THE EDUCATION FUND 40 YEARS

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2024
2025

Ideas with IMPACT

STEAM

Sustainability in 3-D:

Echoes of the Abyss

IDEA PACKET SPONSORED BY:

School District Education Foundation Matching Grant Program

ECHOES

OF THE ABYSS

A MULTIDIMENSIONAL LESSON PLAN

RAY PARRIS

RPARRIS@DADESCHOOLS.NET
NEW WORLD SCHOOL OF THE ARTS
SCHOOL LOCATOR:7901

Ray Parris

New World School of the Arts
SCHOOL (7901)

rayparris@dadeschools.net
EMAIL

"If there is no struggle, there is no progress..."
-FREDERICK DOUGLASS

Florida Standards

VA.68.H.2.2 - Understand and demonstrate the effective use of selected media, techniques, and processes to communicate ideas and reflect on the effectiveness in communicating an intended message.

VA.912.H.1 : Through study in the arts, we learn about and honor others and the worlds in which they live

VA.912.H.2 : The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. read more

SC.6.N.1.1 - Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and orgaze darm, inten, et da princhis, abled, and condicsions.

SC.7.N.1.2 - Differentiate replication (by others) from repetition (multiple trials) in scientific investigation, and describe the importance of replication in obtaining supporting evidence in an investigation, and describe the importance of communicating accurate information and ideas.

Table of Contents

Goals and Objectives, Florida Standards, & Overview 1

Lesson Week 1..... 2-8
Lesson Week 2.....9-13
Lesson Week 3.....14-16
Lesson Week 4.....17-19

Empowering Students Through Art: Exploring Environmental and Cultural Themes

A TRADITIONAL ART FORM BECOMES A VEHICLE FOR EXPLORING ENVIRONMENTAL AND CULTURAL THEMES. STUDENTS' EMOTIONAL WELL-BEING AND ECOLOGICAL AWARENESS ARE INTEGRAL FOR OVERALL SUCCESS IN SCHOOL AND LIFE. AFTER LEARNING ABOUT THE SIGNIFICANT ROLE OF THE CONCH SHELL IN VARIOUS CULTURES, PARTICULARLY IN THE US VIRGIN ISLANDS, AND ITS SYMBOL IN ENVIRONMENTAL CONSERVATION, STUDENTS EXPLORE CREATIVE EXPRESSION AND SELF-DISCOVERY BY CRAFTING A MIXED MEDIA SCULPTURE THAT HOLDS SPECIAL MEANING TO THEM. THEY TRY DIFFERENT ART MATERIALS, LEARN ABOUT SUSTAINABILITY THROUGH ARTISTIC INTERPRETATION, AND DEVELOP CONFIDENCE IN THE ABILITY TO CREATE FROM UPCYCLED MATERIALS RETRIEVED FROM OCEAN-RELATED OBJECTS AT HOME. IT IS EMPOWERING FOR STUDENTS TO BE ENVIRONMENTALLY AWARE AND ABLE TO HANDLE COMPLEX GLOBAL ISSUES. THIS PROJECT GIVES STUDENTS A MECHANISM TO MANAGE THEIR CONCERNS ABOUT THE ENVIRONMENT AND CULTURAL HERITAGE THROUGH THIS ARTISTIC "EXPRESSION".

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- HOW TO INTRODUCE THE PROJECT USING RELEVANT LITERATURE AND SUGGESTED DISCUSSION QUESTIONS
- COMMUNITY INVOLVEMENT TO ENCOURAGE COLLABORATION IN THE GATHERING OF SUPPLIES AND CROSS-CURRICULAR CONNECTIONS
- HOW TO CREATE THEIR OWN MIXED MEDIA SCULPTURE DURING THE WORKSHOP

STUDENTS

- ADAPTATION: CAN BE ADAPTED TO ALL ACHIEVEMENT LEVELS, AND WITH LARGER OR SMALLER GROUPS IN VARIOUS EDUCATIONAL STAGES.
- STUDENTS WHO PARTICIPATED: 120 STUDENTS WITH VARIOUS ACHIEVEMENT LEVELS, MET WEEKLY FOR ONE HOUR FOR A TOTAL OF FOUR SESSIONS.

MATERIALS & RESOURCES

- MATERIALS: TABLES, VARIOUS ART SUPPLIES SUCH AS CLAY, PAINT, BRUSHES, DIGITAL CAMERAS, EDITING SOFTWARE, CONCH SHELLS, CORAL PIECES, STONES, RECYCLED MATERIALS, SCISSORS, GLUE GUNS.
- RESOURCES: THE INTERNET, PUBLIC LIBRARY, AND LESSON-SPECIFIC MEDIA WILL BE INCLUDED IN THE IDEA PACKET.

ABOUT THE TEACHER

AN ART TEACHER FOR OVER TWO DECADES, PASSIONATE ABOUT INTEGRATING ART WITH ENVIRONMENTAL AND CULTURAL EDUCATION. RECIPIENT OF SEVERAL AWARDS FOR INNOVATIVE TEACHING AND COMMITMENT TO ARTS EDUCATION, EMPHASIZING UPCYCLING AND HOLISTIC LEARNING EXPERIENCES GROUNDED IN OUR SHARED ENVIRONMENTAL RESPONSIBILITY. THE "ECHOES OF THE ABYSS" PROJECT HAS BEEN HIGHLIGHTED IN EDUCATIONAL SEGMENTS, SUPPORTING ARTS EDUCATION. NO ASSISTANTS ARE NEEDED BUT ARE ALWAYS WELCOME.

Week 1:

Introduction to Project and Basic Concepts

Day 1: Project Introduction

Objective:

Students will be introduced to the class objectives and goals for the week. By the end of class, students will be able to understand sustainability goals, cultural influences, and mixed media art.

Warm-up:

Quick oral survey to test students' prior knowledge about sustainability, cultural heritage, and mixed media art.

- What are some sustainability goals?
- How does culture influence art?
- What does mixed media art look like?

Motivation:

Explain how understanding these themes can impact their view of the world and enhance their artistic expression.

Techniques and Sequencing:

1. Start with a brief overview of the class objectives and outcomes.

2. Present students the key themes through a PowerPoint presentation

3. Assign students a writing assignment where students outline their understanding of the key themes.

Assesment

Assess their ability to identify causes, effects, and solutions, as well as their critical thinking skills and ability to communicate effectively.

Ice-Breaker:

1.Choose one of the sustainability goals below given and design/sketch a piece of artwork in a sculptural medium that relates and brings awareness to it.

2.Present your finished sculpture sketch and share the goals that you chose to complete this project.

Vocabulary

Biodiversity
Compost
Carbon Footprint
Heritage
Cultural Influences
Mixed Media
Assemblage

Week 1:

Introduction to Project and Basic Concepts

Day 2:Understanding Ocean Sustainaility

Objective:

Video about coral reefs will be introduced by students. By the end of class, students will be able to answer, write, and have a deeper understanding of ocean sustainability and the effects of climate change on coral reefs.

