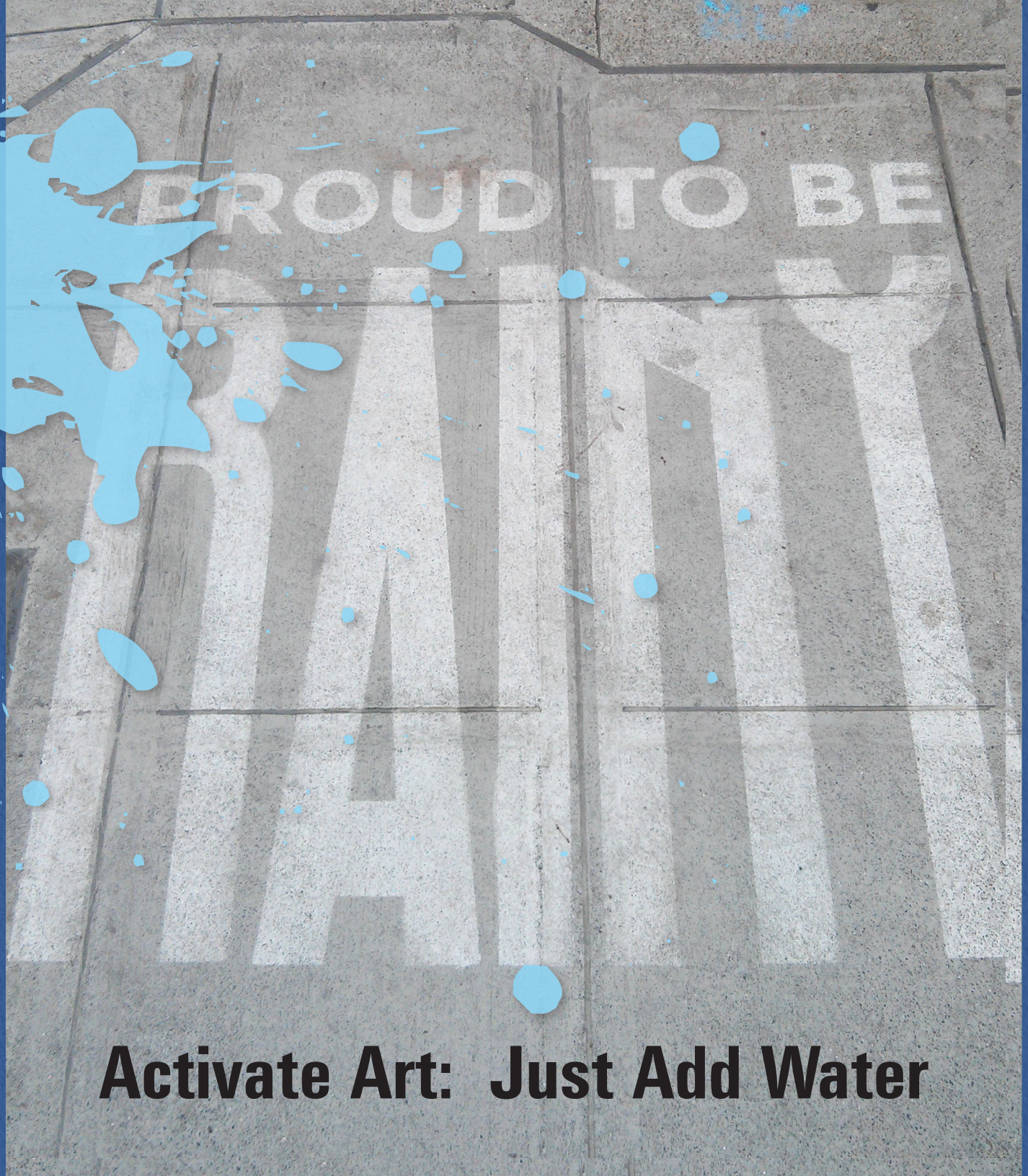
Academic Resources for Teachers & Students

Rainworks:
Outdoor Exhibit
09.13.15 – 10.23.15

Lesson Plan
Grades 9-12

kimballartcenter



Activate Art: Just Add Water

TABLE OF CONTENTS

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

Core Curriculum Tie-Ins

Ninth through Twelfth 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 their own Rainworks image to reflect their ideas of conservation. They will create their images with watercolor resist to mimic the process of Rainworks.

