centered in class activity</p> <p>A. The class will see "Colors in Nature" a part of "Environmental Awareness" series.</p> <p>B. A composition will be sketched and painted of a landscape containing trees in foreground and the sky.</p>
<p><u>Skills to be Learned</u></p> <p>Control of watercolor</p> <p>A. Wash (large areas)</p> <p>B. Dry brush (detail)</p> <p>C. Care & knowledge of tools involved in the use of watercolor.</p>	

organisms interact Discipline Area Art
and their Subject Painting
ing an intricate Problem Orientation Aesthetic
system. Awareness Grade 9-12

VES.	SUGGESTED LEARNING EXPERIENCES	
nt a ing e ill the he a	I. Student-Centered in class activity A. The class will see "Colors in Nature" a part of "Environmental Awareness" series. B. A composition will be sketched and painted of a landscape containing trees in foreground and the sky.	II. Outside Resource and Community Activities A. The students will take sketch books and go outside either as individuals or a group and sketch various landscapes, noting types and position of trees, horizon and colors.
)) of the		

Resource and Reference Materials	Continued and Additional Suggest
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Publications:

Painting Trees, Pitman
American Tradition in Painting,
McCoubey, John W.

Audio-Visual:

"Seeing Trees & Clouds"
BFA Educational Media
2211 Michigan Avenue
Santa Monica, Calif. 90404
"Color" FA 101
I-C-E RMC

Community:

Continued and Additional Suggested Learning Experiences

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

Discipline Area Art
Subject Painting
Problem Orientation Aesthetic Awareness

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

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> Each student should be able to reproduce a still life composed of at least one natural object and background in water color.</p> <p><u>Affective:</u> Students will show an awareness of the ecosystem through studying and painting.</p>	<p>I. Student-Centered in class activity</p> <p>A. The class will see the filmstrip on "Environmental Awareness".</p> <p>B. The students will go out into their community either as a group or as individuals and bring back a natural object which will then be studied in detail.</p> <p>C. The chosen objects will be arranged in a suitable composition for painting.</p> <p>D. A wash background simulating natural texture and the still life composition will be painted in a painting medium.</p>	<p>II.</p>
<p><u>Skills to be Learned</u> <u>Control of watercolor</u></p> <p>A. Wash B. Dry brush C. Care and knowledge of tool involved in the use of the media</p>		

organisms interact Discipline Area Art

ives and their Subject Painting

forming an intricate Problem Orientation Aesthetic Awareness Grade 9-12

n ecosystem.

OBJECTIVES

SUGGESTED LEARNING EXPERIENCES

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- I. Student-Centered in class activity
- A. The class will see the filmstrip on "Environmental Awareness".
 - B. The students will go out into their community either as a group or as individuals and bring back a natural object which will then be studied in detail.
 - C. The chosen objects will be arranged in a suitable composition for painting.
 - D. A wash background simulating natural texture and the still life composition will be painted in a painting medium.

- II. Outside Resource and Community Activities
- A. Take a field trip to a wildlife sanctuary or any natural environment (woods, lakes, field, stream) to study nature, its movement, color and composition.

Resource and Reference Materials

Continued and Additional Suggested Learning

Publications:

American Tradition in Painting,
McCoubey, John V.
Design With Nature, McHarg, Ian
A Way of Seeing, Leavitt, Helen

Audio-Visual:

Environmental Awareness Series
I-C-E RMC

Community:

Learning Objectives	Continued and Additional Suggested Learning Experiences
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Learning Objectives	
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C 5. An adequate supply of clean air is Discipline Area Art
 O essential because most organisms depend Subject Painting
 N on oxygen, through respiration, to Problem Orientation Air Po
 C release the energy in their food.

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

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> After observation and discussion, the student will be able to produce a water color painting simulating atmospheric and land conditions resulting from polluted air.</p> <p><u>Affective:</u> The student will show an awareness of a polluted environment.</p>	<p>I. Student-Centered in class activity</p> <p>A. Have class make wash paintings of sky and grass.</p> <p>B. Controlling the medium, add black or orange to grey the blue near the horizon.</p> <p>C. Grey the green as the sky-- use red with green.</p> <p>D. After the background is dry, add details of students' choice in dry brush.</p>	<p>II. C</p> <p>Co</p> <p>A</p> <p>B</p>
<p><u>Skills to be Learned</u></p> <p>Control of watercolor wash</p> <p>Study of color value and intensity through use of complimentary or black.</p>		

of clean air is

Discipline Area Art

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Problem Orientation Air Pollution Grade 9-12

their food.

EXPERIENCES	SUGGESTED LEARNING EXPERIENCES	
I. C Co the A os- ons air. will col-	I. Student-Centered in class activity A. Have class make wash paintings of sky and grass. B. Controlling the medium, add black or orange to grey the blue near the horizon. C. Grey the green as the sky-- use red with green. D. After the background is dry, add details of students' choice in dry brush.	II. Outside Resource and Community Activities A. A ride in the community noting air and land problems--Discuss. B. Drive to the coal dock and river to note effect on environment.
wash nd E		

<u>Resource and Reference Materials</u>	<u>Continued and Additional</u>
<p data-bbox="634 885 874 913"><u>Publications:</u></p> <p data-bbox="634 913 1301 1078"><u>Arthur J. Barbour believes in a Design Plan, American Artist, 34:66-7, February, 1970</u> <u>Progress Toward Color Coordination, RIBA Journal, 76:491, November, 1969</u></p> <p data-bbox="634 1268 1320 1373"><u>Audio-Visual:</u> <u>Awareness in the City, Environmental Awareness, filmstrip, I-C-E RMC</u></p> <p data-bbox="634 1629 812 1657"><u>Community:</u></p>	

Reference Materials	Continued and Additional Suggested Learning Experiences
<p>ur believes in a merican Artist, y, 1970 Color Coordination, :491, November, 1969</p>	
<p>e City, Environmental trip, I-C-E RMC</p>	

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

C O N C E P T	<u>6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.</u>	Discipline Area Subject Problem Oriented
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BEHAVIORAL OBJECTIVES	SUGGESTED
<p><u>Cognitive:</u> Following research and discussion, the student will employ experimental techniques to show the beginning stages of painting.</p> <p><u>Affective:</u> The student will appreciate the sophisticated materials available to today's craftsman compared to early painting.</p> <p><u>Skills to be Learned</u></p> <ol style="list-style-type: none"> 1. Skill in developing pre-historic painting techniques. 2. Skill in mixing pigment from natural materials 	<ol style="list-style-type: none"> I. Student-Centered in class activity <ol style="list-style-type: none"> A. Begin with a study & discussion of pre-historic & caveman paintings. Show slides <ol style="list-style-type: none"> 1. Discuss what types of paint they used & how they mixed them. 2. Discuss types of brushes they used & how they made them. B. Experience in mixing their own paints from natural materials & brushes C. Bring in a flat stone & make a painting on similar to caveman painting

al resources are not equally

ed over the earth or over

Discipline Area Art

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Subject Painting

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Problem Orientation Use of Natural Grade 9-12
Resources for Painting

AL OBJECTIVES

SUGGESTED LEARNING EXPERIENCES

Following research the student experimental show the es of paint- student will sophisticated able to man compared ng.

earned veloping painting ing pigment materials

- I. Student-Centered in class activity
 - A. Begin with a study & discussion of pre-historic & caveman paintings. Show slides
 - 1. Discuss what types of paint they used & how they mixed them.
 - 2. Discuss types of brushes they used & how they made them.
 - B. Experience in mixing your own paints from natural materials & brushes too.
 - C. Bring in a flat stone to make a painting on similar to caveman paintings.

- II. Outside Resource and Community Activities
 - A. Do research in the library on pre-historic painting & subject matter used.
 - B. Collect natural products for use in developing, painting materials.

Resource and Reference Materials	Continued and Additional Suggest
<p><u>The Artists Handbook of Materials & Techniques</u>, Ralph Mayer 3rd ed. Viking Press <u>Antiquity of The Art of Painting</u> Renaissance Quarterly 23 no. 2: 17 6-7 Summer '70</p>	
<p><u>Audio-Visual:</u> <u>Painting the Creative Process</u> EFA Educational Media 2211 Michigan Ave. Santa Monica, Cal. 90404</p>	
<p><u>Community:</u></p>	

Materials Continued and Additional Suggested Learning Experiences.