Warm-up:

Quick oral survey to test students' prior knowledge about coral reefs, climate change, and ocean sustainability

- What are some sustainability goals?
- What is climate change? What are coral reefs?
- How does climate change impact the coral reef ecosystem?

Motivation:

Explain how understanding these enviormental issues can bring awareness and enchance their perspective of ocean sustainabilty.

Techniques and Sequencing:

1. Watch the documentary about coral reefs and the effects of climate change

2. Write down notes as you watch the video; Look for the vocabulary words mentioned in the video.

3. Design/sketch a piece of artwork in a sculptural medium; Design your own coral reef ecosystem.

5.After designing, create your small sculptures using the materials in the brown paper bags you were given.

Assesment

Asses students' designs + pop quiz based on the vocabulary of the video!

Yourhttps://youtu.be/hHWVuN29220paragraph text

Link to video here

Ice-Breaker:

1.Design/sketch a piece of artwork in a sculptural medium; Design your own coral reef ecosystem. Discuss your understanding of the impact climate change has on coral reefs.

Vocabulary

Coral Bleaching
Carbon
Polyps
Zooxanthellae
Symbiosis
Calcium Carbonate.

Examples of coral reef sculptures made out of macaroni!

Week 1:

Introduction to Project and Basic Concepts

Day 3:Cultural Significance of Oceanic Elements

Objective:

Students will be introduced to a presentation on the cultural significance of oceanic elements. By the end of class, students will be able to create, collaborate, and discuss their choices for their projects.

Warm-up:

1.Share a moment when the ocean inspired you.

2.If you could be any marine creature, which would you choose and why?

3.Share a cultural tradition or belief related to the sea from your heritage.

4.Discuss a favorite beach memory and what it means to you.

Motivation:

How does the cultural and spiritual significance of oceanic elements, inspire creativity and artistic expression in individuals from diverse cultural backgrounds?

Techniques and Sequencing:

1.Begin by discussing the cultural and spiritual significance of oceanic elements, offering background information and context.

2.Deliver an engaging presentation focusing on the cultural and spiritual importance of oceanic elements.

3.Hands-on Activity: Initiate a creative session decorating marine elements like conch shells.

Assesment

Assess students on their ability to describe and identify oceanic elements through their discussion and art-making

Activity

Do Now: Hands-on Activity: Decorate a conch shell or other marine element based on its cultural and spiritual significance, which was discussed in the presentation. Use art supplies like paint, markers, and collage materials to express your interpretations.

Group Discussion: Collaborative Art Project: Each student contributes a piece inspired by a specific cultural item discussed. Discuss your choices, how they were influenced by cultural significance, and how you incorporated them into your artwork.

Vocabulary

Cultural Diversity
Heritage
Symbolism
Tradition
Cowrie shell
Conch shell

Week 1:

Introduction to Project and Basic Concepts

Day 4:Introduction to Mixed Media Art

Objective:

By the end of the class, students will be able to understand how to create mixed media art using natural and recycled materials through writing and illustrating examples in their sketchbooks.

Warm-up:

1. Look at examples of mixed media art by looking at artists whose practices revolve around using natural and recycled materials

2. Make a list showing what and how the artists are shown incorporating materials in their works.

3. Illustrate a quick rough sketch of your design of an artwork that you could create if you had only to use natural and recycled materials

Motivation:

How does the use of natural and recycled materials highlight an artist's voice, expression, and background? Why do these artists incorporate such materials within their artworks?

Techniques and Sequencing:

1.Design and illustrate an artwork piece with whatever recycled/natural materials you would like to use.

2.Present your sketch and concept idea to the class.

3.After presenting your sketch be sure to write a poem based on your illustration.

4.By the end of class, students will present their poems.Below are some examples of student work that showcase this whole process.

Assesment

Students willl be assesed in their understanding of mixed media art by being able to design and illustrate an artwork piece that uses recycled and natural materials.Students will then share their concepts and create a poem based on their artworks in which they would present by the end of class.

Yourhttps://youtu.be/hHWVuN29220paragraph text

Activity

Poetry Time!
Write your poem using the TWIST strategy: T for tone, W for word choice, I for imagery, S for style and T for theme. Be sure to look at POETS strategy outlined in the examples age to help you understand how to write your poem.

Vocabulary

Layering
Collage
Assemblage
Intermixing
Substrate
Embellishment

Week 1:

Introduction to Project and Basic Concepts

Day 4: Introduction to Mixed Media Art

Objective:

By the end of the class, students will be able to understand how to create mixed media art using natural and recycled materials through writing and illustrating examples in their sketchbooks.

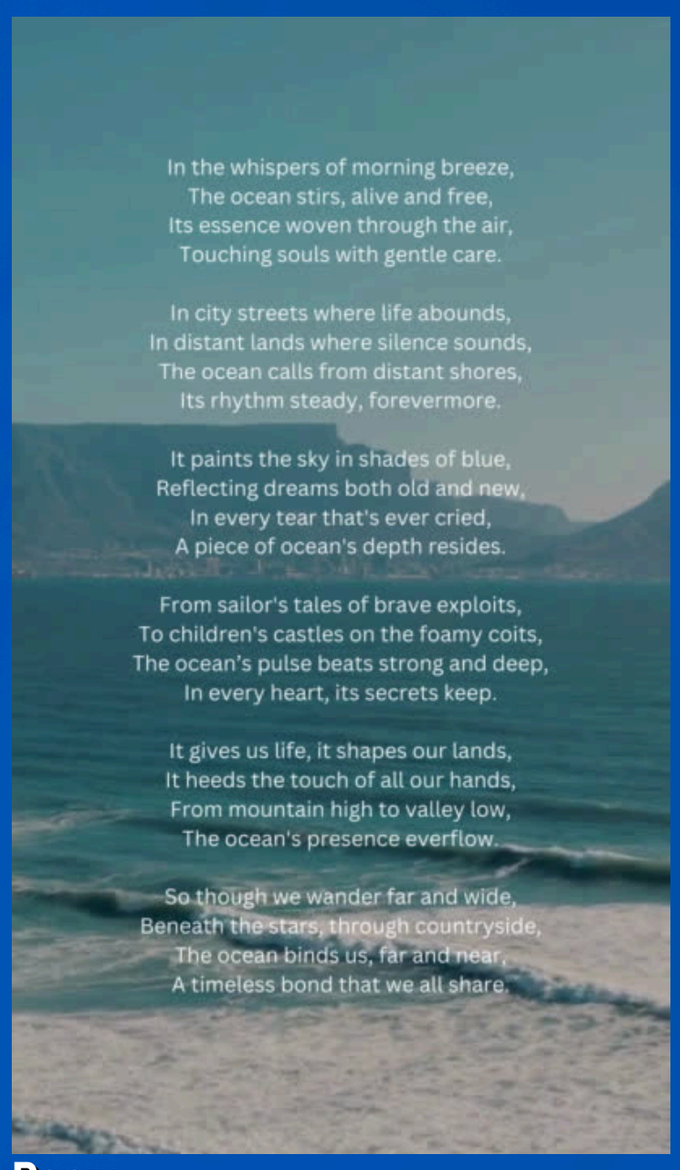
Activity

Poetry Time!
Write your poem using the TWIST strategy: T for tone, W for word choice, I for imagery, S for style and T for theme. Be sure to look at POETS strategy outlined in the examples age to help you understand how to write your poem.

