



Academic Resources for Teachers & Students

Rainworks:

Outdoor Exhibit

09.13.15 – 10.23.15

Lesson Plan
Grades

6-8

kimballartcenter



Proud to Be
Activate Art: Just Add Water

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Lesson Overview

Lesson Plans

Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

Lesson Objectives

- Installation Art
- Environmental Art
- The Work and Process of Rainworks
- Discuss Methods of Water Conservation
- Discuss Potential Problems Due to Lack of Water
- Symbolic Representation of Ideas
- Water Use - Implications and Discussions
- Construct a Symbolic Representation of a Water Conservation Idea Using a Warm and Cool Color Grid.

Core Curriculum Tie-Ins

Sixth through Eighth Grades: Visual Art and Science

Lesson Overview

Students will learn about installation and environmental art by studying the work of Rainworks. Students will use what they have learned to summarize why water conservation is essential, how it is an example of Environmental Stewardship and what they can do to make others more aware. Learners will create visual symbols to reflect their ideas of conservation. They will also review warm and cool colors as well as how to make a grid. After gridding their paper students will use either cool or warm colors to make their symbols and then use the opposite colors, warm or cool, to make the background.

Length Of Lesson: One - Two Class Sessions

Supplies

- Large chart paper
- Student drawing paper
- Student handwriting paper
- Variety of Drawing Pencils
- Markers/crayons/colored pencils
- Color Wheel
- 12" x 18", 11" x 14" or 8.5" x 11" Watercolor Paper
- Ruler
- Watercolor Sets - Prang
- Water Cups
- Paintbrushes
- Materials about water use and water conservation

Core Curriculum Tie-Ins

Visual Art Core Curriculum

Standard 1 (Secondary) (Making): Students will examine how works of art were created by manipulating media and by organizing images with art elements and principles.

Objective A: Understand techniques and processes in a variety of media.

- b. Analyze the expressive potential of art media, techniques, and processes.

Objective B: Explore how works of art are handled using art elements and principles.

- a. Analyze the art elements in architecture, sculpture, painting and drawing.

Standard 2 (Secondary).(Perceiving): Students will find meaning by analyzing, criticizing and evaluating works of art.

Objective B: Evaluate works of art

- a. Evaluate works of art based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 (Secondary): Expressing: Students will discover meaning in art.

Objective A: Perceive content in works of art.

- a. Identify subject matter, metaphor, themes, symbols, and content in works of art.
- b. Interpret subject matter, metaphor, themes, symbols, or content through divergent, novel, or individually inspired applications of art media and art elements and principles.

Core Curriculum Tie-Ins cont.

Science Core Curriculum

Standard 2 (8th Grade): Students will understand that energy from sunlight is changed to chemical energy in plants, transfers between living organisms, and that changing the environment may alter the amount of energy provided to living organisms.

Objective 2: Generalize the dependent relationships between organisms.

a. Categorize the relationships between organisms (i.e., producer/consumer, predator/prey, mutualism/parasitism/decomposer) and provide examples of each.

Objective 3: Analyze human influence on the capacity of an environment to sustain living things.

- a. Describe specific examples of how humans have changed the capacity of an environment to support specific life forms (e.g., people create wetlands and nesting boxes that increase the number and range of wood ducks, acid rain damages amphibian eggs and reduces population of frogs, clear cutting forests affects squirrel populations, suburban sprawl reduces mule deer winter range thus decreasing numbers of deer).
- b. Distinguish between inference and evidence in a newspaper or magazine article relating to the effect of humans on the environment.
- c. Infer the potential effects of humans on a specific food web.

Introduction to Rainworks and the Rainworks Exhibit

As the Kimball Art Center gets ready to move to our new location, we are inviting the Rainworks team from Seattle for a public installation in order to continue our arts and education outreach. The Rainworks team creates art that appears when it rains in order to turn rainy days into something to look forward to. When dry, a Rainwork looks like a completely normal sidewalk, but when wet or in the rain, a hydrophobic material repels water to create an image or message. On Sunday, September 13th, the Rainworks team will install several works around our current Main Street location as well as our future Kearns Boulevard home. Through positive messaging, the Rainworks team will invite Park City to contemplate water as it is used and perceived in our mountain community. Everyone is invited to join us at 1 PM September 13th, on our back patio at Heber Ave and Main Street for an artist reception and Rainworks reveal. From September 13th to October 23rd, the public is invited to visit both our current and new location, where they can find and reveal other Rainworks."