Materials

er

Painting

no. 2:

Process

C	9. Man has the ability to manage,	Discipline Area	Art
O			
N	manipulate, and change his	Subject	Soil
C			
E	environment.	Problem Orientation	
P			
T			

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

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> The student should know the techniques of soil painting and produce a sand painting depicting land management.</p> <p><u>Affective:</u> The student will show an awareness of the many types of soil and of some types of management.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students plan individually the particular scene they wish to paint depicting a managed or manipulated environment. Through class effort, samples of area soils can be collected. Consider colors as well as types.</p> <p>B. Using diluted white glue and brushes, paint an area on cardboard and sprinkle with soil as in plan. During the time allotted a picture of managed land will be produced. After drying it may be sprayed with shellac and mounted.</p>	<p>II. Outside Classroom</p>
<p><u>Skills to be Learned</u></p> <p>Preparing soil for use in sand painting</p> <p>Composing a well-organized and managed area (such as a park or city section)</p>		

t ty to manage, Discipline Area Art
 il ge his Subject Soil painting
Problem Orientation Land use Grade 9-12

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Students plan individually the particular scene they wish to paint depicting a managed or manipulated environment. Through class effort, samples of area soils can be collected. Consider colors as well as types.
- B. Using diluted white glue and brushes, paint an area on cardboard and sprinkle with soil as in plan. During the time allotted a picture of managed land will be produced. After drying it may be sprayed with shellac and mounted.

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Sug
<p data-bbox="514 869 757 902"><u>Publications:</u></p> <p data-bbox="530 902 1164 1003"><u>Garden Cities of Tomorrow</u>, Howard, Ebenezer, Cambridge Mass, M.I.T. Press, '65</p> <p data-bbox="514 1128 757 1162"><u>Audio-Visual:</u></p> <p data-bbox="530 1162 1178 1263"><u>Survey of American Painting</u>, Nat. Gallery of Art, Extension Services, Washington, D.C. 20565</p> <p data-bbox="530 1263 1065 1330"><u>FS31 America's Arts & Skills</u>, Part VI</p> <p data-bbox="530 1330 1159 1364"><u>The Timeless Southwest</u>, I-C-E RMC</p> <p data-bbox="508 1588 690 1621"><u>Community:</u></p> <p data-bbox="525 1621 1099 1688">Quarries, gardens, gravel pits, beaches</p> <p data-bbox="525 1688 690 1722">Sand pits</p>	

Sug Materials Continued and Additional Suggested Learning Experiences

ow, Howard,
, M.I.T.

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I-C-E RMC

l pits,

C 10. Short-term economic gains may
 O produce long-term environmental
 N losses.
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Discipline Area Art
 Subject Painting
 Problem Orientation environmental losses

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

BEHAVIORAL OBJECTIVES

Cognitive: The student will discuss beauty in nature. He will comprehend the significance of beauty as an aesthetic value which stands out against pollution.

Affective. The student will be conscious of the fact that environmental factors such as air, water and land are beautiful in themselves and must be preserved.

Skills to be Learned
 Study of color
 Handling of water color wash
 Care of equipment

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
 A. A simple landscape may be sketched on water color paper and the colors of the region chosen can be painted. The sky and ground washed in. Trees roughed in and details worked in as the painting progresses.

II. Outside
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economic gains may

Discipline Area Art

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Subject Painting

Problem Orientation Awareness of environmental losses Grade 9-12

OBJECTIVES

SUGGESTED LEARNING EXPERIENCES

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I. Student-Centered in class activity
A. A simple landscape may be sketched on water color paper and the colors of the region chosen can be painted. The sky and ground washed in. Trees roughed in and details worked in as the painting progresses.

II. Outside Resource and Community Activities
A. Discussion of the Impressionists' interest in light and how they produce a feeling of movement in water, atmospheric changes and sunshine.
B. Slides of Impressionist paintings
C. Filmstrip on color
D. Books of Impressionist paintings and artists.

rned
color

Resource and Reference Materials	Continued and Additional Suggested Le
<p data-bbox="352 887 599 920"><u>Publications:</u></p> <p data-bbox="371 920 990 1088">Landscape Drawing, J. Hayes Connoisseur, 173:17-24, Jan. '70 Fine Arts Publications-Series II FA Impressionism, Vol. 5, No. 1, 201 1963, I-C-F RMC</p> <p data-bbox="352 1182 599 1216"><u>Audio-Visual:</u></p> <p data-bbox="352 1216 1056 1451">"Seeing Trees and Clouds," Series of 4 filmstrips, BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif.90404 <u>Painting and Drawing with Expression,</u> BFA <u>Impressionism, BFA</u></p>	

Le Continued and Additional Suggested Learning Experiences

C O N C E P T

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

Discipline Area Art

Subject Graphics

Problem Orientation Sun E

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

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<p><u>Cognitive:</u> The student will produce a print using linoleum. The print will be an abstract interpretation of the theme of sun energy or sun symbolism.</p> <p><u>Affective:</u> The student will perceive that the sun is the source of all energy and demonstrate this by symbolizing the sun.</p>	<p>I. Student-Centered in class activity</p> <p>A. Begin this project with a question, "What does the sun mean to you?" List some of the things that the sun means to you. Discuss its meaning and symbolism and lead into the many ways that it has been symbolized in art throughout history.</p> <p>B. Show movie, "Quetzalcoatl", and then discuss.</p> <p>C. Show movie, "Sun's Energy". After discussion of the movie, compare the two. One is about the legend of the sun and the other is scientific.</p> <p>D. Show slides of the sun and show its interpretations in art history and relate this to the project. Make drawings of some symbols that you find so they can be shared in class, possibly by being shown on an opaque projector or overhead.</p>
<p><u>Skills to be Learned</u></p> <p>Observation skills</p> <p>Library skills</p> <p>Skills in developing ideas</p> <p>Skill in printing techniques</p> <p>Neatness</p> <p>Self-evaluation</p> <p>Evaluation of other work</p> <p>Originality</p>	<p>(cont.)</p>

Basic Discipline Area Art
Converted Subject Graphics
into a Problem Orientation Sun Energy Grade 9-12
Use for

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
- A. Begin this project with a question, "What does the sun mean to you?" List some of the things that the sun means to you. Discuss its meaning and symbolism and lead into the many ways that it has been symbolized in art throughout history.
 - B. Show movie, "Quetzalcoatl", and then discuss.
 - C. Show movie, "Sun's Energy". After discussion of the movie, compare the two. One is about the legend of the sun and the other is scientific.
 - D. Show slides of the sun and show its interpretations in art history and relate this to the project. Make drawings of some symbols that you find so they can be shared in class, possibly by being shown on an opaque projector or overhead.

(cont.)

- II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Suggested
<p><u>Publications:</u> Watson, Ernest W., "Linoleum Block Printing", Springfield, Mass., Milton Bradley Co., 1929 Heller, Jules, "Printmaking Today", New York, Holt, Rinehart & Winston, Inc. 1972 Perry, Raymond W. "Block Printing Craft", Peoria, Ill., The Manual Arts Press, 1938 110 Th <u>Energy Sources</u>, (Student manual & teacher's guide) I-C-E RMC</p>	<p>I. (cont.) E. Explain the project, demonstrate printing from beginning to end F. Students work on prints. G. Critique project.</p>
<p><u>Audio-Visual:</u> "Quetzalcoatl" 16 mm film. Aztec legend with artifacts animated to tell how the sun brought life to the people. "Sun's Energy", #6949 BAVI "Basic Reproduction Process in the Graphic Arts", BAVI</p>	
<p><u>Community:</u></p>	

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ls
Continued and Additional Suggested Learning Experiences

I. (cont.)

- E. Explain the project, demonstrate linoleum block printing from beginning to end.
- F. Students work on prints.
- G. Critique project.

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

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

BEHAVIORAL OBJECTIVES

Cognitive: The student will prepare a collagraph print to illustrate the basic theme that man has altered the balance of nature.

Affective: The student will show an awareness of the ecosystem by creating a print that demonstrates man's important role in changing the balance of nature.

Skills to be Learned

Library skills
 Observation
 Developing ideas
 Printing
 Neatness
 Self-evaluation

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. Begin the project with a problem for the student. Analyze the life cycle and the balance of nature. How has man affected the balance of nature? Comprise a list of things included in the balance of nature.
 - B. Make a list of some of the ways that man has altered the balance of nature - possibly using historical background, and especially in your own geographic location. Find photos of some of these things and take some of your own. Briefly discuss some of the research that was done, and begin the students' thinking of ideas for a print by explaining collagraph printing.
 - C. Demonstrate how to organize & prepare a plate for printing. Show inking & printing.
 - D. Show examples of collagraph printing.
 - E. Have students make a print.
 - F. Critique the finished project.

interact Discipline Area Art
air Subject Graphics
intricate Problem Orientation Life cycle and Balance of Nature Grade9-12

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Begin the project with a problem for the student. Analyze the life cycle and the balance of nature. How has man affected the balance of nature? Comprise a list of things included in the balance of nature.
- B. Make a list of some of the ways that man has altered the balance of nature - possibly using historical background, and especially in your own geographic location. Find photos of some of these things and take some of your own. Briefly discuss some of the research that was done, and begin the students' thinking of ideas for a print by explaining collagraph printing.
- C. Demonstrate how to organize & prepare a plate for printing. Show inking & printing.
- D. Show examples of collagraph printing.
- E. Have students make a print. Critique the finished project.