Vocabulary

- *Layering*
- *Collage*
- *Assemblage*
- *Intermixing*
- *Substrate*
- *Embellishment*

My 3D Work



In the whispers of morning breeze,
The ocean stirs, alive and free,
Its essence woven through the air,
Touching souls with gentle care.

In city streets where life abounds,
In distant lands where silence sounds,
The ocean calls from distant shores,
Its rhythm steady, forevermore.

It paints the sky in shades of blue,
Reflecting dreams both old and new,
In every tear that's ever cried,
A piece of ocean's depth resides.

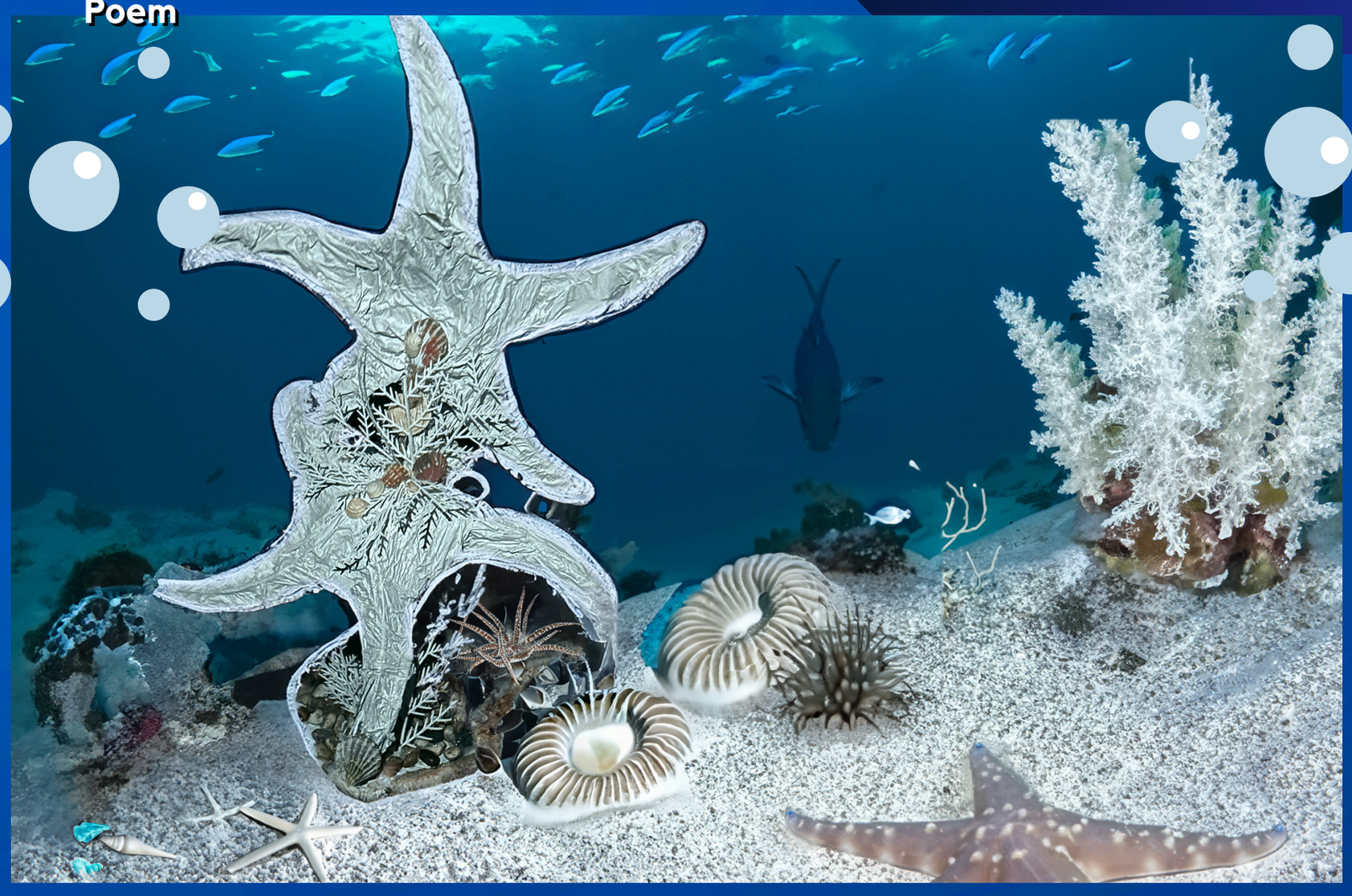
From sailor's tales of brave exploits,
To children's castles on the foamy coits,
The ocean's pulse beats strong and deep,
In every heart, its secrets keep.

It gives us life, it shapes our lands,
It heeds the touch of all our hands,
From mountain high to valley low,
The ocean's presence everflow.

So though we wander far and wide,
Beneath the stars, through countryside,
The ocean binds us, far and near,
A timeless bond that we all share.

Poem

The Artist: Emily Stansfield



2D Work incorporating sculpture on photoshop

https://youtu.be/1GhEw0c9IcQ

Week 1:

Introduction to Project and Basic Concepts

Day 4: Introduction to Mixed Media Art

Objective:

By the end of the class, students will be able to understand how to create mixed media art using natural and recycled materials through writing and illustrating examples in their sketchbooks.

Activity

Poetry Time!
Write your poem using the TWIST strategy: T for tone, W for word choice, I for imagery, S for style and T for theme. Be sure to look at POETS strategy outlined in the examples age to help you understand how to write your poem.

Vocabulary

- *Layering*
- *Collage*
- *Assemblage*
- *Intermixing*
- *Substrate*
- *Embellishment*

My 3D Work

In the quiet sea, a sculpture stands,
Like a can covered in coral hands.
It speaks of the ocean's fading charm,
With barnacles clinging, a silent alarm.
Once just trash, now it tells a tale,
Of creatures lost, caught in plastic's jail.
With every barnacle, every twist of coral,
It begs us to change, to be moral.
So let's heed its call, and take a stand,
To save our ocean, our precious land.
For in its rusty form, we can see,
The need to protect our deep blue sea.

