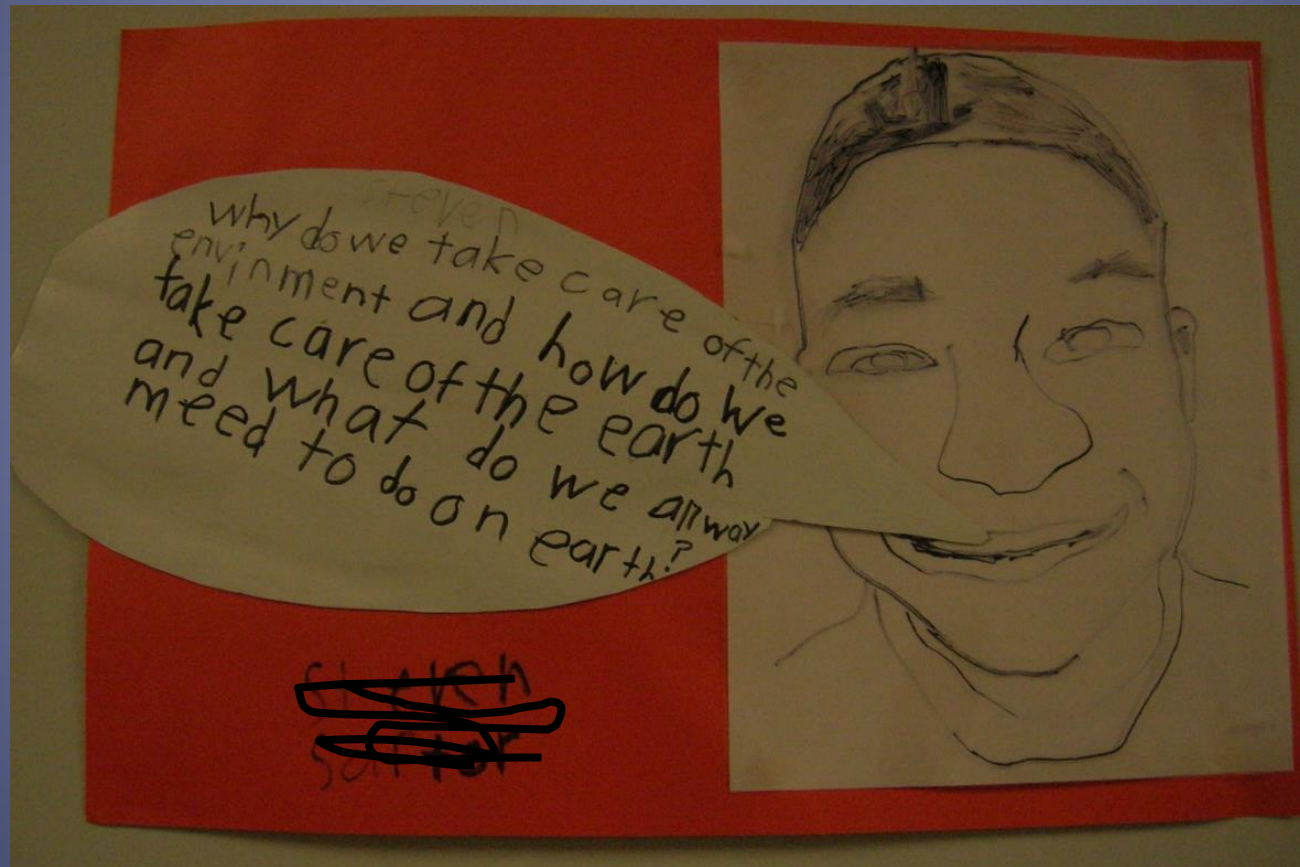


Eco-Justice and Art Education



Provocation: a tool in responding through art

- Entry point for younger student
- Asking questions of what we see, understand, do not understand-reflecting on how questions play an important role in influencing our lives
- Kids ask questions: 4th-5th grade Portrait project
- Prior knowledge and understanding of the human-nature relationships, as well as of ecological crisis (although I do not call it this with the kids)
- Responding to visual images where subject matter is environment
- **Cautions**

Visual Arts Education: a place for critical analysis and deeper understanding

Art Processes:

- Analyze history, culture, and society through visual arts
- Compare/contrast
- Make connections between themes among artworks, techniques, or purposes for making art
- Visual Thinking Strategies
- Making observations, develop more questions about discoveries, infer/explain
- Responding to macro questions about culture through art

Some specific objectives for this unit, grades 4-8


SWBAT:

- Identifying common themes among works of art with the same subject matter.
- Identifying influence of historic events on art.
- Identify art concepts in ecology and history and make connections.
- Communicate ideas and express emotion in personal artwork.