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Sug. Con
<p><u>Publications:</u> Heller, Jules, <u>Printmaking Today</u>, Holt, Rinehart & Winston, Inc. 1972 Andrews, Michael F., <u>Creative Printmaking</u>, Englewood Cliffs, New Jersey, 1964</p>	
<p><u>Audio-Visual:</u> <u>Conservation & The Balance of Nature</u> BAVI</p>	
<p><u>Community:</u> Local site visits Contact Historical Society</p>	

Continued and Additional Suggested Learning Experiences

C 4. An adequate supply of pure
 O water is essential for life.
 N _____
 C _____
 E _____
 P _____
 T _____

Discipline Area _____
 Subject _____
 Problem Orientat _____

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

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING OBJECTIVES

Cognitive: After observation of wildlife in and about a freshwater source, child makes collage demonstrating his understanding of life on an adequate supply of pure water.
Affective: Student will show an awareness of the collage as an art form and will develop an attitude toward an observed situation.

I. Student-Centered in class activity
 A. The class will clip out of magazines pictures relating to nature and the importance of water.
 B. Each student will compose collage about some animal bird that was seen utilizing the water source. Effects of the adequate supply of pure water should be clearly communicated.

Skills to be Learned
 Composition of a collage
 Research skills
 Skills of observation

adequate supply of pure

Discipline Area Art

essential for life.

Subject Collage

Problem Orientation Pure Water Grade 9-12

OBJECTIVES

SUGGESTED LEARNING EXPERIENCES

After obser-
vations of
wildlife in and
water source,
collage demon-
strating
understanding
of adequate supply
of water.
Student will
show the
importance of the
water source in
art form and
develop an attitude toward
the water situation.

I. Student-Centered in class activity
A. The class will clip out of magazines pictures relating to nature and the importance of water.
B. Each student will compose a collage about some animal or bird that was seen utilizing the water source. Effects of the adequate supply of pure water should be clearly communicated.

II. Outside Resource and Community Activities
A. A field trip to the local wildlife refuge may be arranged.
B. Make sketches of the birds and animals observed around the water source.

Learned
to make a collage
and
observations

Resource and Reference Materials

Publications:

Contemporary Collages by Murray
Zucker, Interiors, 129:72, May, 1970
"Conserving Our Waters & Cleaning
the Air", teacher guide and student
manual, I-C-E RMC

Audio-Visual:

Community:

Continued and Additional Sugges

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Materials

Continued and Additional Suggested Learning Experiences

Murray
, May, 1970
Cleaning
and student

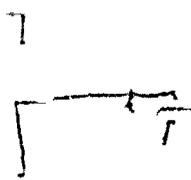
C	<u>6. Natural resources are not equally</u>	Discipline Area	Art
O	<u>distributed over the earth or over</u>	Subject	Graphic
N	<u>time and greatly affect the geographic</u>	Problem Orientation	Natural
C	<u>conditions and quality of life.</u>		So

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

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXP	
<p><u>Cognitive:</u> The student will collect natural materials and translate them to use as the pigment in a mono print.</p> <p><u>Affective:</u> The student will appreciate the fact, and understand that various art pigments can be derived from many natural resources and that all pigments are the product of natural resources.</p>	<p>I. Student-Centered in class activity</p> <p>A. The project will begin with an explanation of mono printing and how natural materials are going to be used in this print. Give examples to use.</p> <p>1. Weeds</p> <p>2. Vegetables, etc.</p> <p>B. The teacher will demonstrate how to produce color from a few natural materials and will demonstrate printing techniques.</p> <p>C. The student will produce colors and make a print.</p> <p>D. The student will comprise a list of materials used and will share his knowledge with the class.</p> <p>E. Critique projects.</p>	<p>II. Outside</p> <p>Commun</p> <p>A. The</p> <p>on</p> <p>the</p> <p>pro</p> <p>B. Dir</p> <p>exp</p> <p>sid</p>
<p><u>Skills to be Learned</u></p> <p>Observational skills</p> <p>Library skills</p> <p>Skill in developing ideas</p> <p>Originality</p> <p>Printing techniques</p> <p>Neatness</p> <p>Self-evaluation</p> <p>Evaluation of other work</p>		

al resources are not equally Discipline Area Art
ted over the earth or over Subject Graphics (mono print)
greatly affect the geographic Problem Orientation Necessity of natural re- Grade 9-12
as and quality of life. sources

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p> he student natural d trans- use as in a mono he student ate the derstand art be derived cural d that all the pro- ral re- </p>	<p> I. Student-Centered in class activity A. The project will begin with an explanation of mono printing and how natural materials are going to be used in this print. Give examples to use. 1. Weeds 2. Vegetables, etc. B. The teacher will demonstrate how to produce color from a few natural materials and will demonstrate printing techniques. C. The student will produce colors and make a print. D. The student will comprise a list of materials used and will share his knowledge with the class. E. Critique projects. </p>	<p> II. Outside Resource and Community Act ty A. The student will do research on color pigments and where they come from and how they are produced. B. Direct the student to begin exploring for materials outside of class. </p>
<p> Learned I skills ls eloping ideas niques ion f other work </p>		



Resource and Reference Materials	Continued and Additional Sugges
<p data-bbox="336 817 591 862"><u>Publications:</u></p> <p data-bbox="354 851 1101 952"><u>Form, Space and Vision</u>, Graham Collier, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1965</p> <p data-bbox="354 952 1110 1052"><u>Printmaking Today</u>, Heller, Jules,, N.Y., Holt, Rinehart & Winston (section on mono printing)</p> <p data-bbox="354 1052 1064 1153"><u>The Artists Handbook of Materials and Techniques</u>, Ralph Mayer, 3rd ed., Viking Press</p> <p data-bbox="336 1344 582 1388"><u>Audio-Visual:</u></p> <p data-bbox="327 1646 646 1713"><u>Community:</u> Library research</p>	

s Continued and Additional Suggested Learning Experiences

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Cliffs,
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C 5. Natural resources are not
 O equally distributed over the earth Discipline Area Ar
 N or over time and greatly affect Subject Gr
 C the geographic conditions and quality Problem Orientation
 E of life.

ESEA Title III - 59-70-0135-2 Project I-C-E	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
	<p>Cognitive: The student will produce a composition using texture rubbings from man made and natural objects, with the idea of using as many different resources as possible to gain a finished composition.</p> <p>Affective: The student will show an awareness of the variety of textures in his environment by listing all of the resources that he used in his composition.</p> <hr/> <p><u>Skills to be Learned</u> Observational skills Skill in organization of composition Neatness Skill in selection of resources.</p>	<p>I. Student-Centered in class activity Begin with question A. What is texture? Where is it found? Discuss this briefly & start the students looking around, by finding and listing some of the various textures, just in the classroom alone. Expand this to cover the school building. B. Explain the project, using pencil, charcoal, chalk, etc. Do texture rubbings of interesting textural surfaces man made and natural. C. Demonstrate the project and explain that it will be basically an outdoor project. D. Create a composition by selecting interesting man made & natural textures.</p>

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Subject

Graphics (Texture Rubbings)

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Problem Orientation Use of Natural

Grade 9-12

Resources

VES	SUGGESTED LEARNING EXPERIENCES	
ion al ent o tion. of urces po-	<p>I. Student-Centered in class activity</p> <p>Begin with question</p> <p>A. What is texture? Where is it found? Discuss this briefly & start the students looking around, by finding and listing some of the various textures, just in the classroom alone. Expand this to cover the school building.</p> <p>B. Explain the project, using pencil, charcoal, chalk, etc. Do texture rubbings of interesting textural surfaces man made and natural.</p> <p>C. Demonstrate the project and explain that it will be basically an outdoor project.</p> <p>D. Create a composition by selecting interesting man made & natural textures.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Have students look for texture around the school building.</p> <p>B. Take a field trip or excursion outdoors to search for different textures to use in texture rubbing composition.</p>

Resource and Reference Materials

Continued and Additional Suggested

Publications:

"Rubbings of Maya Sculpture",
Arts, 42:53, Nov. '67

Audio-Visual:

Kit #16 - Environmental
Awareness, I-C-E RMC

"Discovering Texture",
B.F.A. Educational Media
2211 Michigan Ave.
Santa Monica, Calif. 90404
"What is Texture?" B.F.A.
"Texture Techniques", B.F.A.

Community:

Materials | Continued and Additional Suggested Learning Experiences

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

C O N C E P T	8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.	Discipline Area Subject Problem Orientation	Ar We env
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BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING OBJECTIVES
<p><u>Cognitive</u>: Students will demonstrate by weaving a sampler of their own design an awareness of the cultural value this art achieves.</p> <p><u>Affective</u>: Students will show an awareness of the cultural, economic and social factors of the art of weaving through their completed work.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students decide on the type of weaving to be done.</p> <p>B. String the loom.</p> <p>C. Complete the project and take it off the loom.</p>
<p><u>Skills to be Learned</u></p> <p>Building & dressing a simple loom</p> <p>Learning the vocabulary of weaving</p> <p>Weaving techniques</p>	

... economic, social, and
 factors determine status
 values and attitudes
 environment.