Lesson Plan

Preparation:

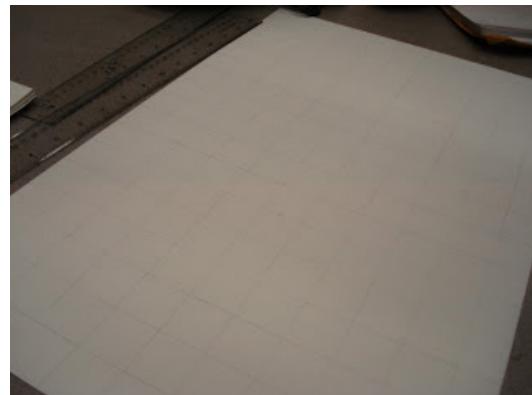
- Begin by asking the following questions: "Who likes water?" "What is your favorite thing to do with water?" "What would happen if there was no water?" "How could we make sure that we never run out of water?" Add questions of your own to keep learners focused on water conservation.
- Have materials ie books, posters, photographs, graphic art about water use and water conservation.
- You could also read the book "Why Should I Save Water?" to keep the focus on water conservation.

Procedure:

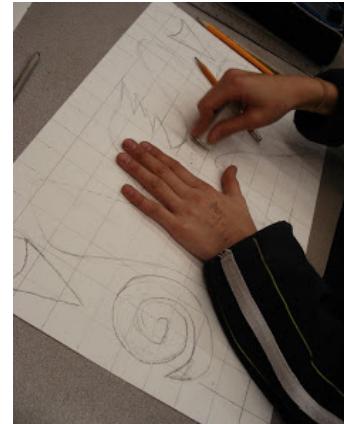
- Begin by brainstorming ways to conserve water. Use large chart paper or butcher paper to record ideas. Ask if any of these ideas can be implemented at school.
- Use a new piece of chart paper to create a class list of water conservation methods. (e.g. turning off the water while washing hands) Post this in the classroom. You may choose to illustrate (draw, paint, or cut out from a magazine) each method for ease of understanding. Post this list where learners can see it in the classroom. You could also post these illustrations and ideas in your school newsletter.
- Have students choose their favorite conservation method, or the conservation method they choose to try. Distribute drawing paper and or writing paper. Have them illustrate and/or write about their method. Learners should share their methods with the class, as comfort level permits. Teacher Note: For younger or differently able learners allow them to draw a picture of ways or use pictures from magazines to illustrate their ways to conserve water and then dictate their thoughts to the teacher or older student.
- Now discuss what symbols are and have the students create a symbol(s) for their water conservation ideas. For example, a drop of water, a faucet dripping with a line drawn through it etc.

Lesson Plan Continued

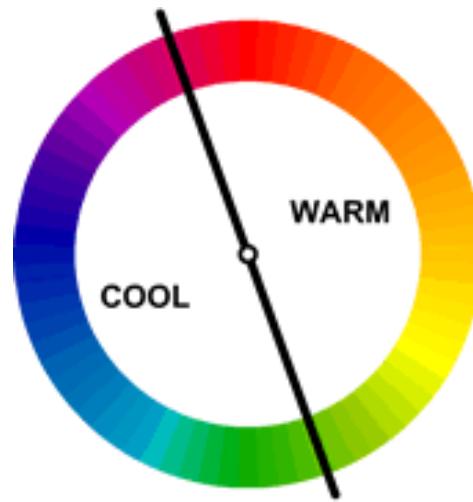
- Now students will take their water conservation symbols and illustrate them with watercolors using cool and warm colors on a grid.
- First, have students take watercolor paper and measure a grid onto it with ruler and pencil. Either a 3 cm square or 1.5" square works well. So measure out the lines with a ruler in one direction. Then the same size in the other direction and you will have made your grid.