Contour Portraits & Questions

After showing perseverance while learning how to use accurate proportions to draw human faces, 4th graders simplified what they'd learned and created **contour-basic lines**- self-portraits. In honor of Earth Day and in order to understand how artists can provoke thoughts, feelings, and beliefs we took our contour self-portraits a step further.


Each 4th grade watched a small slideshow that was filled with pictures of the earth- cities, people, forests, polluting factories, beautiful weather and storms, oceans filled with plastic waste, kids playing in the street with animals, animals doing different things, and so on.



In preparation for making these projects we discussed what we'd seen in the pictures, recalled a project that they had done at the beginning of the school year with Ms. Chinavare regarding respect for the earth, and looked at the artwork of Roy Lichtenstein- a prominent American Pop artist who used comic art style to create.

Students were tasked with coming up with 1 question they could use in their self-portraits that dealt with something we'd seen and/or discussed about earth and all the many things that happen here.

We talked about how sometimes questions can be more powerful than statements and can provoke people to wonder about something they'd not yet thought of.



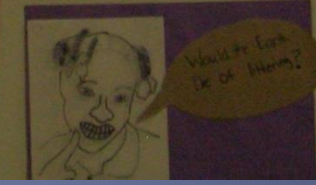
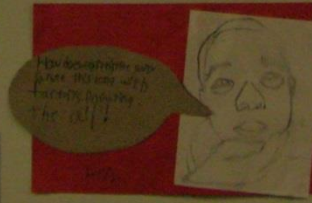
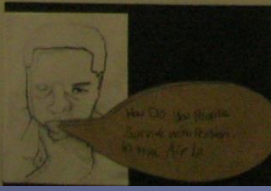
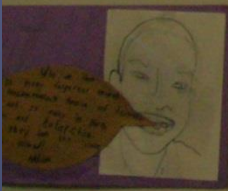
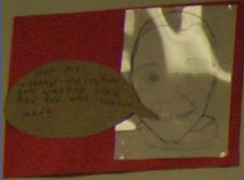
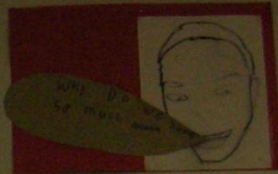
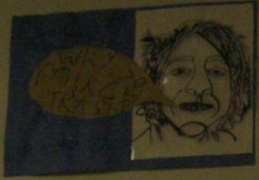


We talked about the power of questions as one of the keys to learning and we created our final projects in hopes that they would highlight things we often ignore about the earth. We also asked questions about the amazing things happening within the earth that we sometimes treat as background to our daily lives.

About half of the materials used for this project were considered 'waste' from other things-the speech bubbles are from our lunch service packaging, the transparency film was donated by a kind parent from her workplace, and many of our white background papers have the photos we drew from on the back of them.