Discipline Area Art
 Subject Weaving
 Problem Orientation Cultural Values Grade 9-12

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>Students will weaving a r own nness of lue this</p> <p>Students will ess of the omic and of the through l work.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students decide on the type of weaving to be done.</p> <p>B. String the loom.</p> <p>C. Complete the project and take it off the loom.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Field trip to museum.</p> <p>B. Ask for display materials to be assembled and discussed.</p> <p>C. Contact a local weaver for a demonstration or lecture.</p>
<p>earned sing a vocabulary ques</p>		

Resource and Reference Materials Continued and Additional Suggested Le ls

Publications:

"Weaving", Reinhold.
"Hand Weaving & Craftsman"
magazine

Audio-Visual:

"How to make a simple loom & weave"
Encyclopedia Britannica Educational
Corp.
425 N. Michigan
Chicago, Ill. 60611

Community:

Mrs. Karen Hagemeister
% UWGB

Continued and Additional Suggested Learning Experiences

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tional

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

C	8. Cultural, economic, social,	Discipline Area	Art
O	and political factors determine	Subject	Graphic
N	status of man's values and	Problem Orientation	Media
C	attitudes toward his environment.		

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<p><u>Cognitive:</u> Student will prepare a photograph using machine forms and natural objects to illustrate an underlying theme of mechanical domination over nature.</p> <p><u>Affective:</u> The student will show an awareness of the machine and its dominance over nature by relating his print to this theme.</p>	<p>I. Student-Centered in class activity</p> <p>A. Initial experience - individual fieldtrips.</p> <ol style="list-style-type: none"> 1. Junk yards 2. Dumps 3. Factories 4. Transportation <ol style="list-style-type: none"> a. Areas of heavy traffic b. Railroads c. Freeways d. Airports <p>B. Individual fieldtrips to nature areas.</p> <ol style="list-style-type: none"> 1. Forest & untouched areas 2. State & county parks 3. Wildlife refuge 4. In class movies on national parks & forests <p>C. Instruct students to take pictures or sketch interesting objects and scenes to share.</p> <p>D. Students will collect objects for print.</p> <ol style="list-style-type: none"> 1. Machine forms - gaskets, nuts, bolts, washers, etc. (cont.)
<p><u>Skills to be Learned</u></p> <p>Observation</p> <p>Library skills</p> <p>Originality</p> <p>Developing ideas</p> <p>Neatness</p> <p>Imprinting techniques</p> <p>Self-evaluation</p> <p>Evaluation of other work</p>	

economic, social, Discipline Area Art
 factors determine Subject Graphic Printing
 values and Problem Orientation Mechanical Domination
of Nature Grade 9-12
 his environment.

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
will and lying are. ent ess of re by to	I. Student-Centered in class activity A. Initial experience - individual fieldtrips. 1. Junk yards 2. Dumps 3. Factories 4. Transportation a. Areas of heavy traffic b. Railroads c. Freeways d. Airports B. Individual fieldtrips to nature areas. 1. Forest & untouched areas 2. State & county parks 3. Wildlife refuge 4. In class movies on national parks & forests C. Instruct students to take pictures or sketch interesting objects and scenes to share. D. Students will collect objects for print. 1. Machine forms - gaskets, nuts, bolts, washers, etc. (cont.)	II. Outside Resource and Community Activities A. Explain the project more fully as far as the general theme is concerned. Try to get them to relate to what they have seen and felt on both excursions and to express it in a print. 1. Exhibit sketches and photographs, and exchange ideas in a group discussion. B. Show movies on pollution and conservation to further implant the idea in their minds of technological dominance of nature.
work		

Resource and Reference Materials Publications:	Continued and Additional Suggested
<p>"God's Own Junkyard", Peter Blake, Holt, Rinehart & Winston, N. Y. 1964</p> <p>VF "Give Earth A Chance Series", I-C-E RMC</p> <p>100 <u>Wa Man & His Environment Interaction & Interdependence</u>, I-C-E RMC</p> <p>120 <u>O Our Man-Made Environment</u>, I-C-E RMC</p> <p>150 <u>La The Diligent Destroyers</u>, I-C-E RMC</p> <p><u>Paper, Ink and Roller Printing for Beginners</u>, Howard, George, N.Y. Crown Publishing, 1959</p> <p>Gorbathy, Norman, <u>Printmaking With a Spoon</u>, O. S. Reinhold Pub. Co.</p> <p>Zaidenberg, Arthur, <u>Prints & How to Make Them</u>, N.Y. Harper & Row 1964</p>	<p>I. (cont.)</p> <p>2. Natural forms - weeds, flowers, leaves, bones, insects, etc.</p> <p>E. Demonstrate printing.</p> <p>F. Student printing.</p> <p>G. Class critique.</p>
<p><u>Audio-Visual:</u></p> <p>16 mm. Film - All available from BAVI:</p> <p>"National Parks: Our American Heritage"</p> <p>"Apostle Islands Region"</p> <p>"Glacier Park Studies"</p> <p>"Pollution is a Matter of Choice"</p> <p>"Conserving Our Wildlife Today"</p> <p>"Conservation & the Balance of Nature"</p> <p>"Conservation to Save Our Environment"</p> <p><u>Community:</u></p>	

Materials Continued and Additional Suggested Learning Experiences

Blake,
N. Y.
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of

I. (cont.)
 2. Natural forms - weeds, flowers, sticks, pebbles,
 leaves, bones, insects, etc.
E. Demonstrate printing.
F. Student printing.
G. Class critique.

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

Discipline Area _____
Subject _____
Problem Orientation _____

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

BEHAVIORAL OBJECTIVES

Cognitive: Students will use machine forms and natural objects, cast in plaster of paris, & know the techniques of making a vacuum form print, with an underlying theme of mechanical domination over nature.

Affective: The students will demonstrate an awareness of the machine and its dominance over nature by relating his print to this theme.

Skills to be Learned

- Observation
- Developing ideas
- Originality
- Vacuum forming
- Neatness
- Self-evaluation
- Evaluation of other work.

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. Project will begin with individual student field-trips after brief instructions of some of the things to be aware of (machine & natural objects).
 - B. Have students collect natural and man-made objects. Have them show the objects they have collected and prompt them to relate their feelings to the class and in a vacuum form composition.
 - C. The student will produce a vacuum form composition in the following way:
 - 1. Place machine forms and plaster casts of natural objects on bed of vacuum form machine.
 - 2. Follow set procedure for forming.
 - 3. Possibly add magnetic lettering to produce ecology poster or to reinforce the basic idea.
 - 4. Critique finished vacuum form.

economic, social and Discipline Area Art
 factors determine Subject Graphics
 's values and Problem Orientation Mechanical Domination
of Nature Grade 9-12
 ard his environment.

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>s will and ast in & know making t, with e of ion</p> <p>dents n achine ver his e.</p>	<p>I. Student-Centered in class activity</p> <p>A. Project will begin with individual student fieldtrips after brief instructions of some of the things to be aware of (machine & natural objects).</p> <p>B. Have students collect natural and man-made objects. Have them show the objects they have collected and prompt them to relate their feelings to the class and in a vacuum form composition.</p> <p>C. The student will produce a vacuum form composition in the following way:</p> <ol style="list-style-type: none"> 1. Place machine forms and plaster casts of natural objects on bed of vacuum form machine. 2. Follow set procedure for forming. 3. Possibly add magnetic lettering to produce ecology poster or to reinforce the basic idea. 4. Critique finished vacuum form. 	<p>II. Outside Resource and Community Activities</p> <p>A. Initial experience - individual fieldtrips for purposes of collection and observation.</p> <ol style="list-style-type: none"> 1. Junk yards 2. Dumps 3. Factories 4. Service stations and garages <p>B. Second experience - individual fieldtrip to natural areas for purposes of collection & observation.</p> <ol style="list-style-type: none"> 1. Forests, fields, basically untouched areas 2. State, county & local parks 3. Wildlife refuges <p>C. The student will collect objects for a vacuum form that are man-made.</p> <ol style="list-style-type: none"> 1. Machine forms, bolts, gaskets, nuts, etc. 2. Natural (forms) weeds

Materials Continued and Additional Suggested Learning Experiences

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Art. Dept.
ls.
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n Co., N.Y.

