

April 16, 2020

Greetings, parents, guardians, and students! When my friend, Representative Chuck Isenhardt, reached out to me about collaborating on an Earth Day project -- since April 22, 2020 marks Earth Day's 50<sup>th</sup> anniversary -- I thought -- That deserves some attention...Let's do this! Environmental education needs to be part of every class, in all curriculum, throughout every district...this I believe. So, as a middle school art teacher, I try to do my part.

**CONTEST:** Chuck, to make things more fun, decided to turn it into a contest, too! You'll find all the details below in [Section 1](#). And please know that while this lesson was written for middle school age children (just because that's who I teach) ANY age child can enter, elementary through high school. Students can submit their work via a photograph (make sure the lighting is good, resolution is clear) to [kcastaneda@dbqschools.org](mailto:kcastaneda@dbqschools.org).

**NOTE:** I am aware that every family and household has different resources. Some don't have paper to draw on, some have piles of paper. The art-making opportunities below can be made from anything, any materials whatsoever. The real resource to have is thinking that is outside the box, seeing beyond the 'typical' (see [Section 1 Part 2](#) and [Section 3](#) for further insight).

**EARTHDAY.ORG:** If nothing else, check out [earthday.org](http://earthday.org) to tap into all the **incredible opportunities** they've set up for you -- get inspired, see how others are helping the Earth, and learn about ways your family can do the same!

**SOCIAL MEDIA:** Share with your community, and the world! Please share your artwork, or enthusiasm, or a link to an Earth-friendly website. Use hashtags #2020EarthDayARTDBQ2020, #2020DBQEarthDay2020, #2020EarthDay50thAnniv, #Rivers4Earth in your social media posts.

**NOTE:** I've included the ENTIRE art lesson here, however, the contest part is only found in [Section 1](#), with the [green highlighted headings](#). But I did include on [Section 2](#) and [Section 3](#), if your kiddo is interested in more, you can check out the other sections, as well as the accompanying National Visual Arts Standards and Learning Targets, both academic and social emotional.

This art lesson is brought to you today by:

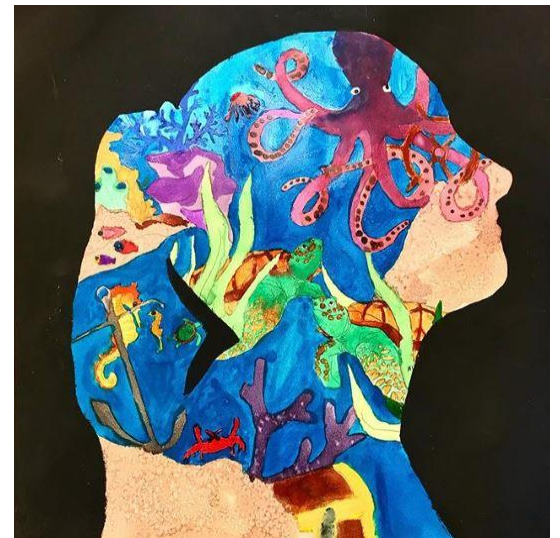
- Kristina Castaneda, Visual Arts Educator in the Dubuque Community Schools
- Representative Chuck Isenhardt
- Green Dubuque

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## EARTH DAY 2020 50<sup>TH</sup> ANNIVERSARY ART CELEBRATION

### DID YOU KNOW?

- A carless Los Angeles has clear skies — no pollution or smog...
- The Himalayas are visible from India for the first time in 30 years...
- Coyotes have been spotted on the Golden Gate Bridge...
- Italy's Venice canals have become crystal clear - fish and swans have returned...dolphins are coming nearer and nearer to Italy's coasts...
- South Africa's lions have been found lounging out in the open roads, enjoying the freedom to roam
- China has record breaking pollution cuts, some estimate that 60,000 lives have been saved by the reduction in emissions just in these last few months...



We are capable of amazing things QUICKLY when we *collectively* make change! Students, this is the planet you're inheriting, after all...Next Wednesday, April 22, 2020 marks Earth Day's 50<sup>th</sup> Earth Day Anniversary!  
And **THAT deserves some attention!**



Today's lesson is in 3 Sections.

## Section 1 – CONTEST CONTEST CONTEST!!! – 'PEOPLE'S RESOLUTION' + ARTWORK

### Section 2 -- YOU ARE AN EARTH DAY 2020 ARTIST!

### Section 3 – EXAMPLES OF ART IDEAS

#### MATERIALS:

- Pencil (or anything that you can write with - colored pencil, crayon, even marker or pen)
- Paper (or anything you can write on - the cardboard on the inside of a cereal box would work, too)
- Computer (to watch videos)
- An open mind! In order to create your artwork, you may find yourself choosing unique materials...even a pine cone, empty toilet paper roll, or snack wrapper may be among your chosen art materials!