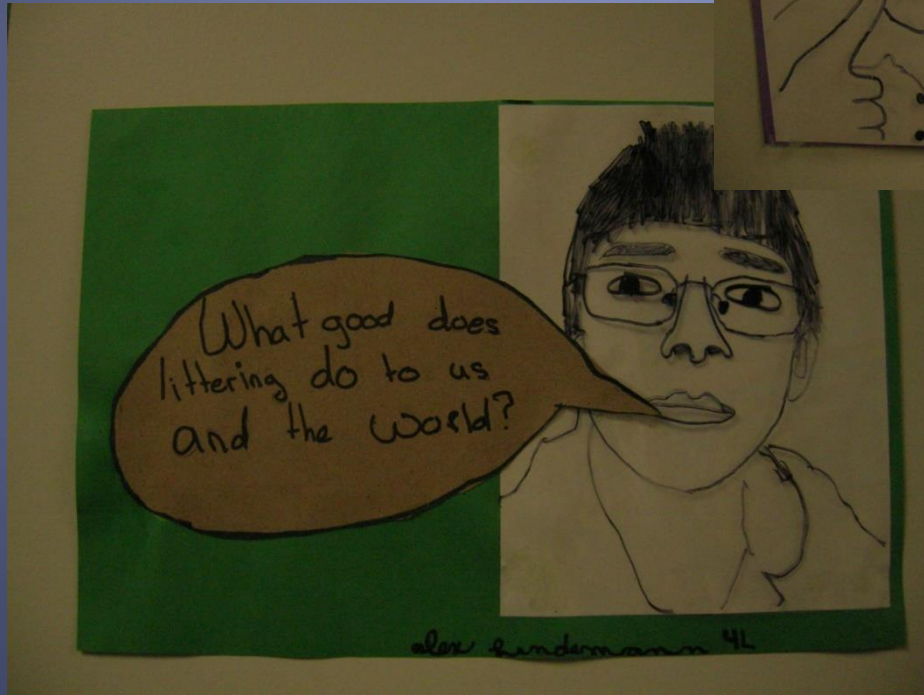
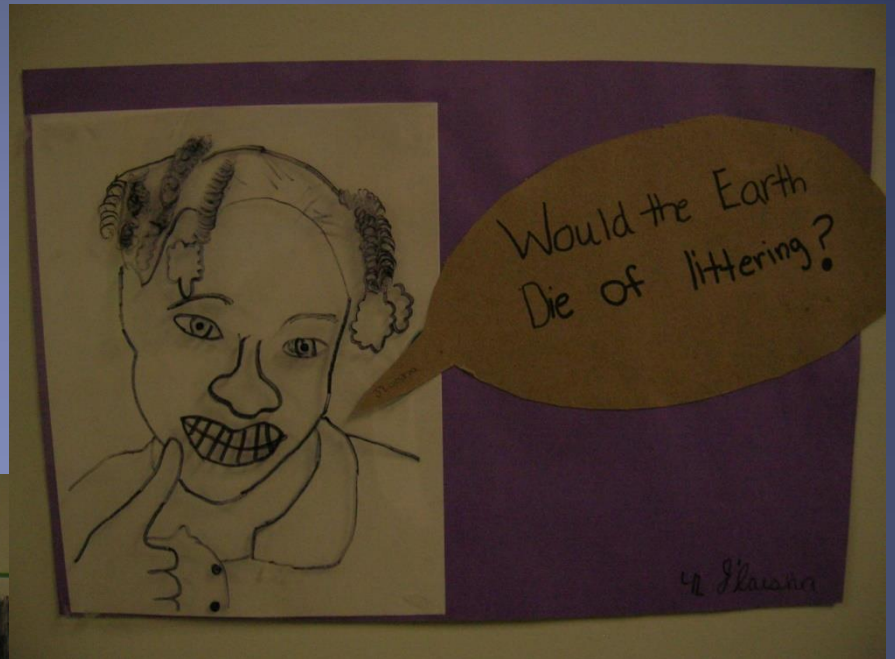
Excellent work 4th graders!