Poem

The Artist: Olivia Marrero
2D Work incorporating sculpture on photoshop

https://youtu.be/hHWVuN29220?si=ZP8Q8meYLoyCODAS

Week 1:

Introduction to Project and Basic Concepts

Day 5: Research and Reflection on This Week's Learning

Objective:

Students will reflect in their sketchbooks about the week's learning. By the end if class, they will be assigned to research tasks for a deeper understanding of ocean sustainability or cultural heritage. Within your reflection and research, be sure to understand what you have learned this week.

Warm-up:

Reflect on the week's learning in your sketchbook. Consider the key insights, questions, or connections you've made regarding ocean sustainability or cultural heritage. Write down your thoughts to deepen your understanding and facilitate discussion.

Motivation:

Highlight the real-world significance of your research. Consider how your findings can contribute to addressing global challenges and preserving cultural identities. Remember that your efforts can make a meaningful difference in promoting ocean sustainability and heritage preservation.

Techniques and Sequencing:

1.Reflection in Sketchbooks:Have students doodle or write down three things they found most interesting about the cultural and spiritual significance of oceanic elements this week.

2.Encourage them to draw a connection between what they learned and something in their own life, like a favorite story or a family tradition.

3.Challenge them to create a mini comic strip summarizing their key takeaways from the week's lessons.

5.Fun Research Tasks: Task students with creating a "Oceanic Heroes" collage, where they research and showcase individuals or organizations making a difference in ocean sustainability.

6.Invite them to pick a cultural artifact related to the ocean discussed during the week and find out three surprising facts about it.

7.Organize a virtual "Ocean Trivia" competition where students research ocean-related facts and compete in teams to answer questions, earning points for correct answers.

Ice-Breaker:

1. Divide the class into small groups.
2. Provide each group with a list of ocean-related words or phrases, including terms related to cultural significance, marine life, ocean exploration, etc.
3. Each group selects a member to be the "actor" for the first round.
4. The actor silently acts out the word or phrase they select from a hat or bowl, using gestures, facial expressions, and body language to convey the concept to their teammates.
5. The remaining group members try to guess the word or phrase within a specified time limit (e.g., one minute).
6. Rotate roles after each round.
7. Keep track of the number of correct guesses for each group.
8. At the end of the game, award prizes or points to the group with the most correct guesses.

Vocabulary

Maritime

Seagrass

Plankton

Coastal Erosion

Assesment

Observe the level of engagement and teamwork displayed during the virtual "Ocean Trivia" competition, noting active participation and collaboration among students.

Week 2:

Hands-on Exploration and Skill Development

Day 1: Sculpture Techniques

Objective:

Students will be introduced to the meduim of sculpture. By the end of class students will be able to demonstrate proficiency in basic sculpture techniques through the creation of a small-scale sculpture, focusing on principles of form, texture, and composition.

Warm-up:

- Play-Doh Challenge: Give each student a small amount of Play-Doh and ask them to sculpt an object or creature of their choice within a time limit.
- Found Object Sculptures: Provide a variety of random objects (e.g., bottle caps, straws, cardboard) and challenge students to create a sculpture using only these materials within a set time frame.

Motivation:

- Engage students in a series of short exercises designed to familiarize them with sculpting tools and materials, encourage experimentation with different textures and forms, and stimulate creative thinking.

Techniques and Sequencing:

1.Welcome and brief overview of the session's goals. Present tools and materials that will be used (clay, chisels, modeling tools, armatures).

2.Quick demonstrations focusing on carving, modeling, and shaping, which involve removing material to create shapes. Additionally, demonstrate key techniques that can be used to create texture.

3.Engage students in a hands-on warm-up activity using modeling clay or Play-Doh, encouraging them to create basic geometric shapes (sphere, cube, cylinder) to get familiar with the material and tools.

Ice-Breaker:

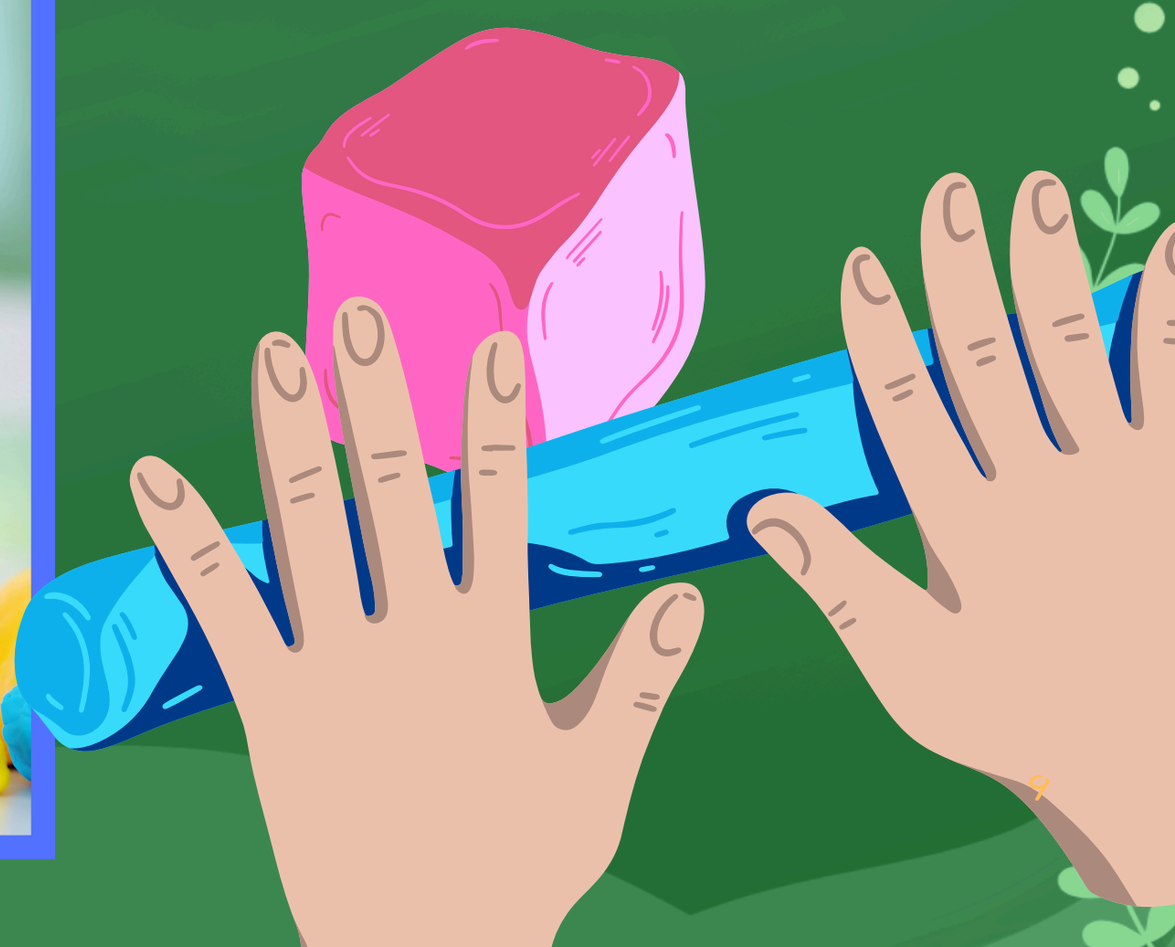
1. Before the class begins, hide several small objects around the classroom or studio space.
2. Divide the class into teams of two or three students each.
3. Explain to the students that they have 5 minutes to find as many hidden objects as they can.
4. Once the time is up, bring the class together and tally the number of objects found by each team.
5. Award recognition to the team with the most objects found.
6. As a follow-up, discuss with the class how the scavenger hunt relates to sculpture techniques, such as observation skills, spatial awareness, and attention to detail. Encourage students to draw connections between the scavenger hunt and their upcoming sculpting activities.