## Section 1 -- PARTS 1 + 2

### \*CONTEST CONTEST CONTEST!!! 'PEOPLE'S RESOLUTION' + ARTWORK

Ever wanted to be part of making the *RULES*?! Since legislators aren't able to physically be in Des Moines at the State Capitol to pass a 50th Anniversary Earth Day resolution (means 'solving' or 'determining'), you can help craft a

'**People's Resolution**' to bring up for a vote via social media petition.

PART 1 of the Contest is your own personal People's Resolution (see below).

PART 2 of the Contest is your artwork to accompany Part 1 (see below).

\*Sponsored by Representative Chuck Isenhardt and Green Dubuque.



#### PRIZES! FAME!

- **Best of Show** - \$50 gift certificate to a local business (restaurant, gallery, bookstore, gift store)
- **Honorable Mentions** – Four \$25 gift certificates to local business (restaurant, gallery, bookstore, gift store)
- **Social Media** – Green Dubuque will post selected artwork on their website!

<https://greendubuque.org/>





# Section 1 -- PART 1

## PEOPLE'S RESOLUTION

### PEOPLE'S RESOLUTION -- WHAT + HOW:

A resolution can be a sentence made up of 2 parts, like stating the problem, and then stating the solution.

Think of it like a pledge you're making to the Earth! After all, the Earth provides you with everything you need.

- 1<sup>st</sup> part: **Whereas** (means the same thing as 'Because')
- 2<sup>nd</sup> part: **Therefore**



### EXAMPLES:

- #1 **Whereas** (means the same thing as 'Because') the use of petroleum needed to make plastic bottles is disastrous, **therefore** I will cut down in waste by starting to carry a reusable water bottle vs a plastic bottle.
- #2 **Whereas** the number of climate refugees is increasing, **therefore** I will make sure I am being kind and inclusive to all new members of my community, respecting their stories of why they came.
- #3 **Whereas** the habitat for wildlife is increasingly shrinking, **therefore** I will support local nature preserves by visiting and enjoying and learning about the natural wildlife and plants there.
- #4 **Whereas** big manufacturing businesses all have different policies about how to handle their waste, **therefore** we need to elect leaders who make policies that ensure big business don't pollute.
- #5 **Whereas** the Mississippi River's water is increasingly being polluted, **therefore** I won't litter.
- #6 **Whereas** food can hurt or help my body and my mood, **therefore** when I eat, I will be grateful for what I have, and try to eat more vegetables!

### YOUR TASK:

WRITE YOUR OWN!

**Whereas** \_\_\_\_\_

**therefore** \_\_\_\_\_

Bravo! Awesome job! ☺ ☺ ☺



# Section 1 -- PART 2

## ACCOMPANYING ARTWORK

### CREATE ARTWORK TO ACCOMPANY YOUR PEOPLE'S RESOLUTION:

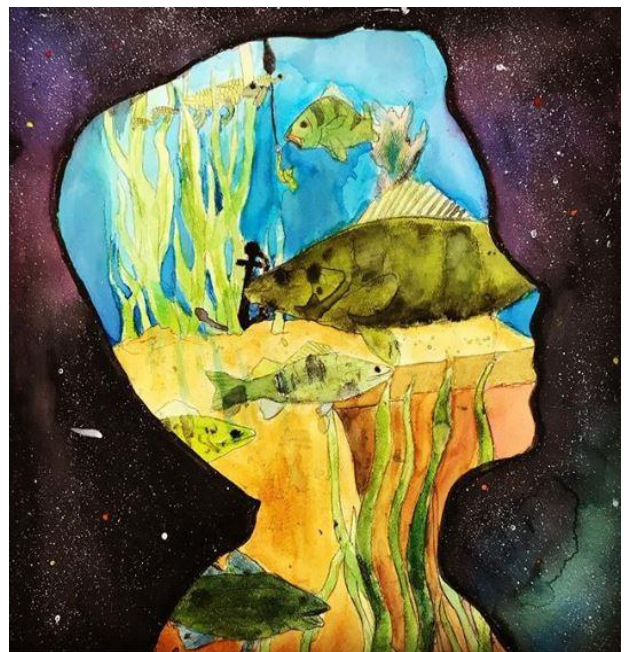
After you've written your own personal People's Resolution (again, see examples above) – a 'Whereas/Therefore' pledge – **create an accompanying piece of art!**

*Need inspiration?* Click here! <https://www.earthday.org/campaign/artists-for-the-earth/>

*Need more?* See the list below AND go to **Section 3** for more ideas!