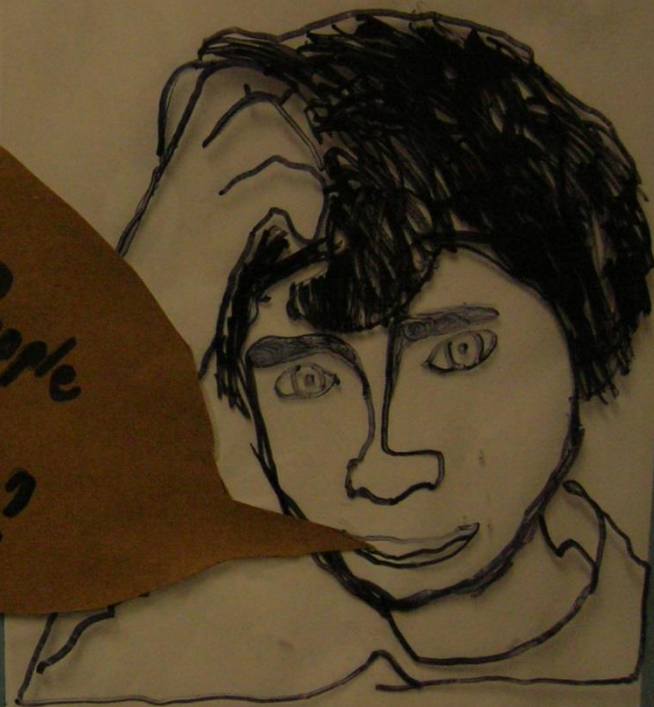


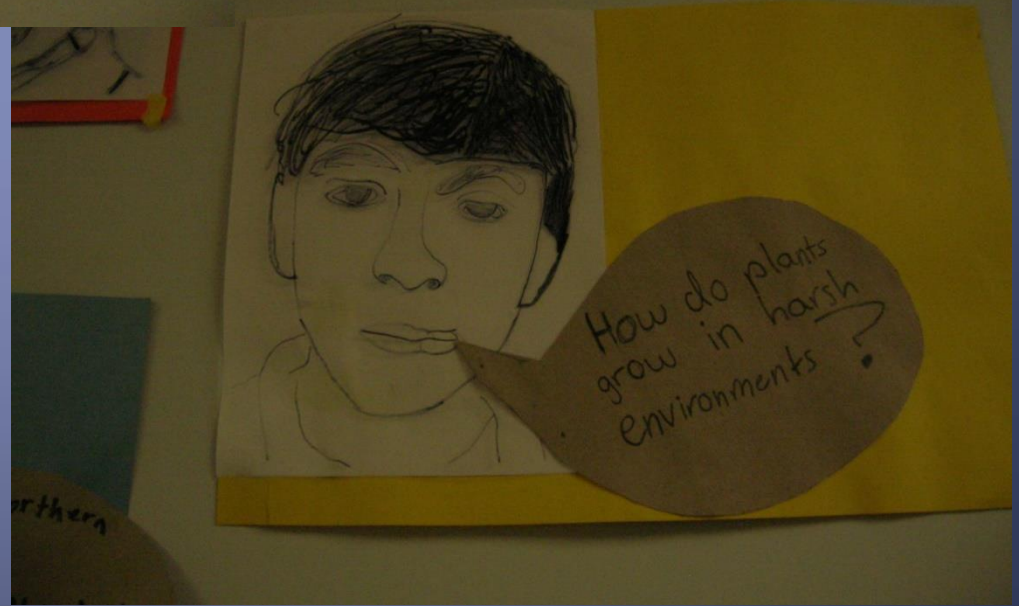
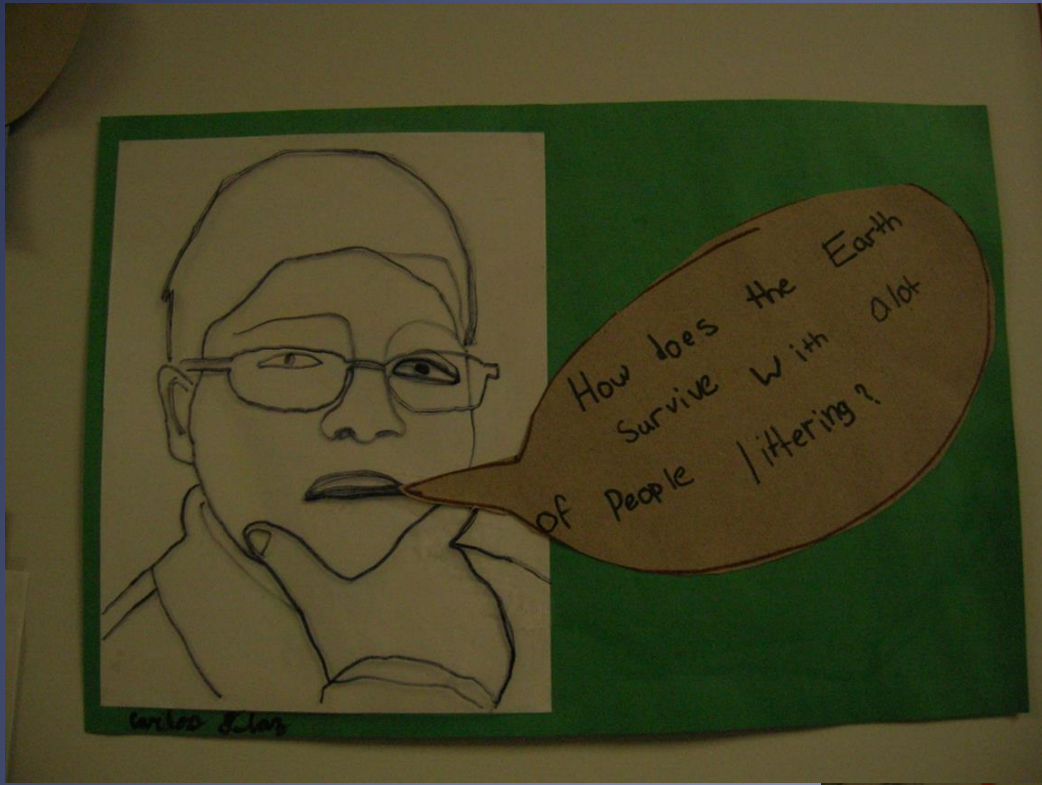
Mr. [Name]

Mr. [Name]



Why Do People
EAT Meat?







