Wasatch Back Student Art Show WBSAS

In The Year 3000

05.06.16 - 06.05.16

6-8

kimballartcenter
TABLE OF CONTENTS

Lesson Overview .......................................................................................................................... 1
Supplies ........................................................................................................................................... 1
Core Curriculum Tie - Ins ........................................................................................................... 1
About Wasatch Back Student Art Show ................................................................................ 2
Lesson Plan ..................................................................................................................................... 3-4
Resources ....................................................................................................................................... 4
Vocabulary ...................................................................................................................................... 5
Lesson Overview

Lesson Plans

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

Lesson Objectives

• To understand concepts of urban planning.
• To design a futuristic city.
• To work in a three dimensional (3D) format by constructing a city out of cardboard, cardstock paper, small blocks of wood, plastic small objects/toys.
• Analyze the infrastructure of the city they live and imagine the infrastructure of a futuristic city.

Core Curriculum Tie-Ins: Sixth through Eighth Grades: Visual Art, Social Studies, Geography and Science

Lesson Overview

Students will utilize urban planning concepts to construct a mini version of a city in a shoebox. They will incorporate systems of transportation, food production, and reflect ways in which a city functions and is interrelated. Also, students will use art and design to reflect the aesthetic of each building intended for a specific purpose.

Length Of Lesson: Two to Three Class Sessions

Supplies

• Shoeboxes.
• Hot glue/Emerson glue.
• Cardboard and variety of colors of cardstock.
• Felt, other materials.
• Crayons, Markers, Colored Pencils.
• Popsicle sticks.
• Various arts and craft supplies that would add to the city creation.
Wasatch Back Student Art Show (WBSAS) was created to showcase the artwork of aspiring young artists living in Wasatch and Summit Counties. It is a one-of-a-kind forum where student artwork is presented in a professional setting and promoted as such. This treasured and much anticipated yearly event operates under a theme decided in advance by Kimball Art Center staff. All submitted artwork is created with the theme in mind - In The Year 3000- and the diversity of responses to the theme is part of the appeal and delight of this exhibition. In addition to an open call for students to submit work, our own Young Artists Academy (YAA) participates with their artistic renditions.
Lesson Plan

1. Discuss the various forms and functions of a city and show examples of contemporary buildings, places, and systems. Explain that though many cities have similar functions and systems, the design of that system looks different. (use public transportation as an example and discuss the array of forms and ways public transporation works).

2. Show Melbourne video. Highlight the different designs of buildings; infrastructure that prioritizes active commuting like biking and walking, renewable energy, community spaces; the inclusion of Melbourne’s geography to highlight waterways and how buildings are designed to be most energy efficient in relation to its location (A video of Melbourne’s city infrastructure and sustainable features https://www.youtube.com/watch?v=7yXU1nElFqM).

3. Discuss global population increase and the rise of urban population. As more and more people live in cities, the demand for urban design and urban planning increases.

4. Read the three featured articles and discuss the sustainable features of Salt Lake City.
   - To read a breakdown of what would make a sustainable city
     http://environment.nationalgeographic.com/environment/energy/greatenergychallenge/bigenergyquestion/howtomakeourcitiesmorelivableandsustainable/
   - To see SLC’s sustainable features
     http://www.sustainablecitiesinstitute.org/cities/saltlakecityutah
   - To learn about the three pillars of Sustainability: people, planet, profit http://www.sustainablecitiesindex.com/

5. Students will make a list of priorities they want their city to have such as: public places for community events (fairs, concerts, farmers markets, etc), modes of transportation (personal vehicles, buses, trains/subways, bike trails, etc), sources of energy (solar, wind, hydropower), government (city hall, courthouse, etc), food production (grocery store, community garden, backyard garden, suburban farms, etc), economic sustainers (shopping malls, movie theaters, restaurants, bars, concert halls, etc), entertainment, outdoor recreation, and other (pools, parks, playgrounds, lakes, forests, designated residential/working areas).
Lesson Plan Continued

6. Have students sketch out their city concept, show a partner and share sketches. Encourage exchange of ideas to continue brainstorming and concept building.

7. Let students peruse arts and craft supplies and pick a shoebox. Note that the lid can also be used to extend the city vertically or horizontally. They may alter the shoebox in any way to fit the design of their city or allow for a larger urban and natural landscape. Encourage students to think creatively as to how a city would function and look in regards to the items discussed above. This is their time to apply their understanding of ways that cities operate and how these systems informs their designs.

8. Thinking about composition, balance, 3D spatial arrangements, color and design, create your artistic aesthetic of this city now that the infrastructure has been created.

9. Each student presents their city to the class and explains their design and how that city functions, referencing their initial list of priorities.

Resources

To read a breakdown of what would make a sustainable city
http://environment.nationalgeographic.com/environment/energy/greatenergychallenge/bigenergyquestion/howtomakeourcitiesmorelivableandsustainable/

To see SLC’s sustainable features
http://www.sustainablecitiesinstitute.org/cities/saltlakecityutah

To learn about the three pillars of Sustainability: people, planet, profit
http://www.sustainablecitiesindex.com/

A video of Melbourne’s city infrastructure and sustainable features
https://www.youtube.com/watch?v=7yXU1nElFqM
Vocabulary

Urban Planning
A technical and political process concerned with the use of land, protection and use of the environment, public welfare, and the design of the urban environment, including air, water, and the infrastructure passing into and out of urban areas such as transportation, communications, and distribution networks.

Function
An activity or purpose natural to or intended for a person or thing.

Design
A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is built or made

Net-Zero
The total amount of energy used by the building, vehicle, or city on an annual basis is roughly equal to the amount of renewable energy created on the site.

Infrastructure
The basic physical and organizational structures and facilities (e.g., buildings, roads, and power supplies) needed for the operation of a society or enterprise.

Sustainability
The ability to continue a behavior or system indefinitely. The combination of social (people), environmental (planet), and economic (profit) factors that exist in a mutually beneficial way.