Remember, think OUTSIDE THE BOX – *anything* can be used to make art. Nature provides great resources – grass, stones, sticks...and inside your home, USE WHAT YOU HAVE – toilet paper rolls or other 'garbage' items – torn cereal boxes, plastic packaging cut up, old magazines, scraps of anything. Most importantly, have fun, and go wild! ☺

- painting
- drawing
- poem
- mandala (trash and nature is great for this, plus see Section 3)
- collage (trash is great for this!)
- sculpture (nature is great for this!)
- photograph
- chalk mural
- nature mandala
- printmaking
- texture rubbings
- experiment
- dance
- activity
- game
- story
- puppet show
- some other creative project



**DEADLINE is April 30<sup>th</sup>**, so you have some time! ☺

Submit BOTH your personal People's Resolution + artwork to me through **email** at [kcastaneda@dbqschools.org](mailto:kcastaneda@dbqschools.org)

You can just submit a photo of your work, but make sure it's a quality one, that the lighting is good (not too dark!).

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# Section 2

## YOU ARE AN EARTH DAY 2020 ARTIST!

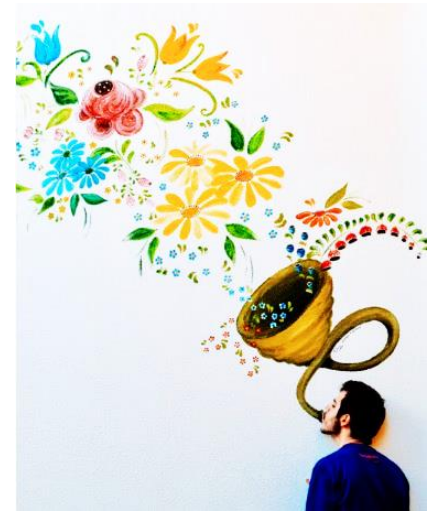
Earth Day 2020 is next Wednesday, April 22.

### YOUR TASKS:

1<sup>ST</sup>: <https://www.earthday.org/campaign/artists-for-the-earth/>

Click on the gallery at the link above, and **explore a handful of artists' work**. So cool!

2<sup>ND</sup>: After you've browsed a few artists' work, **pick 1 artist you like best**, and reflect on the questions about your chosen artist.



1. What is **happening now to Earth** that makes this artists create the art they do? In other words, what is each artist responding to, making a statement about?
  - Name of Artist + your answer:
2. Identify **1 powerful image** the artist uses to convey their message:
  - Name of 1<sup>st</sup> Artist + your answer:
3. List at least **2 words** to describe the **mood or 'vibe'** of the artist's work:
  - Name of Artist + your answer:

3<sup>RD</sup>: If **YOU were an artist for Earth Day** (YOU CAN BE! Register at <https://action.earthday.org/afte> ), write a sentence or two about:



1. **Why does art matter** when it comes to celebrating and protecting the Earth?

2. What **type of art** would you create, and what materials would you use? - - - For example: 3D sculpture of 'garbage'? 2D painting? Crocheted tree branch sleeve? Would you write a musical? Dream BIG and outside of the box!

3. **Where** would you **display** it / how would your audience be able to see/experience it? - - - For example: Online on your website? In a gallery? A public mural outdoors? Along the riverwalk? Would you throw a party to unveil it? Dream BIG and outside the box!

4. What kind of **emotions and responses** would you want your **audience to feel** when experiencing your artwork? In other words, what would you want the audience to **'take-away'** from your artwork? - - - For example, maybe you would inspire them to take some sort of environmental action?



# Section 3

## EXAMPLES OF ART IDEAS

### OUTDOOR NATURE SCULPTURE

Spring temperatures are warming up! Go outside and create a 1. nature sculpture (look up Andy Goldsworthy

<https://www.slideshare.net/nivaca2/andy-goldsworthy-for-kids>

or 2. layout/arrangement or 3. mandala (circle shape of radial symmetry, like a bike wheel, a daisy, or a pizza) using at least 10 objects, things like – sticks, grass, dirt, rocks, pine cones, seashells...whatever!



### FAVORITE TREE + FAVORITE WATER

**Favorite Tree:** Is there a tree somewhere that you think is beautiful, majestic...one that fills you with wonder? Draw it! Feel free to make a poem or write a journal entry to accompany it.