II. (cont.)
flowers, sticks, pebbles, leaves, bones, insects,
etc. from which plaster casts can be made.

ges

C O N C E P T	9. Man has the ability to manage,	Discipline Area	Art
	manipulate, and change his	Subject	Graphics
	environment.	Problem Orientation	Land

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

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> The student will apply reduction woodcut principles in a print with this basic theme: Man's misuse of his land.</p> <p><u>Affective:</u> The student accepts responsibility for the use of his land and environment by the basic ideas he portrays in this project.</p>	<p>I. Student-Centered in class activity</p> <p>A. Begin this project with a problem for the student. Have them list all of the ways that they can think of in which man misuses the land he lives on. Have them sight local examples.</p> <p>B. Have the students bring their research to class for discussion and sharing of ideas. Discuss possible locations for field trips to view misuse of land or instruct them to do this individually.</p> <p>C. Encourage the students to react to the things they saw by producing a reduction woodcut with the theme of man's misuse of his land. The student's reactions could be further stimulated by showing movies or filmstrips on pollution or land use and misuse.</p> <p>D. Lecture on printing and demonstrate the technique of printing.</p>	<p>II. Outside</p> <p>Communi</p> <p>A. Stud</p> <p>the</p> <p>land</p> <p>B. Coll</p> <p>such</p> <p>C. Take</p> <p>where</p> <p>junk</p> <p>either</p> <p>indi</p> <p>local</p> <p>D. Exhi</p> <p>disp</p> <p>local</p> <p>esta</p>
<p><u>Skills to be Learned</u></p> <p>Observational skills</p> <p>Skill in printing technique</p> <p>Neatness</p> <p>Self-evaluation</p> <p>Library skills</p> <p>Skill in developing ideas</p> <p>Skill in sketching</p>		

(cont.)

ability to manage, _____ Discipline Area Art
 change his _____ Subject Graphics (reduction woodcut)
 _____ Problem Orientation Land use _____ Grade 9-12

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Begin this project with a problem for the student. Have them list all of the ways that they can think of in which man misuses the land he lives on. Have them sight local examples.
- B. Have the students bring their research to class for discussion and sharing of ideas. Discuss possible locations for field trips to view misuse of land or instruct them to do this individually.
- C. Encourage the students to react to the things they saw by producing a reduction woodcut with the theme of man's misuse of his land. The student's reactions could be further stimulated by showing movies or filmstrips on pollution or land use and misuse.
- D. Lecture on printing and demonstrate the technique of printing.

II. Outside Resource and Community Activities

- A. Student must prepare a list of the ways that man misuses the land especially locally.
- B. Collect or take photographs of such places or events.
- C. Take a field trip to places where land is misused--dumps, junkyards, open pits, etc. either as a group or individually. Try to do this locally.
- D. Exhibition of prints in school display areas and possibly locally at various business establishments.

(cont.)

Resource and Reference Materials	Continued and Additional Sug
<p data-bbox="385 846 655 873"><u>Publications:</u></p> <p data-bbox="418 873 1183 1108"> <u>Printmaking Today</u>, Jules Heller, Holt, Rinehart & Winston, Inc., N.Y. 170 "Conserving Our Waters & Cleaning Pe the Air," I-C-E RMC "Art in Woodcut," BFA Educational Media 2211 Michigan Ave. Santa Monica, Cal. 90404 </p>	<p data-bbox="1183 846 1816 884">II. (cont.)</p> <p data-bbox="1255 884 1816 963">E. Critique the projects interpretations to ad</p> <p data-bbox="1747 918 1816 1120"> N.Y. ani 1 M Ave Cal </p>

s Continued and Additional Suggested Learning Experiences

II. (cont.)

- E. Critique the projects and compare the personal interpretations to actual things that were seen.

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C 9. Man has the ability to manage,
 O
 N manipulate, and change his
 C
 E environment.
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Discipline Area Art
 Subject Graphic
 Problem Orientation _____

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

BEHAVIORAL OBJECTIVES

Cognitive: The student will discuss environmental problems and will then choose an area that he believes needs changing. He will create a silk screen poster and sweat shirt to be used as a vehicle for change.

Affective: The student will appreciate the fact that it is everyone's duty to help manage and change his environment by any means necessary.

Skills to be Learned
 Observational skills
 Library skills
 Skill in developing ideas
 Skill in printing technique
 Neatness
 Self-Evaluation
 Evaluation of other work
 Originality

SUGGESTED LEARNING E

- I. Student-Centered in class activity
- A. Begin this project with an assignment for the student. Have them brainstorm and write down all of the environmental problems that they can think of for purposes of class discussion.
 - B. Discuss these problems and classify them into major problem areas or environmental concepts.
 - C. Explain the project, and have the student choose an area to cover.
 - D. Briefly cover posters in art history. Show slides, movies, filmstrips.
 - E. Lecture on silk screen printing, show films, demonstrate technique.
 - F. Have them print posters on tag board and then on sweatshirts or T-shirts.
 - G. Class critique and select locations for posters.

II. Ou
 Com

manage, Discipline Area Art
Subject Graphics (silk screen)
Environmental
Problem Orientation Change Grade 9-12

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Begin this project with an assignment for the student. Have them brainstorm and write down all of the environmental problems that they can think of for purposes of class discussion.
- B. Discuss these problems and classify them into major problem areas or environmental concepts.
- C. Explain the project, and have the student choose an area to cover.
- D. Briefly cover posters in art history. Show slides, movies, filmstrips.
- E. Lecture on silk screen printing, show films, demonstrate technique.
- F. Have them print posters on tag board and then on sweatshirts or T-shirts.
- G. Class critique and select locations for posters.

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Sugges
<p><u>Publications:</u> <u>Artist-Manual for Silk Screen Print-</u> <u>making, Harry Shokler, N.Y., American</u> <u>Artists Group, 1946</u> <u>Silk Screen Printing, Slernberg,</u> <u>Harry, N.Y., McGraw, 1942</u> <u>Block & Silk Screen Printing, Ahlberg,</u> <u>G. and Jarnery J, G., N.Y., Sterling</u> <u>Publishing Co., Inc., 1961</u> <u>Graphics, periodical on posters</u> <u>Posters, George F. Hoth, Davis</u> <u>Publications, Inc., Worcester, Mass.</u></p> <p><u>Audio-Visual:</u> <u>16 mm. movies</u> <u>Basic Methods of Screen Process Printing</u> <u>BAVI</u> <u>Environmental Pollution..Our World in</u> <u>Crisis, Project I-C-E, RMC</u> <u>Silk Screen Series, (set of 6 super 8</u> <u>filmloops) BFA Educational Media,</u> <u>2211 Michigan Ave., Santa Monica,</u> <u>Calif.</u> <u>Screen Process Printing, (series of</u> <u>4 filmstrips) International Film</u> <u>Bureau, Inc., 332 S. Michigan Ave.,</u> <u>Chicago, Ill</u> <u>Environment: What Can be Done, Life</u> <u>Educational Materials Center</u></p> <p><u>Community:</u> <u>Library</u> <u>Individual field trips</u> <u>People in the community view posters</u> <u>and sweatshirts.</u></p>	

ls Continued and Additional Suggested Learning Experiences

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C O N C E P T	<u>12. Private ownership must be</u> <u>regarded as a stewardship and</u> <u>should not encroach upon or violate</u> <u>the individual right of others.</u>	Discipline Area <u>Art</u> Subject <u>Graphic</u> Problem Orientation <u>cha</u>
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BEHAVICRAL OBJECTIVES	SUGGESTED LEARNING EXP	
<p><u>Cognitive:</u> The student will make an ecology button which epitomizes his individual emotions and concerns for change after researching environmental problems.</p> <p><u>Affective:</u> The student will assume responsibility to protect his as well as all other mens' rights where environmental problems are concerned.</p>	<p>I. Student-Centered in class activity</p> <p>A. The students will begin this project by collecting photographs and setting up a bulletin board display of pollution problems in our environment.</p> <p>B. The student will respond to these problems and will make an effort to change them through his own creative art work.</p> <p>C. The student will design a propaganda button to be worn, the purpose being: To instill the idea of change upon the people around him and he will try to make people aware of their responsibility to other people, especially in their own local area when it comes to changing environmental problems.</p> <p>D. This project could possibly be integrated with an English assignment in slogan writing.</p>	<p>II. Outs Commu</p>
<p><u>Skills to be Learned</u></p> <p>Observational skills</p> <p>Skill in linoleum block printing</p> <p>Compositional skill</p> <p>Skill in developing good, creative and original ideas</p> <p>Neatness</p> <p>Good work habits</p> <p>Self evaluation</p>		

(cont.)

Resource and Reference Materials	Continued and Additional
<p><u>Publications:</u></p> <p><u>Linoleum Block Printing.</u> Watson, Ernest W., Springfield, Mass., Milton Bradley Co., 1929</p> <p><u>Printmaking Today,</u> Heller, Jules, N.Y., Holt, Rinehart & Winston, Inc., 1972</p> <p><u>Block Printing Craft,</u> Petty, Raymond W., Peoria, Ill., The Mannual Arts Press, 1938</p> <p><u>OF Give Earth a Chance Series,</u> I-C-E, RMC</p> <p><u>150 The Diligent Destroyers,</u> I-C-E, LA RMC</p> <p><u>Audio-Visual:</u></p> <p><u>Basic Reproduction Process in the Graphic Arts,</u> BAVI</p> <p><u>Pollution is a Matter of Choice,</u> BAVI</p> <p><u>Conservation To Save Our Environment,</u> BAVI</p> <p><u>Conservation and the Balance of Nature,</u> BAVI</p> <p><u>Conserving Our Wildlife Today,</u> BAVI</p>	<p>I. (cont.)</p> <p>E. Lecture on printing printing.</p>

Continued and Additional Suggested Learning Experiences

I. (cont.)

- E. Lecture on printing and demonstrate technique of printing.