Vocabulary

Sculpture
Carving
Modeling
Casting
Armature
Relief
Texture

Assesment

Encourage students to experiment with different tools, materials, and techniques during the hands-on practice. Assess their creativity in exploring new ideas and approaches to sculpting, as well as their willingness to take risks and try unconventional methods.



Week 2:

Hands-on Exploration and Skill Development

Day 2: Painting and Photography

Objective:

Introduce students to various painting techniques and basic photography skills. By the end of the class, students will demonstrate proficiency in basic painting techniques and photography principles through a small-scale painting and the capture of a well-composed photograph.

Warm-up:

"Color Mixing Relay": Divide students into teams. Provide each team with primary colors (red, blue, yellow) and white paint. Set up stations with empty palettes or paper plates. Students must mix colors to create secondary colors (green, orange, purple) and fill in sections of a large-scale collaborative painting. The team with the most accurate color matches wins.

"Composition Scavenger Hunt": Provide students with cameras or smartphones. Assign them specific compositional elements to find and photograph around the classroom or school environment, such as leading lines, symmetry, patterns, or framing. Set a time limit for the hunt, and reconvene to review and discuss the captured images.

Motivation:

Engage students in a series of short exercises designed to familiarize them with sculpting tools and materials, encourage experimentation with different textures and forms, and stimulate creative thinking.

Techniques and Sequencing:

1.Introduce techniques and overview of painting tools/ materials.Demonstrate the basic painting techniques (e.g., blending, layering).

2.Allow time for students to experiment with painting techniques or photography composition principles. Provide guidance and feedback as needed.

3.Have students share their paintings or photographs with the class. Facilitate a discussion on what techniques/approaches worked well and areas for improvement.

4.Ask students to reflect on their learning experiences and identify one skill or concept they want to focus on improving. Have students set a goal for themselves for the next session.

Activity

1. "Color Swatch Challenge": Provide students with a range of paint colors and brushes. Each student selects a color and creates a small swatch on a sheet of paper. Then, students exchange swatches and mix colors to match the original. This activity promotes color mixing skills and introduces students to paint properties.
2. Photography:"Snapshot Scavenger Hunt": Give students disposable cameras or smartphone cameras. Challenge them to take photos of specific objects or scenes around the school within a time limit (e.g., 10 minutes per item). This activity encourages observation skills and introduces students to basic photography techniques like framing and composition.

Vocabulary

Composition
Perspective
Contrast
Texture
Exposure
Depth of field
Shutter speed

Assesment

Evaluate students' proficiency in applying painting techniques and photography principles during the hands-on practice session. Assess their ability to experiment with colors, textures, compositions, and camera settings effectively.

Week 2:

Hands-on Exploration and Skill Development

Day 3 :Digital Tools Introduction

Objective:

Students will learn basic digital editing skills to enhance their photographic images. By the end of class, students will have knowledge in using digital softwares, exploring advanced techniques like retouching and applying filters to create visually compelling compositions.

Warm-up:

Provide students with a series of pre-selected photographs and ask them to identify areas where they believe enhancements could be made using digital editing software. Encourage them to articulate their reasoning behind each potential adjustment.

Motivation:

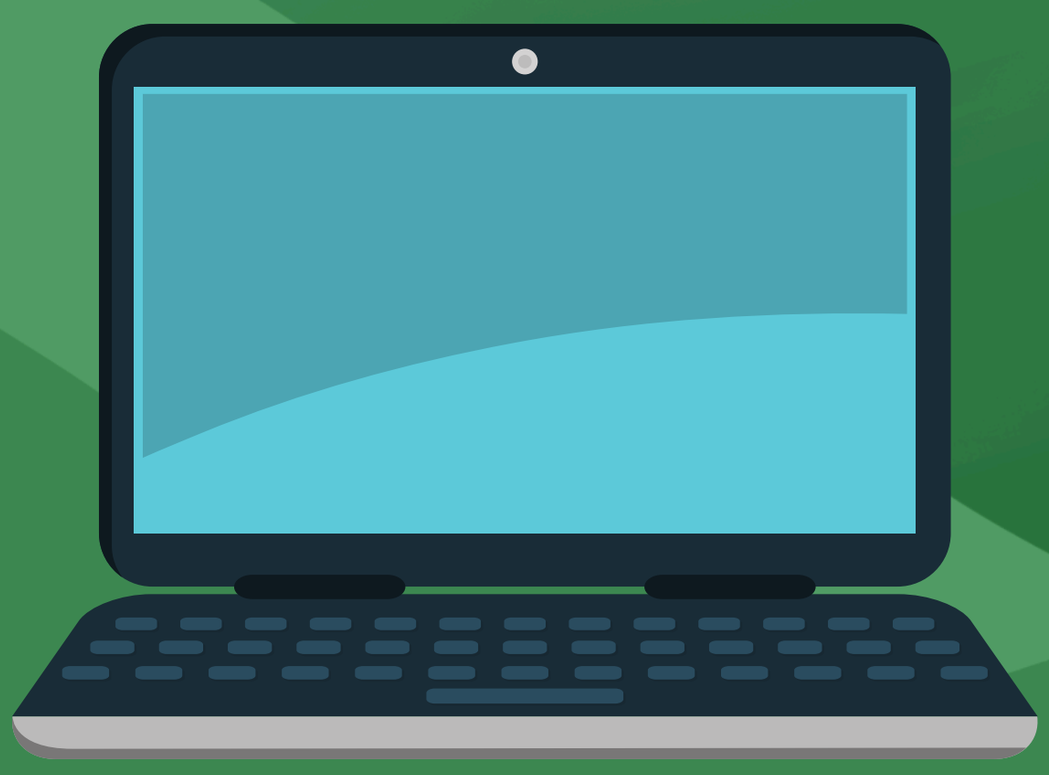
Talk about your works as a digital artist and share your experiences and expertise in using digital editing software. Showcase your own edited photographs, discuss the creative process, and provide insights into how digital editing has enhanced your work. This interactive session can ignite students' curiosity and passion for digital editing, motivating them to explore and experiment with the software further.