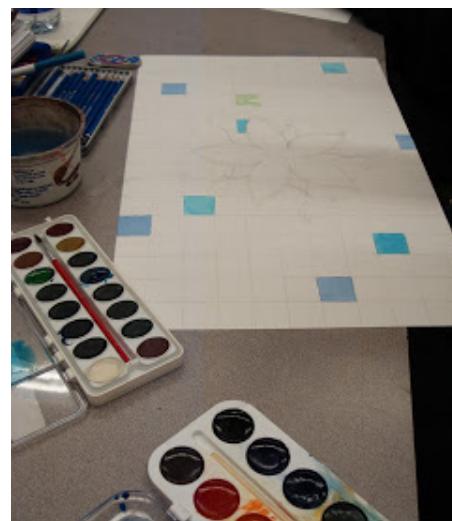
- Have students draw their symbol(s) on top of the grid. Draw them large enough to fill the space.



- By looking at a color wheel, review warm and cool colors. Students will need to decide on either warm or cool colors for the background and the opposite for the symbols.

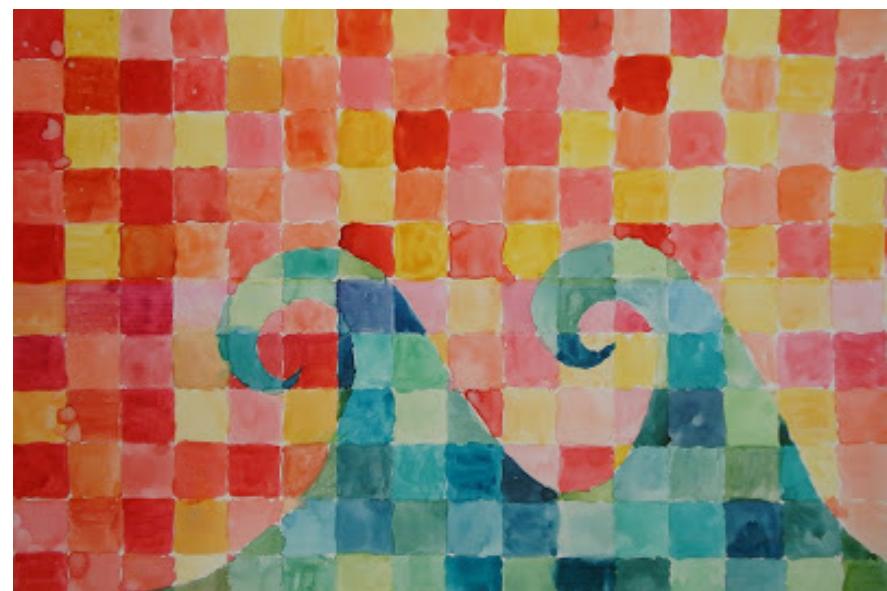


- Colors need to be transparent, so add lots of water when mixing them. Have students move around the paper with colors so that they don't bleed into one another. Use different brand names of watercolors to get a wider range of colors such as Prang and Yarka.



- Finally have students show their creations to one another and describe their water conservation symbol. Display works as appropriate.

- See samples of technique below



Vocabulary

Water Conservation

Water conservation is the most cost-effective and environmentally sound way to reduce our demand for water. This stretches our supplies farther, and protects places like Mono Lake. For example, the city of Los Angeles has grown by one million people since the 1970s, but still uses the same amount of water.

Watercolor

The art of painting with watercolors, especially using a technique of producing paler colors by diluting rather than by adding white.

Warm/Cool Colors

Reds, yellows, oranges and beige or creamy colors are WARM. Blues, greens and grays are COOL. If you look at the color wheel (which you may remember from elementary school) the warm colors are on one side of the wheel and the cools on the other.

Composition

In the visual arts—in particular painting, graphic design, photography, and sculpture—composition is the placement or arrangement of visual elements or ingredients in a work of art, as distinct from the subject of a work.

Symbol

A thing that represents or stands for something else, especially a material object representing something abstract.

Supplemental Resources

References:

Water Conservation Sources

Water Conservation Facts and Tips - National Geographic Society

<http://environment.nationalgeographic.com/environment/freshwater/water-conservation-tips/.>

http://aquaholics.ucsd.edu/_files/WaterConservationFacts1.pdf.

Watercolor Techniques

- <http://www.watercolorpaintingandprojects.com/>