Length Of Lesson: One - Two Class Sessions

Supplies

- Large chart paper
- Student drawing paper
- Student handwriting paper
- Variety of Drawing Pencils
- Prismacolor Coloring Pencils
- Color Wheel
- 12″ x 18″ , 11‴ x 14″ or 8.5″ x 11″ Watercolor Paper
- Ruler
- Watercolor Sets -
- Water Cups
- Paintbrushes
- Materials about water use and water conservation

Core Curriculum Tie-Ins

Visual Art Core Curriculum

Standard 1 (High School) (Making): Students will assemble and create works of art, manipulate art media, and organize images with the elements and principles of art.

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

- Experience and control a variety of media, including current arts-related technologies.
- Select and analyze the expressive potential of art media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.

Objective B: Create works of art using art elements and principles.

- Create expressive works of art using art elements, including form, texture, value and depth.
- Create expressice works of art using principles to organize the art elements, including unity and emphasis.

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

Objective A: Create content in works of art.

- Identify subject matter, metaphor, themes, symbols, and content in works of art.
- Create works of art that effectively communicagte subject matter, metaphor, themes, symbols, or individually conceived content.
- Create divergent, novel, or individually inspired applications of art media or art elements and principles that express content.

Core Curriculum Tie-Ins cont.

Science Core Curriculum

Standard 3 (High School): Students will understand chemical bonding and the relationship of the type of bonding to the chemical and physical properties of substances.

Objective 2: Explain that the properties of a compound may be different from those of the elements or compounds from which it is formed.

b. Compare the physical properties of a compound to the elements that form it.
c. Compare the chemical properties of a compound to the elements that form it.
d. Explain that combining elements in different proportions results in the formation of different compounds with different properties.

Objective 3: Relate the properties of simple compounds to the type of bonding, shape of molecules, and intermolecular forces.

a. Generalize, from investigations, the physical properties (e.g. malleability, conductivity, solubility) of substances with different bond types.
b. Given a model, describe the shape and resulting polarity of water, ammonia, and methane molecules.
c. Identify how intermolecular forces of hydrogen bonds in water affect a variety of physical, chemical, and biological phenomena (e.g. surface tension, capillary action, boiling point.

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:

• Introduce the project by referring to the Rainworks art images and messages students experienced at the Kimball Art Center. Talk about water conservation. Ask students to define it and give examples of conservation. Have them brainstorm ways to avoid running out of water.

• Have materials ie books, posters, photographs, graphic art about water use and water conservation.

Procedure:

• Begin by brainstorming ways to conserve water. Use large chart paper or butcher paper to record ideas.

• 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) 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.

• 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.

• Now, reviewing some images from the Rainworks website, have students create symbols and images for a new Rainworks exhibit. Have the students create symbols and/or images to illusteate their water conservation ideas. For example, a drop of water, a faucet dripping with a line drawn through it etc. Remind students that they can use written words to accompany their images and that the design of their typography is also very important. This is like creating a branding image where words and images complement and enhance one another. Once image/lettering is determined, with teacher assistance, students will transfer to watercolor paper either by tracing or redrawing.

Lesson Plan Continued

• Cover all areas that are to stay white i.e. images and lettering, with 2 layers of rubber cement. Let dry completely.

• Review analagous colors and then make a conatiner of strong, watercolor colors. Then, wet paper thoroughly, then drop in strong, wet watercolor, letting several colors bleed together. Add a second layer if needed.

• When dry, rub off rubber cement and touch up images with Prismacolor colored pencils.

• See sample 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.

Analogous Colors

Analogous colors are groups of three colors that are next to each other on the color wheel, with one being the dominant color, which tends to be a primary or secondary color, and one on either side of the color. Red, red-orange, and red-violet are examples.

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.

Branding

Branding is a concept that extends far beyond the marketing of "brand name" designer jeans and other products. A company's brand represents their market identity—who they are, what they do, what kind of quality they provide, their reputation for trustworthiness, and more.

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.

Water Resist Techniques

artfulparent.com