Why do people
throw trash
in the sea?

Tarique



AM
04

Why Don't We
take care of Earth?

How can visual arts and EJE help us to more deeply analyze cultural-ecological crisis:

Conversations and activities for high school and adult students.

Analyzing Visual Metaphors as a starting place to understanding root causes.

Visual Metaphor:

- The representation of a person, place, thing, or idea by way of a visual image that suggests a particular association or point of similarity.

Visual Thinking Strategies: <http://www.vtshome.org/>

- method initiated by teacher-facilitated discussions of art images focused on observations, visual text evidence, and students' points of reference.

"TAR BEACH"



Faith Ringold, Tar Beach

Metaphor



Makes a
COMPARISON
but does NOT
use the words
"like" or "as"



Reading Visual Metaphors

"That is, with visual metaphors, the image-maker proposes food for thought without stating any determinate [proposition](#). It is the task of the viewer to use the image for insight."

(Noël Carroll, "Visual Metaphor," in *Beyond Aesthetics*. Cambridge Univ. Press, 2001)

"In an ad for Canadian Furs, a female model wearing a fur coat is posed and made up in a way that is slightly suggestive of a wild animal. To leave little doubt as to the intended meaning of the visual metaphor (or simply to reinforce the message), the advertiser has superimposed the phrase 'get wild' over her image."

(Stuart Kaplan, "Visual Metaphors in Print Advertising for Fashion Products," in *Handbook of Visual Communication*, ed. by K. L. Smith. Routledge, 2005)

Focus Questions

1. What's going on in this picture? What do you see that makes you say that? What else is happening in this picture? Do we see a theme?
2. What metaphors do we see? What are some dominant metaphors we find among the various works of art?
3. What do we see specifically that makes us say that? What else makes us say that?
4. Where else do we experience these metaphors? Give specific examples.
5. Where do these metaphors come from? What do you think influences these visual metaphors?
6. What do we know about the influence of historic events on these images? (this can be coupled with text information on periods of art used in this unit)
7. Write down your reactions to one of them (alt. ideas: use only adjectives; explain image to a child you know; create 2 titles and explain choices; write a diamante poem about one work of art)?
8. If you had to ask a provocative question of this work of art, what would it be?
9. Compare and contrast them. What do you find?
10. What is the effect they have on our beliefs, opinions or assumptions?
11. How do the visual images, given that we absorb them in large quantities, impact our beliefs about the earth? About other forms of life?
12. How do these metaphors, given that absorb them in lg. quantities, impact our beliefs about the earth? About other forms of life?



Rococo,
18th C.

Romanticism, early 19th c.