**Favorite Water:** Is there a place with a body of water (pond, stream, river, lake, ocean) that you love to visit or have a favorite memory around? Draw it! Feel free to make a poem or write a journal entry to accompany it.

### PICTURE THIS!

However the Earth inspires you – its flowers, its animals, its variety of ecosystems from deserts to rainforests, its oceans – draw a picture of it! Maybe you want to portray something related to how the Earth is struggling and what it needs (think: habitat loss and wildlife, chemicals in our food, pesticide runoff into the Mississippi), maybe you want to celebrate its gifts like water or fresh air or clean food. Whatever moves you!



### LOOK UP! CLOUDS + TREE BRANCHES

Go outside and lie down under a tree. Look up at the view – the sky through tree branches. Stay there for at least 5 minutes without any distractions – no phone, no talking, no music – just looking and listening.

Afterwards, draw what you experienced. Remember, it doesn't have to 'look' like what you saw exactly, it can be more abstract, depicting how it 'felt'...



6 <sup>th</sup> Grade Essential Standard National Visual Arts Standard Cn.11.1.6a	7 <sup>th</sup> Grade Essential Standard National Visual Arts Standard Cn.11.1.7a	8 <sup>th</sup> Grade Essential Standard National Visual Arts Standard Re.8.1.8a
Analyze how art reflects changing times, traditions, resources, and cultural uses	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses	Interpret art by analyzing how: <ul style="list-style-type: none"> <li>interaction of subject matter</li> <li>characteristics of form and structure</li> <li>uses of media</li> <li>art-making approaches</li> <li>relevant contextual information</li> </ul> contribute to understanding message, ideas, and mood conveyed
<u>Learning Targets --- academia:</u> Section 1 + 3 <ul style="list-style-type: none"> <li>I CAN analyze how artists who make earth-inspired art (me included!) use images/components to communicate their feelings and ideas about the earth</li> </ul>	<u>Learning Targets --- academia:</u> Section 1 + 3 <ul style="list-style-type: none"> <li>I CAN analyze how artists who make earth-inspired art (me included!) use images/components to</li> </ul>	<u>Learning Targets --- academia:</u> Section 1 + 3

<p>Section 2 + 3 ---</p> <ul style="list-style-type: none"> <li>• I CAN pledge a 'People's Resolution' (problem/solution)</li> <li>• I CAN create an accompanying piece of art, inspired by my feelings and ideas about the earth</li> </ul> <p><u>Learning Targets --- social-emotional:</u></p> <ul style="list-style-type: none"> <li>• I CAN trust my ideas enough to try my best and enjoy the process</li> <li>• I CAN persevere even when I feel like giving up, because I know the reward of following through makes me feel good.</li> </ul>	<p>communicate their feelings and ideas about the earth</p> <p>Section 2 + 3 ---</p> <ul style="list-style-type: none"> <li>• I CAN pledge a 'People's Resolution' (problem/solution)</li> <li>• I CAN create an accompanying piece of art, inspired by my feelings and ideas about the earth</li> </ul> <p><u>Learning Targets --- social-emotional:</u></p> <ul style="list-style-type: none"> <li>• I CAN trust my ideas enough to try my best and enjoy the process</li> <li>• I CAN persevere even when I feel like giving up, because I know the reward of following through makes me feel good.</li> </ul>	<ul style="list-style-type: none"> <li>• I CAN analyze how artists who make earth-inspired art (me included!) use images/components to communicate their feelings and ideas about the earth</li> </ul> <p>Section 2 + 3 ---</p> <ul style="list-style-type: none"> <li>• I CAN pledge a 'People's Resolution' (problem/solution)</li> <li>• I CAN create an accompanying piece of art, inspired by my feelings and ideas about the earth</li> </ul> <p><u>Learning Targets --- social-emotional:</u></p> <ul style="list-style-type: none"> <li>• I CAN trust my ideas enough to try my best and enjoy the process</li> <li>• I CAN persevere even when I feel like giving up, because I know the reward of following through makes me feel good.</li> </ul>
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That's it for this week! Have fun! You'll hear from me next week, students!

Til then, take care, focus on what you CAN influence, and *pause* once in a while to *take 3 slow, deep breaths (long exhales!)*.

And if you ever feel 'bored', keep your hands busy with paper and pencil, and just see what happens! You may find yourself actually having fun and getting lost as an entire afternoon passes while you're in the 'zone'. :)

Best -

Ms. Castaneda