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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

Discipli
Subject
Problem

BEHAVIORAL OBJECTIVES

SUGG

Cognitive: The students will evaluate their series of pictures as to their aesthetic aspects.

Affective: The student will attempt to identify aesthetic characteristics of photographs.

Skills to be Learned
 Proper spacing of frames in terms of subject development and/or change
 Selection of subject in aesthetic terms
 Establishing aesthetic criteria

I. Student-Centered in activity

A. Teacher demonstrate lapse photography some A.V. means (photos, etc.).

B. Discussion of material above. Problems that will be involved.

C. Through small groups and individually lists, students demonstrate sun and an aesthetically image.

(Possible Directions)

1. Student record development the spaced photos period of time

2. Recording of photos to differing lengths

3. Recording of changes over school year

4. Effect of sun on man for a day

D. Follow up photographs and critiques that require to make value judgments

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

the basic Discipline Area Art
s converted Subject Photography
thesis into a Problem Orientation Effects of Sun Grade 9-12
can use for life processes.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Teacher demonstrates time lapse photography through some A.V. means (films, photos, etc.).
- B. Discussion of material used above. Problems and techniques that will be involved.
- C. Through small group discussion and individually developed lists, students develop ideas for possible subjects that demonstrate sun energy within an aesthetically conceived image.
(Possible Directions)
 1. Student records plant development through evenly spaced photos over a period of time.
 2. Recording of plant reactions to differing light conditions.
 3. Recording of changes in tree over school year.
 4. Effect of sun on activities of man for a day, week, month.
- D. Follow up photo series with critiques that require students to make value judgments (cont.)

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Addit	nti
<u>Publications:</u> 110 Th Energy Sources, (Student Manual & Teacher's Guide) I-C-E RMC 110 Ph Photography for Kids, I-C-E RMC <u>Photography: A Key to Learning,</u> <u>A.V. Inst. 14:66-7, N '69</u>	I. (cont.) concerning which environmental co considerations. 1. Can the two i	(c co en co l.
<u>Audio-Visual:</u> Walt Disney film catalogue for films on various plant reactions, I-C-E RMC		
<u>Community:</u> Local camera suppliers Professional photographer		

Continued and Additional Suggested Learning Experiences

(cont.)

concerning which photos best demonstrate environmental concepts against aesthetic considerations.

1. Can the two ideas be brought together? How?

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

Discipline Area Art
 Subject Photography
 Problem Orientation Conceptual

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

BEHAVIORAL OBJECTIVES
Cognitive: Through a photographic essay & discussion, the student will distinguish between past design and carrying capacity and present design and carrying capacity.
Affective: The student attempts to identify direct relationship between past & present design to carrying capacity.

Skills to be Learned
 Choosing camera angles and compositions that will supply either the greatest amount of information or supply the necessary information in the best manner possible.
 Observational skills
 Photographic techniques

SUGGESTED LEARNING
 I. Student-Centered in class activity
 A. Through class discussion, develop lists of buildings and/or structures ie. bridges, cobblestone streets, patterned sidewalks, fountains that represent the past in the local area.
 B. Discuss what it is about these structures that make them unique from more modern counterparts. Follow this discussion with onsite inspection of as many as possible to verify the points brought up in class.
 C. A visit to a local museum at this time might serve to enlarge the students' view of the local area as it existed in the past.
 D. Students collect old photos of local areas, such as downtown areas--take new photographs of areas from same angles (as near as possible) as indicated by old photos. Visually compare changes (in carrying capacity.) (Cont.)

Uniting Discipline Area Art
ing Subject Photography
ach Problem Orientation Carrying Grade 9-12
city. Capacity

SUGGESTED LEARNING EXPERIENCES.

- Student-Centered in class activity**
- A. Through class discussion, develop lists of buildings and/or structures ie. bridges, cobblestone streets, patterned sidewalks, fountains that represent the past in the local area.
 - B. Discuss what it is about these structures that make them unique from more modern counterparts. Follow this discussion with onsite inspection of as many as possible verify the points brought up in class.
 - C. A visit to a local museum at this time might serve to enlarge the students' view of the local area as it existed in the past.
 - D. Students collect old photos of local areas, such as downtown areas--take new photographs of areas from same angles (as near as possible) as indicated by old photos. Visually compare changes (in carrying capacity.) (Cont.)

- II. Outside Resource and Community Activities**
- A. Local library or newspaper, family photo albums for old photos.

Resource and Reference Materials	Continued and Additional Suggest
<p><u>Publications:</u> <u>Young Photographers</u>, Camera 48; 5-28, 30-4, August, 1969 <u>Living City</u>, Frank Lloyd Wright Pictures that might help us think about ways to make Architecture, M. Holzman, il. Arch. Rec. 148:134-7, October, 1970 Dennis Hopper's America, H. Hopkin, il. Art in America, 59:86-91, May, 1971</p> <p><u>Audio-Visual:</u> <u>Architecture and Urban Planning</u>, Art and the Environment, Milwaukee Art Center. Films from BAVI: Art of Seeing, No. 5733 Eye of an Artist, No. 1783 Photographer, No. 1671 Photography for Everyone, No. 2354</p> <p><u>Community:</u> historical sites museums</p>	<p>I. (Cont.)</p> <p>E. Discuss how change in de decreased the carrying c</p> <p>F. Discuss: Is there inform because of the angles an the photos?</p> <p>G. Follow up by rephotograp angles. (Back and side v elevated or aerial views Sources That supply a (Is design carried throu controlling function or design?) Are doors, wind greater or lesser advant</p>

als

Continued and Additional Suggested Learning Experiences

I. (Cont.)

- E. Discuss how change in design has increased or decreased the carrying capacity.
- F. Discuss: Is there information not revealed because of the angles and/or composition of the photos?
- G. Follow up by rephotographing area from other angles. (Back and side views of structures, elevated or aerial views, interior vs. exterior).
Sources That supply additional information. (Is design carried through? Is design controlling function or has function dictated design?) Are doors, windows, etc. placed to greater or lesser advantage?

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C 4. An adequate supply of pure _____ Discipline Area Art of
 C _____
 N water is essential for life. _____ Subject Photo r li
 C _____
 E _____ Problem Orientation Wat
 P _____
 T _____

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: The student illustrates through a photo essay that an adequate supply of pure water is essential for life.
Affective: Desires to develop in other people a more conscious attitude toward the necessity of water to sustain life.

Skills to be Learned
 Students learn darkroom procedures and importance of quality control

- I. Student-Centered in class activity
 - A. Teacher initiates student discussion of water purity by presenting examples of various waters found locally: ie. spring, and distilled water bought in local store, tap water, rain/snow water, lake and/or river water, swamp water.
 Suggested discussion questions:
 1. How do these waters vary in quality?
 2. Are some more or less desirable for use in photography?
 - B. Instructor may suggest students research these questions. Other possible research questions:
 1. What types of waters are required in chemical formulations in photography?
 2. What role does water play in photography?
 3. How would foreign material that may be present in water affect the results of your images? (Cont.)

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

of pure _____ Discipline Area Art
 e life. _____ Subject Photography
 _____ Problem Orientation Water Supply Grade 9-12

ES	SUGGESTED LEARNING EXPERIENCES	
photo	<p>I. Student-Centered in class activity</p> <p>A. Teacher initiates student discussion of water purity by presenting examples of various waters found locally: ie. spring, and distilled water bought in local store, tap water, rain/snow water, lake and/or river water, swamp water.</p> <p>Suggested discussion questions:</p> <ol style="list-style-type: none"> 1. How do these waters vary in quality? 2. Are some more or less desirable for use in photography? <p>B. Instructor may suggest students research these questions. Other possible research questions:</p> <ol style="list-style-type: none"> 1. What types of waters are required in chemical formulations in photography? 2. What role does water play in photography? 3. How would foreign material that may be present in water affect the results of your images? (Cont.) 	<p>II. Outside Resource and Community Activities</p>
a		
ce		

Resource and Reference Materials
Publications:
Photography for Kids, I-C-E RMC
Conserving Our Waters & Cleaning
the Air, teacher guide and student
manual, I-C-E RMC

Audio-Visual:
Photography for Everyone,
BAVI

Community:
local camera suppliers

Continued and Additional Suggest

I. (Cont.)

C. Follow-up

Understanding the important
terms of darkroom procedure
point for water quality, a
essay of pure water as a r
survival.