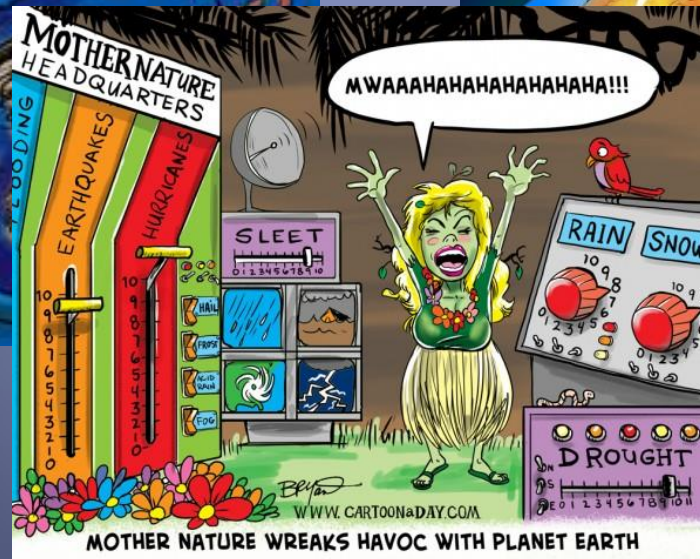
Hudson River School



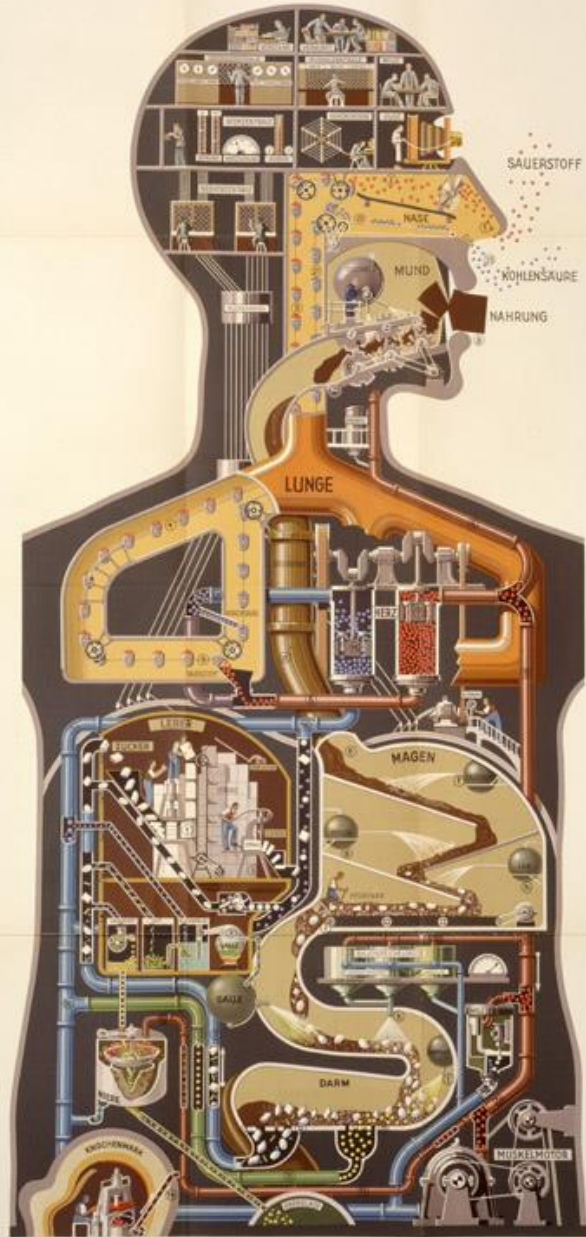
Realism, American, late 19th-early 20th C.



Contemporary pop cartoon art by Bryant Arnold, taken from Cartoon A Day.com-search “mother earth”