Techniques and Sequencing:

Introduce the overview of digital editing software and essential tools: brightness, contrast, color balance, resizing. Demonstrate hands-on practice with basic editing techniques using sample images.

The teacher shares personal experiences and expertise as a digital artist and showcases edited photographs. Students edit pre-selected images, applying unique techniques to make them visually striking.

Students share edited images, offer feedback, and discuss the effectiveness of techniques.Students reflect on improvements and set goals for further exploration of digital editing.



Activity

1. Provide students with a variety of images ranging from landscapes to portraits. Challenge students to unleash their creativity by applying unique editing techniques, such as surreal effects, fantasy elements, or thematic overlays, to make the images visually striking and captivating. Highlight the opportunity for students to express their individual style and vision through their edits.

Vocabulary

- *Retouching*
- *Filter*
- *Overlay*
- *Gradient*
- *Adjustment layer*
- *Exposure*
- *Contrast*
- *Saturation*
- *Hue*

Assesment

Evaluate students' proficiency in adjusting brightness, contrast, color balance, and resizing.
Assess their ability to apply these techniques effectively to enhance photographic images.

Week 2:

Hands-on Exploration and Skill Development

Day 4: Combining Media

Objective:

Students will integrate sculptural, painted, and digital elements to create a unified and cohesive artwork. By the end of class, students will develop a comprehensive understanding of mixed-media work, demonstrating their ability to creatively combine diverse materials and techniques to convey a cohesive artistic vision.

Warm-up:

Encourage students to experiment with different combinations and techniques to create something unique, allowing them to immediately start exploring the concept of combining different mediums in their artwork.

Motivation:

ASK STUDENTS THE FOLLOWING QUESTIONS

- How do you envision these materials complementing each other in your artwork?
- What unique qualities or characteristics do each of your chosen materials bring to the composition?

Techniques and Sequencing:

1.Define mixed-media art and its contemporary relevance. Highlight the ability of mixed-media art to blend diverse materials for artistic expression.

2.Demonstrate techniques for clay, paint, paper, and digital tools. Emphasize to students the importance of experimenting with these techniques. Provide the following options: clay, paint, paper, digital tools. Have students select two of the given materials to work with.

3.Students create artworks, experimenting freely with chosen materials. Offer guidance and support as needed.

4.Students share completed artworks with the class. Foster discussion on creative processes and challenges faced.

Ice-Breaker:

Two Truths and a Lie: Mixed Media Edition

Have each student come up with three statements about their experience or preferences related to art, specifically mixed media.
Two of these statements should be true, while one should be a lie.
Students take turns sharing their three statements with the group without revealing which one is the lie.
After each student shares, the rest of the group guesses which statement they believe is a lie. Once everyone has guessed, the student reveals the lie and shares more about the truth.

Vocabulary

Mixed Media
Collage
Assemblage
Integration
Layering
Narrative

Assesment

Assess the ability of students to problem-solve and adapt their approach as they encounter challenges during the creation process.

Week 2:

Hands-on Exploration and Skill Development

Day 5 :Progress Review and Peer Feeback

Objective:

- At the start of class, students will write a journal entry to document the artistic process and integration of themes. By the end of class, students will have reviewed and received feedback from their peers, allowing them to look back at their work and improve on it.

Warm-up:

- Students will be shown a series of mixed media artworks from various artists, discussing the techniques and themes present in each. Students will be asked to share their initial impressions of the artworks; students will be encouraged to reflect on how these artworks inspire their own creative process.

Motivation:

- Pair up students and allow one of them to share one interesting fact about themselves related to art or creativity, helping students connect with their peers, setting a positive tone for the session.

Techniques and Sequencing:

1.Pair students up to share their artwork progress towards each other. Encourage students to give constructive feedback and suggestions for improvement. Encourage students to highlight any challenges faced and breakthroughs achieved during the session.

2.Ask students to take a few minutes to reflect on their artistic process and integration of themes in their journal. Ask student if they have considered how their chosen materials and techniques contribute to their overall artistic vision.

Activity

1. Students sit in a circle.
2. Each gets paper and pen.
3. Draw a simple art-related sketch.
4. Fold paper, pass to right.
5. Receive paper, write interpretation.
6. Fold, pass again.
7. Repeat until all papers circulate.
8. Unfold papers and compare original drawings with interpretations, discussing how they evolved

Vocabulary

Constructive Critique
Kudos
Bravo
Thumbs-Up
Round of Applause
High-Five
Pat on the Back
Gold Star

Assesment

Asess the depth of students' reflection on their artistic process and integration of themes in their journal entries. Look for thoughtful analysis of challenges faced, breakthroughs achieved, and lessons learned during the session.

Week 3:

Project Development and Deepening Understanding

Day 1-3 : Continued Art Creating

Objective:

- Students will have time to work on their projects, applying advanced techniques and detailed thematic integration. By the end of class, students will create artworks that explore this theme and communicate messages about the importance of ocean conservation.

Warm-up:

- Facilitate a brainstorming session where students generate ideas for their artwork, considering different aspects of ocean sustainability such as plastic pollution, overfishing, coral reef degradation, and marine biodiversity.

Motivation:

Talk about your works as a digital artist and share your experiences and expertise in using digital editing software. Showcase your own edited photographs, discuss the creative process, and provide insights into how digital editing has enhanced your work, motivating students to explore and experiment with the software further.

Techniques and Sequencing:

1. Provide clear guidelines and requirements for the art project, including the use of mixed media techniques and the integration of thematic content related to ocean sustainability.

2. Allow students to work on their projects over the course of three days, applying advanced techniques and detailed thematic integration. Provide feedback, suggestions, and technical assistance as needed.

3. Demonstrate advanced mixed media techniques and digital manipulations relevant to ocean sustainability themes.

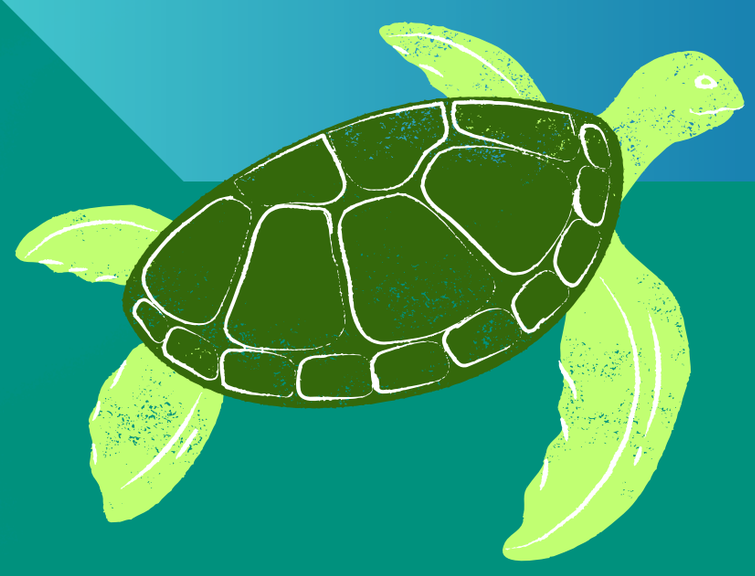
4. Encourage students to share progress and offer constructive feedback to peers. Prompt students to reflect on their progress and make any necessary adjustments to their artworks.