Materials	Continued and Additional Suggested Learning Experiences
-E RMC Learning student	I. (Cont.) C. Follow-up Understanding the importance of good water in terms of darkroom procedure may provide a kickoff point for water quality, a subject of a photo essay of pure water as a requirement for man's survival.

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

Discipline Area Ar clea
 Subject Ph ani
 Problem Orientation atic

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

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> Through the project, the student will illustrate the implications of varying atmospheric conditions on subject matter. <u>Affective:</u> Acquaint self with the effect of atmospheric conditions on subject matter.</p>	<p>I. Student-Centered in class activity</p> <ul style="list-style-type: none"> A. Art instructor or outside resource person such as science teacher, or local meteorologist, etc. leads student group in discussion of atmospheric conditions. B. Art instructor, with AV materials illustrates atmospheric conditions as subject in art examples found in impressionism, expressionism, surrealism. C. Small groups explore answers to such questions as: <ol style="list-style-type: none"> 1. What sort of subjects are affected by the atmosphere? 2. What are unique conditions of local area that need to be considered? D. Students choose subjects to photograph under as many varying conditions as possible, ie. sunrise, sunset, mid-day, rain, fog, smog, etc. (subjects could be as varied as plant life, buildings, human activities.
<p><u>Skills to be Learned</u> Use of equipment under varying conditions of light (Use of light meter) Selection of film in terms of speed Relationship of film speed, shutter speed, and aperture to each other.</p>	

clean air is Discipline Area Art
organisms depend Subject Photography
tion, to Problem Orientation Clean Air Grade 9-12
r food.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Art instructor or outside resource person such as science teacher, or local meteorologist, etc. leads student group in discussion of atmospheric conditions.
- B. Art instructor, with AV materials illustrates atmospheric conditions as subject in art examples found in impressionism, expressionism, surrealism.
- C. Small groups explore answers to such questions as:
 - 1. What sort of subjects are affected by the atmosphere?
 - 2. What are unique conditions of local area that need to be considered?
- D. Students choose subjects to photograph under as many varying conditions as possible, ie. sunrise, sunset, mid-day, rain, fog, smog, etc. (subjects could be as varied as plant life, buildings, human activities. (Cont.)

II. Outside Resource and Community Activities

Resource and Reference Materials
Publications:
Photography for Kids, I-C-E RMC
Conserving Our Waters and Cleaning
the Air, teacher guide and
student manual, I-C-E RMC

Audio-Visual:
"Modern Art - Renoir",
FS 21, I-C-E RMC

Community:

Continued and Additional Sugg

I. (Cont.)
E. Compare results with the
painters and/or other works
of subject affected by

Continued and Additional Suggested Learning Experiences

I. (Cont.)

E. Compare results with those of impressionist painters and/or other works. How are moods of subject affected by varying conditions?

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

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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 Art
Subject Photography
Problem Orientation Design

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<p><u>Cognitive:</u> Student applies a natural design in planning a decoration in his own choice of media.</p> <p><u>Affective;</u> Student shows an awareness of abstract possibilities to be found in his environment.</p>	<p>I. Student-Centered in class activity</p> <p>A. Using small group or round table discussion groups develop a list of natural resources that are found locally.</p> <p>B. A field trip into school yard and/or surrounding area before and during the development of lists and viewing of filmstrips that demonstrate design in nature to expand the student ideas.</p> <p>C. Working from this list, have students photograph them in such a way as to emphasize any natural element of design ie, patterns in leaves, grains, bark, ore deposits, fossils.</p> <p>D. Discuss how these designs differ from those in resources not found naturally in local area. Use photos as basis for (Con't)</p>
<p><u>Skills to be Learned</u></p> <ol style="list-style-type: none"> 1. Development of criteria for locating good design in nature. 2. Organizing & relating 3. Observational skills 	

resources are not equally

the earth or

Discipline Area Art

greatly affect

Subject Photography

Conditions and quality Problem Orientation Design in Nature Grade 9-12

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
applies plann- his shows tract found	<p>I. Student-Centered in class activity</p> <p>A. Using small group or round table discussion groups develop a list of natural resources that are found locally.</p> <p>B. A field trip into school yard and/or surrounding area before and during the development of lists and viewing of filmstrips that demonstrate design in nature to expand the student ideas.</p> <p>C. Working from this list, have students photograph them in such a way as to emphasize any natural element of design ie, patterns in leaves, grains, bark, ore deposits, fossils.</p> <p>D. Discuss how these designs differ from those in resources not found naturally in local area. Use photos as basis for (Con't)</p>	<p>II. Outside Resource and Community Activities</p>
Criteria ating ills		

Resource and Reference Materials

Publications:

Design in Nature, Vivian Guyler

Davis Pub, Worcester, Mass.

Camera 48: 6-17 N'69

Exploring Visual Order with
Photography, Architecture

Canada 46;21 D'69

Photography for Kids I-C-E
RMC

Audio-Visual:

Flowers and Bees A Springtime

Story, 11 min. BAVI 7476

Rainshower, 15 min. 576 BAVI

Searching Eye, 18 min 7535 BAVI

Community:

Biology room

Museum displays

Woods, swamps

Stone quarry

Continued and Additional Suggeste

Materials	Continued and Additional Suggested Learning Experiences
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Guyler
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BAVI
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C 8. Cultural, economic, social, and
 O political factors determine status
 N of man's values and attitudes
 E toward his environment.
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Discipline Area Art
 Subject Photography
 Natural B
 Problem Orientation Disturbed
 of the Envir

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

BEHAVIORAL OBJECTIVES

Cognitive: The student will predict the consequences of cultural, economic, social and political factors on the environment.

Affective: The student will acquaint himself with the consequences of unacceptable factors on the environment.

Skills to be Learned
Photo collage techniques
Observation

SUGGESTED LEARNING EXPERI

- I. Student-Centered in class activity
- A. Teacher introduces concept of natural beauty using I.V. materials that illustrate concept in local area (travel brochures, etc. from Chamber of Commerce, photos of area from local newspapers, etc.).
 - B. Have students brainstorm about local area and the places they are familiar with in terms of social, economic, cultural and political factors.
 - C. Take a field trip to an undisturbed area. Discuss the area and its unique qualities while at the site.
 - D. Take a field trip to an area where natural beauty has been disturbed and/or destroyed due to cultural, social, economic and political factors, or just one factor.
 - E. Have students take or collect photos of these areas. (cont.)

II. Ov
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Resource and Reference Materials	Continued and	rce
<u>Publications:</u>	I. (cont.)	tion
Door County National Beauty	F. Working	ount
Council Publications	cultural	il
"Kettenberger: the Woods,"	have th	berg
O. Kettenberger, il. <u>Camera</u>	invisio	etter
48:6-11 O '69	removed	-11 (
<u>Camera (Eng. Edition), International</u>	made co	(Eng
magazine for Photography and	G. Have st	ne
Anematography	retains	togr
Camera c/o Ralph Baum	economy	c/
Modernage Photo Services	from an	age
319 E. 44th St.	billboa	44
New York, N.Y. 10017	Images	rk,
"Discovers Through Photography",	student	vers
R. Plumb, <u>School Arts</u> , 69:16-20	Variati	lumb
D. '69		59
"Community: Photographic Essays",		nity
il., <u>Camera</u> , 49:3-45, March '70		Cam

Audio-Visual:

Community:

Source and Reference Materials
Sources:

County National Beauty
Publications
Berger: the Woods,"
ttenberger, il. Camera
il 0 '69
(Eng. Edition), International
ne for Photography and
tography
c/o Ralph Baum
age Photo Services
44th St.
rk, N.Y. 10017
ers Through Photography",
umb, School Arts, 69:16-20
9
ity: Photographic Essays",
Camera, 49:3-45, March '70

Continued and Additional Suggested Learning

I. (cont.)

- F. Working from photos of areas that show cultural, economic, social and political have the students do drawings of area as if in vision it would appear with these elements removed or how these elements could be made compatible.
- G. Have students photograph local area that retains its natural beauty and is untouched economic, political and social interest from an 8x10 enlargement, students superimpose billboards, buildings, roads, etc. into images. Images could come from other photos that students have taken or from magazines.
Variation: Small snapshots might be projected on an opaque projector into large format and proceed from there.

Visual:

ity:

C 6. Natural resources are not equally
 O distributed over the earth or over Discipline Area Art
 N time and greatly affect the geographic Subject Comm
 C conditions and quality of life. Problem Orientation Un
 E Product Due to I
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ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> The student will produce a unique communication pertaining to the promotion of a natural resource.</p> <p><u>Affective:</u> The student will acquaint self with <u>local natural resources.</u></p> <p><u>Skills to be Learned</u> Skill in developing ideas Skill in package design Observational skills</p>	<p>I. Student-Centered in class activity</p> <p>A. Using large group discussion, establish ideas as to what, when and how something would be defined as a natural resource.</p> <p>B. Using an outside resource person such as president of local Chamber of Commerce carry discussion in the specific natural resources of the local area and the industries that are present in the area because of the resource.</p> <p>C. From these discussions student is to choose a locally produced product as a basis for an advertisement.</p> <p>D. Following the idea that this is a problem of local orientation, the student is to prepare his advertisement in a manner (Cont)</p>

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ffect the geographic Subject

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lity of life.