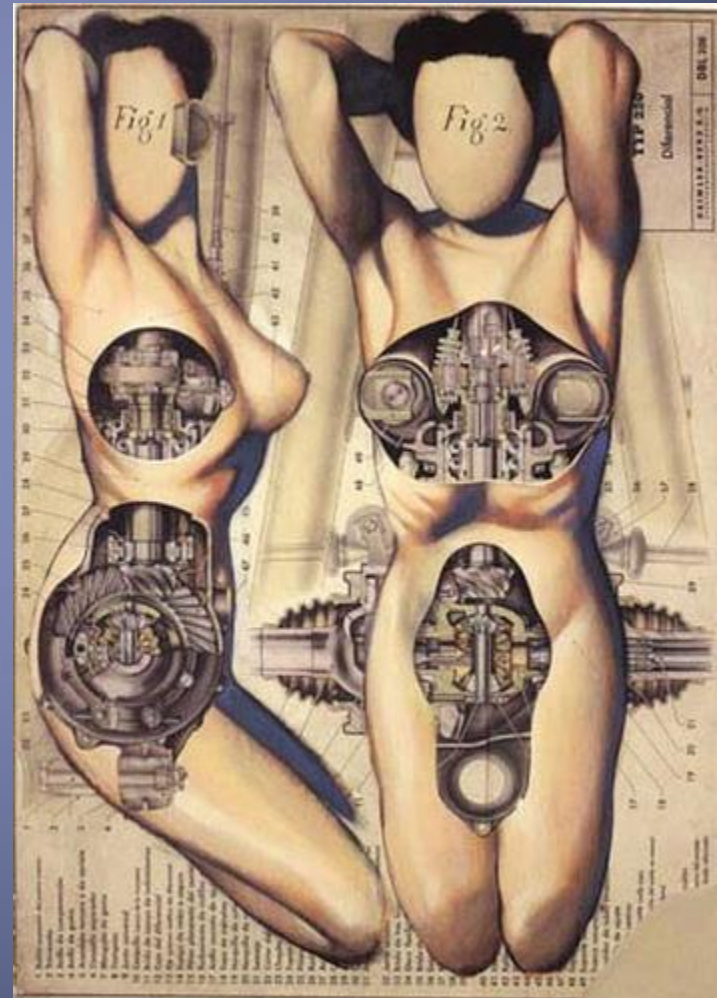


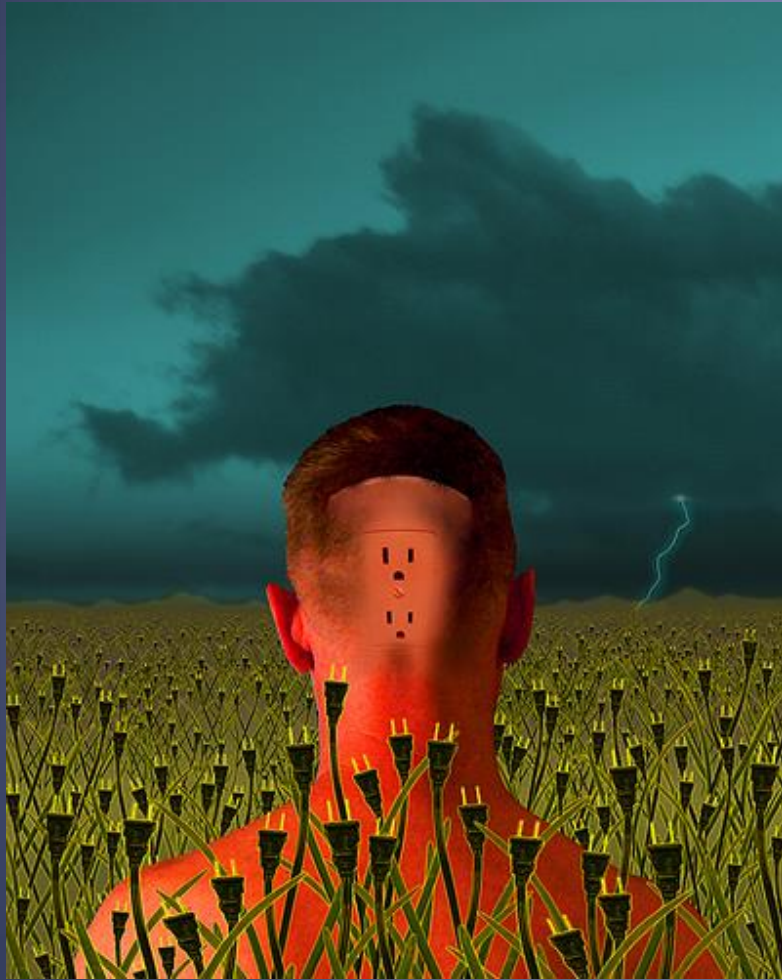
Der Mensch als Industriepalast



Aus Kahn, DAS LEBEN DES MENSCHEN/Franckh'sche Verlagshandlung, Stuttgart /

Fritz Kahn,
1888-1698





1968



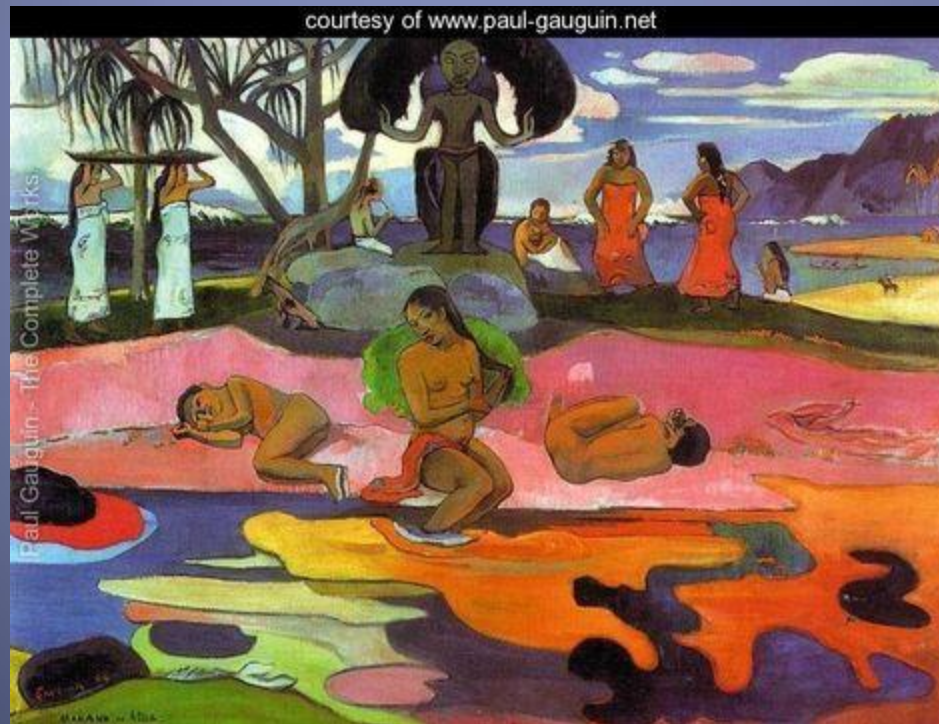
If you want to reach high, you must be made for higher.
The New Volkswagen Amarok.