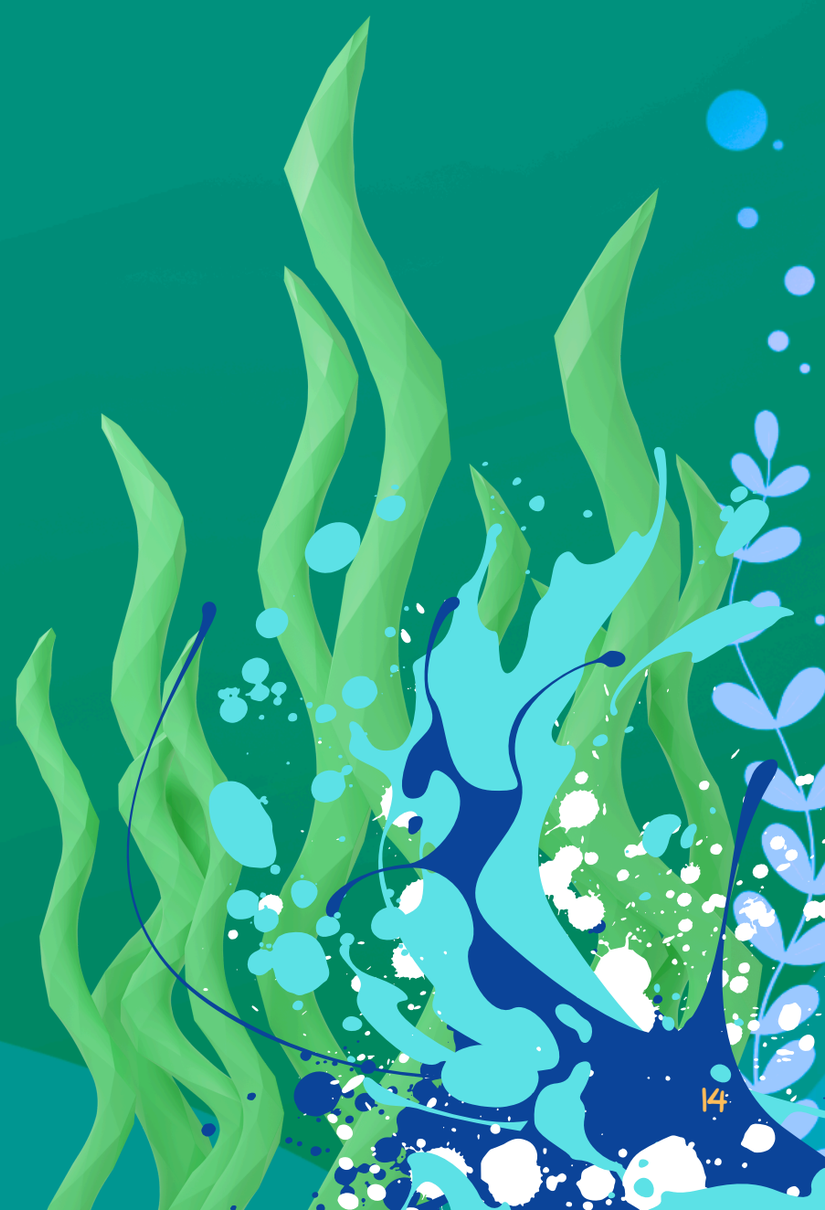
Reminders

1. Throughout the next three days, ensure students are reminded to dedicate time to work on their assigned art project on ocean sustainability. Encourage them to utilize the techniques and thematic content discussed in previous sessions to further develop their artworks. Remind students of the importance of consistent effort and progress toward their project goals. Provide any necessary resources or support to help them succeed in their creative endeavors.

Assesment

Evaluate the integration of thematic content related to ocean sustainability into students' artworks. Consider the clarity and effectiveness of their visual representation of key themes like plastic pollution, overfishing, and marine biodiversity.





Week 3:

Project Development and Deepening Understanding

Day 4 : Guest Speaker

Objective:

By the end of class, students will be inspired to incorporate sustainable practices into their artistic endeavors. Students will be provided with insights into the intersection of sustainability and art through a guest speaker's professional experiences.

Warm-up:

Before the guest speaker arrives, students will engage in a brief warm-up activity to get their creative juices flowing. Consider a quick drawing exercise related to ocean sustainability, such as sketching marine animals or symbolic representations of environmental issues.

Motivation:

The guest speaker will be introduced and provide context for their professional experiences in sustainability and art. The speaker's achievements and contributions to the field will be highlighted to emphasize their role as a source of inspiration and motivation for students.

Techniques and Sequencing:

1. Allow the guest speaker to share their professional journey and insights into sustainability in art. Encourage them to discuss their experiences, challenges, and successes in incorporating sustainable practices into their artistic practice.

2. Allow students to engage with the guest speaker, asking questions and encourage students to ask the guest speaker about practical strategies for integrating sustainability into their own artwork.

3. Lead a reflective discussion with students, asking them to share their key takeaways from the guest speaker's presentation. Discuss with students how they can apply the insights gained to their own artistic practice and sustainability efforts.

Activity

- Upon the guest speaker's arrival, facilitate an icebreaker activity to help students connect with the speaker and each other. You could ask students to share one thing they hope to learn from the speaker or one question they have about sustainability in art.

Assesment

- Assess students' engagement and active participation during the warm-up activity, icebreaker, guest speaker presentation, and Q&A session. Look for active listening, asking questions, and contributing to discussions.

Week 3:

Project Development and Deepening Understanding

Day 5 : Field Trip

Objective:

- By the begining of the trip, students will have firsthand exposure to art and environmental exhibits at the Frost Museum in Miami. By the end of the trip, students will become inspired by the intersection of art and environmental conservation, resulting them to incorporate elements within their artworks.

Preperation

- Coordinate with the Frost Museum staff to arrange a guided tour. Communicate the visit details: Meeting time, location, and specific guidelines/requirements. Prepare students by introducing them to the museum's mission, featured exhibits, and the significance of the intersection between art and environmental conservation.

Techniques and Sequencing:

1. Briefly introduce the purpose of the visit and provide a quick overview of the Frost Museum's focus on environmental themes in art.

2. Lead students on a guided tour of environmental art exhibits, highlighting various artistic techniques used to convey sustainability messages.