Problem Orientation Uniqueness of Grade 9-12
Product Due to Local Resource

ACTIVES

SUGGESTED LEARNING EXPERIENCES

ACTIVES	SUGGESTED LEARNING EXPERIENCES	
ent with ces. ideas gn	<p>I. Student-Centered in Class activity</p> <p>A. Using large group discussion, establish ideas as to what, when and how something would be defined as a natural resource.</p> <p>B. Using an outside resource person such as president of local Chamber of Commerce carry discussion in the specific natural resources of the local area and the industries that are present in the area because of the resource.</p> <p>C. From these dicussions student is to choose a locally produced product as a basis for an advertisement.</p> <p>D. Following the idea that this is a problem of local orientation, the student is to prepare his advertisement in a manner (Cont)</p>	<p>II. Outside Resource and Community Activities</p>

<u>Resource and Reference Materials</u>	<u>Continued and Additional Suggeste als</u>
<p><u>Publications:</u> <u>Pioneers of Modern Typography,</u> Design No. 253: 117 Jan. '70 <u>Fifty/Five: Effective Print</u> <u>Advertisements & TV Commercials</u> <u>Industrial Design 17: 78-9</u> June '70 <u>Design & Art Direction,</u> <u>Graphis 25 No. 143: 214-29 '69-70</u></p> <p><u>Audio-Visual:</u> <u>Using Community Resources,</u> Film 240 (ESA 9 <u>City & Its Region 5893</u> BAVI 1327 University Ave. P.O. Box 2093 Madison, Wis. 53701</p> <p><u>Community:</u> Chamber of Commerce Local newspaper Local commercial artist</p>	<p>(Con't from I. D.) needed to produce it in a local m theme of the advertisement should uniqueness of the product due to resource base and production in o locally produced goods"</p> <p>9-70</p>

als Continued and Additional Suggested Learning Experiences

(Con't from I. D.)

needed to produce it in a local newspaper. The theme of the advertisement should emphasize the uniqueness of the product due to the locality of the resource base and production in other words "buy locally produced goods"

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

C 7. Factors such as facilitating trans- Discipline Area _____
 C portation, economic conditions, popula- Subject _____
 N tion growth, and increased leisure time Problem Orientation _____
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 E
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 T have a great influence on changes in land
use and centers of population density.

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: The student will derive a set of relations between principles of communication and factors influencing environmental change.
Affective: The student develops a plan of letter style/word relationships.

Skills to be Learned
 Lettering technique
 Skill in developing ideas
 Quick thinking
 Observational skill

- I. Student-Centered in class activity
 - A. Split class into two groups--one represents leisure time, the other non-leisure time. One group suggests a word that relates to its type of time--as quickly as possible (5-10 seconds) the second group counters with a word of its own. Play ends when it takes more than 15 seconds for one group to respond--the session could be taped or words transcribed by instructor.
 - B. From the lists of words obtained above, each student chooses several words from each type of time.
 - C. Then working in small groups of 3-4, students research lettering styles--history of alphabet, type style, books, newspapers, magazines etc.
 - D. Through discussion and research in the small group, each student is to come to a decision as to what type of lettering style best fits each of the words he has chosen (Cont.)

ating trans-	Discipline Area	<u>Art</u>
ions, popula-	Subject	<u>Commercial Art</u>
leisure time	Problem Orientation	<u>Lettering</u> Grade <u>9-12</u>
changes in land		<u>Styles</u>
on density.		

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

II. Outside Resource and Community Activities

- A. Split class into two groups-- one represents leisure time, the other non-leisure time. One group suggests a word that relates to its type of time-- as quickly as possible (5-10 seconds) the second group counters with a word of its own. Play ends when it takes more than 15 seconds for one group to respond--the session could be taped or words transcribed by instructor.
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- C. Then working in small groups of 3-4, students research lettering styles--history of alphabet, type style, books, newspapers, magazines, etc.
- D. Through discussion and research in the small group, each student is to come to a decision as to what type of lettering style best fits each of the words his has chosen (Cont.)

Resource and Reference Materials

Publications:

Donald Jackson, Calligrapher & Illuminator, American Artist, 34:17-23, May, 1970

Speedball Lettering Handbook, Hunt Manufacturing Co. 1405 Locust Street Philadelphia, Penn. 19102

Audio-Visual:

"The Alphabet of Art", B. F. A.

Community:

newspaper office
printing firms

Continued and Additional Suggested Lea

Continued and Additional Suggested Learning Experiences

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

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

Discipline Area _____
Subject _____
Problem Orientation _____

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: The student will be able to appraise the environmental impact of billboards.

Affective: The student deliberately examines the variety of consequences of billboards on our environment.

Skills to be Learned
Design techniques
Developing & justifying ideas

- I. Student-Centered in class activity
 - A. Large group discussion of billboards in local area.
 - 1. What purpose do billboards serve?
 - 2. Who sees them?
 - 3. Where are they located?
 - 4. Are there alternatives?
 - B. Field trip to areas of heavy billboard population.
 - 1. Verify points brought out in discussion.
 - C. Pop art influences may be a point of departure at this time.
 - D. The students should search out an existing billboard with this question having been posed to him, "Can design and placement of such a sign improve the existing situation?"
 - E. After choosing his problems the student is to redesign the sign and theoretically replace it in a location which no longer infringes upon the natural environment and still retains the exposure (cont.)

s Continued and Additional Suggested Learning Experiences

I. (cont.)

the advertiser paid for.

- F. The student is to justify his design and placement by comparison with the real existing situation in a presentation to the class.

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

Discipline Area Art
Subject Com
Problem Orientation

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

BEHAVIORAL OBJECTIVES

Cognitive: The student will construct a reusable package design to illustrate how man can manipulate his environment.

Affective: The student realizes packages, etc. are reusable due to their design.

Skills to be Learned
Observation
Container design
Developing ideas

SUGGESTED LEARNING

- I. Student-Centered in class activity
- A. Students are instructed to collect as many examples packages that are made to be used once and then thrown away.
 - B. In small groups, students compare and discuss how they differ from reusable containers. Compare the similarities.
 1. How many are recycled?
 2. How many could be?
 3. What design changes would be necessary?
 - C. Student is to select a throw-away and redesign it so that it becomes a reusable.

ability to manage,

Discipline Area Art

and change his

Subject Commercial Art

Problem Orientation Recycling Grade 9-12

OBJECTIVES

SUGGESTED LEARNING EXPERIENCES

Student will
be able
to illustrate
and evaluate his

- I. Student-Centered in class activity
 - A. Students are instructed to collect as many examples of packages that are made to be used once and then thrown away.
 - B. In small groups, students compare and discuss how they differ from reusable containers. Compare the similarities.
 - 1. How many are recycled?
 - 2. How many could be?
 - 3. What design changes would be necessary?
 - C. Student is to select a throw-away and redesign it so that it becomes a reusable.

II. Outside Resource and Community Activities

- A. Field trips to local stores to review how various containers and/or packages are displayed or used could provide valuable information.

Student
etc.
to their

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Resource and Reference Materials

Publications:

"Technology: good servant or
errant monster?", Design,
No. 250:54-9, Oct. '69

"What is a designer: education
& practice", Design,
No. 253:117, Jan. '70

Audio-Visual:

Community:

Local stores and industries

Continued and Additional Suggesto

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Materials Continued and Additional Suggested Learning Experiences

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PROJECT I-C-E Episode Evaluation Form (Reproduce or -C-

Please fill in:
 Subject: _____
 Grade: _____
 Concept No. Used: _____

In commenting on each episode used form. Feel free to adapt it and add your critiques and comments - negative hand column, please rate (poor, good, make specific comments or suggestions vided to help us make this a more usa

Poor	Good	Exc.
		I. Behavioral Objectives A. Cognitive:
		B. Affective:
		II. Skills Developed
		III. Suggested Learning Experiences A. In Class:
		B. Outside & Community Activities:
		IV. Suggested Resource & Reference Materials (specific suggestions & comments)

I-C-E Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, please use this form. Feel free to adapt it and add more pages. Let us know all your critiques and comments - negative and positive. In the left-hand column, please rate (poor, good, excellent) each item. Also, make specific comments or suggestions if possible in the space provided to help us make this a more usable guide. Thank you.

Behavioral Objectives
Cognitive:

Affective:

Skills Developed

Suggested Learning Experiences
In Class:

Outside & Community Activities:

Suggested Resource & Reference Materials
(specific suggestions & comments)

Project I-C-E
Serving Schools in CESA 3-8-9
1927 Main Street
Green Bay, WI 54301