Paul Gauguin - The Complete Works

courtesy of www.paul-gauguin.net



Paul Gauguin - The Complete Works

courtesy of www.paul-gauguin.net



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The frozen food department
is a new hunting-ground for carnivores.

www.charal.fr

Visual Arts & Cultural Commons

Where openings exist:

Artwork of

Sandy Skoglund

Great Wall of L.A. Project, Judy Baca

Collective art, Tahrir Square, Cairo,

Egypt 2011



awareness.

DEMETRIO PAPARONI: *An alternative awareness can be expressed in various ways: it can be identified with a flight from civilization, or a mystical experience, or even the will to go beyond the limits of reason. Does this alternative conscience you refer to foresee a unification of reality and fantasy? Or are these two elements antithetical?*

SANDY SKOGLUND: I think there exists a contrast between the fantastic aspect — animals seen as cartoons or as fantasies — and reality. Since we, as human beings, consider ourselves the primary form of consciousness existing in nature, I decided to populate my images with animals in order to introduce this alternative awareness into our experience.







www.sparcmurals.org

Great Wall of L.A. Mural

Judy Baca

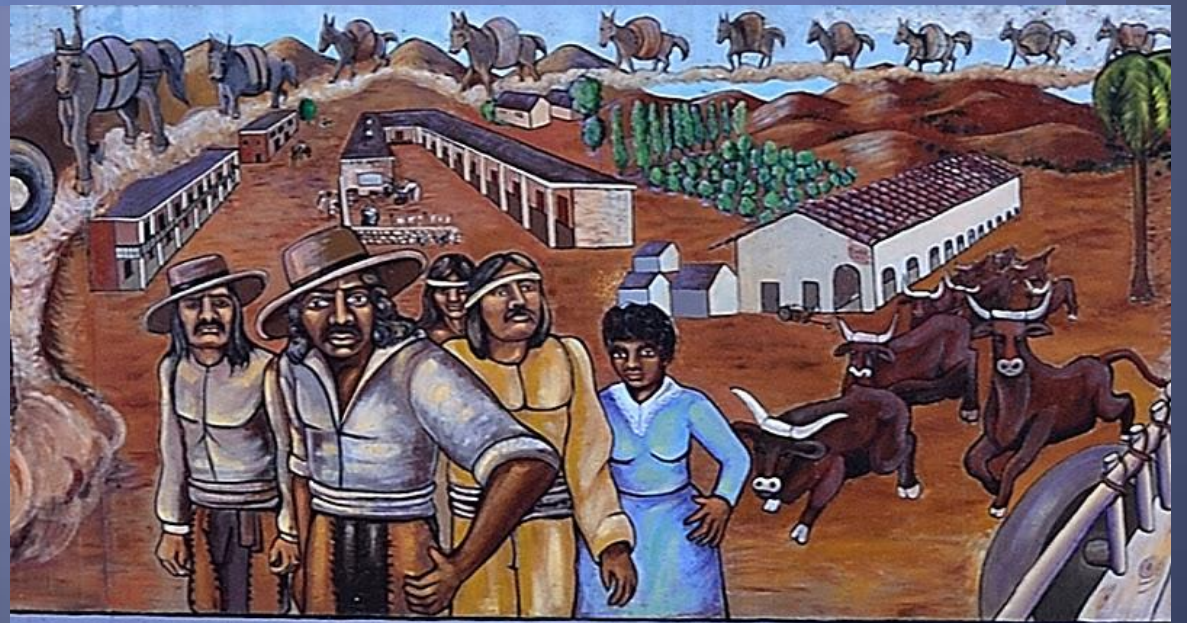


https://www.youtube.com/watch?v=tJRL_AhQ3u4

<https://www.youtube.com/watch?v=BIR1Y5XBh6A>



THE RED SCARE & McCARTHYISM



FOUNDERS OF LOS ANGELES 1781
MULATTO & MESTIZO DESCENT



Art, Tahrir Square, Cairo, Egypt 2011
The Real News Network