3. Engage students with interactive activities within the exhibits, such as sketching, note-taking, and guided discussions about the artworks.

4. Allow time for students to explore the museum independently, revisiting exhibits and reflecting on artworks at their own pace.

5. Conclude the visit with a reflection on what students learned throughout the day. Have some time for students to ask questions, share observations, and discuss their impressions of the exhibits.

Activity

- Assign students a reflection task to document their experiences and insights gained from the museum visit.
- Encourage students to write a reflection paper, create a drawing piece inspired by the visit, or participate in a classroom discussion to share their thoughts, observations, and reflections with their peers.

Assesment

- Evaluate students' ability to observe and analyze artworks related to environmental themes, including their understanding of artistic techniques used to convey sustainability messages and their interpretation of the artworks' significance.

Week 4:

Finalizaation and Presentation

Day 1-2 : Project Finalization

Objective:

Students will prepare written descriptions and reflect on their art projects all while adding final touuches on their artworks.

Warm-up:

- Students will be encouraged to participate in a brief mindfulness exercise/meditation to center their thoughts and focus their creativity before diving into the final touches on their artwork.

Motivation:

- To be motivated, students will learn about the importance of expressing their artistic vision and reflecting on their creative journey, emphasizing the opportunity to share their unique perspectives on environmental themes through art.

Techniques and Sequencing:

1. Before allowing students to refine their artworks, provide feedback on areas for refinement or enhancement. Encourage students to consider composition, color balance, and any additional elements they may want to incorporate.

2. Allow students time to add final touches on their artworks, such as adding details, adjusting colors, or refining textures. Provide guidance to help students bring their artistic vision to life.

3. Have students write artist statements that accompany their artworks. Encourage them to reflect on the themes, inspirations, techniques used in their pieces, and the connection to environmental conservation..

4. Have a peer feedback session where students can share their final artworks and written descriptions with classmates. Encourage constructive feedback and dialogue, allowing students to gain insights and perspectives from their peers.

Reminders

- Remind students to bring their completed artworks to class and any materials they need for the final touches.

Assesment

- Assess students' ability to refine and complete their artworks, paying attention to their attention to detail, craftsmanship, and overall composition. Additionally, evaluate their written descriptions and reflections for clarity, depth of thought, and coherence.

Week 4:

Finalization and Presentation

Day 3-4: Class Exhibitions and Presentations

Objective:

By the end of class, students will set up their projects and present their projects to the class, explaining their artistic choices and the message behind their artistic projects.

Warm-up:

Students will engage in a reflective warm-up activity where they write down one thing they learned or were inspired by during the museum visit to the Frost Museum in Miami. Encourage them to share their reflections with a partner or in small groups.

Motivation:

Students will learn about the importance of art in raising awareness about sustainability issues and preserving cultural heritage all by creating mixed media art. Highlight the significance of students' artistic expression through their projects.

Techniques and Sequencing:

1 Have students arrange and set up their art projects around the classroom to create a gallery-style exhibition space.

2. Encourage students to take turns presenting their projects to the class, allowing each student a few minutes to explain their artistic choices.

3. After each presentation, have a Q&A discussion where students can ask questions and provide feedback to their classmates.

4. Conclude the session with a reflective discussion where students share their thoughts on the exhibition as a whole, discussing common themes, unique perspectives, and connections to their own artistic backgrounds and expressions.

Reminders

- Send a reminder to students to bring their completed art projects to class and prepare a brief presentation outlining their artistic choices and the incorporation of sustainability and cultural heritage themes.

Assesment

- Assess students' ability to reflect on their artistic process and provide insight into their creative decisions, including challenges faced and lessons learned.

Week 4:

Finalization and Presentation

Day 5 : Reflection and Evaluation

Objective:

Students will participate in reflective discussions on the learnings and experiences from the week. With peer reviews and teacher feedback, students will be able to improve on their art, ultimately allowing students to become the artists of their choice.

Warm-up:

Students will engage in a brainstorming activity where they write down key insights or learnings they have gained throughout the project. Encourage them to consider how their understanding of art, environmental themes, and their own creative process has evolved.

Motivation:

At the beginning of this session, examples of impactful art projects that effectively integrate environmental themes will be showcased. The power of art to raise awareness and inspire action on environmental issues will be highlighted throughout the session, students will be motivated to reflect on their own projects.

Techniques and Sequencing:

1. Have a reflective discussion where students share what they have learned from the week. Encourage students to discuss the they challenges faced and what they have achieved.

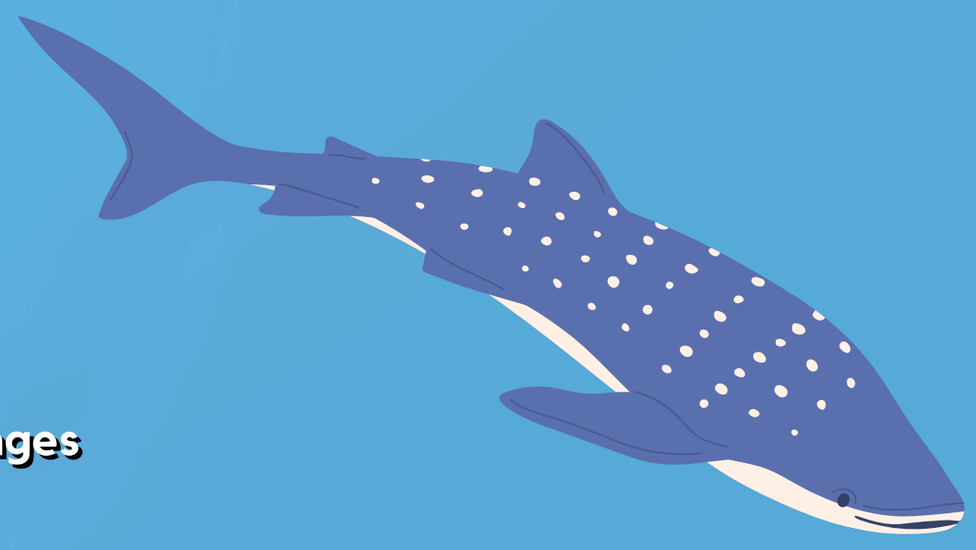
2.Allow students to showcase and display their artworks. Have students discuss their creative process and thematic exploration with their classmates.

3.Provide feedback and evaluate student projects based on creativity, craftsmanship, and the depth of integration addressing the given themes. Hilight strengths and constructive criticism for areas to improve.

4.Allow time for students to provide feedback to their peers on their projects. Encourage constructive criticism and appreciation for each other's work, resulting in a collaborative learning environment.

Reminders

- Remind students to bring their completed projects and any relevant materials or documentation for the reflective discussion and evaluation.

Assesment

- Assess students' ability to articulate their learnings and insights from the project, including how their understanding of art and environmental themes has deepened.