

Environmental Awareness Poster Paintings

Central Focus	Environmental Awareness
Grade Level	High School - Entry-level Painting
Class Size	
Time	
Class Demographics	

State Visual Arts Standards Addressed

VA:Cr1.2.1a - Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

VA:Cr3.1.1a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

VA:Pr6.1.1a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

VA:Re.7.2.1a - Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Cn10.1.1a - Document the process of developing ideas from early stages to fully elaborated ideas.

Common Core State Standards Addressed

CCSS.ELA-Literacy.W.9-10.1.e - Provide a concluding statement or section that follows from and supports the argument presented.

UNIT OVERVIEW

In this unit, students will be looking at the work by Steffen Kraft, aka ICONEO, and the effectiveness of text and imagery and environmental awareness issues. Students will then use acrylic paint to create their own poster around an environmental awareness issue our world faces today.

Forms	2D	3D	4D
Frames	Cultural	Subjective	Structural
Conceptual Framework	Artwork	Artist	Audience
			World

Student Prior Knowledge and Conceptions
Brief knowledge of environmental issues
Interdisciplinary Connections
Environmental Science- Environmental issues English- Artist Statement

UNIT OBJECTIVES
<i>As a result of this lesson, students will be able to:</i>
<ul style="list-style-type: none"> - Students will find a present day organization that supports their environmental awareness cause - Students will research an environmental issue our world faces today to paint an effective acrylic poster design that makes our audience react in either a negative or positive way. (VA:Cr1.2.1a - Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.) - Through an in process critique, students will explain and describe their sketches to a small group of peers in order to get constructive feedback. (VA:Cr3.1.1a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.) - Through discussion, students will describe the impact that effective artwork has on a community. (VA:Pr6.1.1a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.) - Students will look at the work of Steffen Kraft aka ICONEO, and through imagery and text, create their own poster design that evokes feeling and understanding from the viewer. (VA:Re.7.2.1a - Analyze how one's understanding of the world is affected by experiencing visual imagery.)

- In their sketchbook, students will document all sketches and slogans in order to create an effective poster design using both imagery and text. (VA:Cn10.1.1a - Document the process of developing ideas from early stages to fully elaborated ideas.)

TEACHER MATERIALS

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| <ul style="list-style-type: none"> • Computer and Projector • Presentation/Slideshow • Artist Handouts • Student/Teacher communication within their packet | <ul style="list-style-type: none"> • Exit slips • Formative Assessment • Artist Statement prompts |
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STUDENT MATERIALS

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| <ul style="list-style-type: none"> • Paintbrushes • Water tanks • Paper towels • Acrylic paints • Sketchbook paper • Pencils • 24x36 Mixed media paper • Chromebook for research | | |
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ARTISTS IN CONTEXT

Key Artists	Steffen Kraft aka ICONEO Michael De Adder Evan Luzzolino
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Key Artworks	Same thoughts series. Part 6 Adidas campaign "run for the oceans"
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Key Critical Questions	<p>How does the artist want you as the audience to react?</p> <p>Does this match how you think the general public will react?</p> <p>How do you imagine Kraft to plan out his pieces?</p> <p>How do text and other focal points play a roll in how you view these pieces?</p> <p>How do all of these elements explain the world at the time and now?</p>
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	<p>Do most of Kraft's pieces have one focal point or multiple focal points?</p> <p>What does this artwork tell you about society today?</p> <p>Is a particular social class or gender represented?</p> <p>Does the artwork represent a political stance?</p> <p>Is the artwork mainstream or is it outside the mainstream?</p> <p>What makes you think this?</p> <p>Kraft makes most of his work digitally, how would it feel different if it were painted, but in the same style?</p>
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VOCABULARY AND LANGUAGE ACQUISITION	
Vocabulary	<p>Communication Designer - The responsibility of a communication designer is to develop the relationship between the viewer and visuals</p> <p>Environmental Problems - global warming, acid rain, air pollution, urban sprawl, waste disposal, ozone layer depletion, water pollution, climate change and many more are environmental problems that affect every human, animal and nation on this planet</p> <p>Illustrations - a picture or diagram that helps make something clear or attractive</p> <p>Dystopia - an imagined world or society in which people lead wretched, dehumanized, fearful lives</p> <p>Hue - the name of a color</p> <p>Value - the lightness or darkness of a color</p> <p>Primary Color - a color that cannot be created by mixing</p> <p>Secondary Color - a color that is created by mixing two primary colors</p> <p>Tertiary Color - a color that is created by mixing a primary and a secondary color</p> <p>Analogous Colors - grouping of three colors directly next to each other with the dominant hue being either a primary or secondary</p> <p>Complementary Colors - a pairing of hues directly across from each other on the color wheel, mixing complementary colors neutralizes the intensity of the hues</p> <p>Monochromatic - color scheme derived from a single base hue</p>

	Color Family - color scheme derived from colors with a similar quality – warm, cool, neutral	
Language Functions	(analyze, compare/contrast, critique, describe, interpret, question, etc.) Compare/Contrast - primary artist work vs. secondary artists work Describe - their artwork in their artist statement	
Language Demands	Syntax	Discourse
Language Tasks and Activities	Critique - Students will participate in a group critique for one painting from each student's collection selected by the artist. Each artist will explain to the group why the specific painting was chosen for critique.	
Language Supports	Writing - Artist statement prompts Handouts - artist handouts that include information and imagery Feedback - feedback sheets for open communication to be written down between student and teacher Powerpoint - with images and questions.	

SPECIAL PRE-INSTRUCTION PREPARATIONS
N/A

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS
Adaptations and Accommodations
<ul style="list-style-type: none"> • Extra time allotment to turn in assignments. • One-on-one teacher instruction.
Enrichment and Extensions
Students will be given the opportunity to explore other artists that work within environmental and social issues and create an additional poster.
Activity for Early Finishers
Extend on their current poster and create a series

OBJECTIVE-DRIVEN ASSESSMENTS

Formative: Exit slips with questions regarding the conceptual framework - similar questions to discussions being had in class

Summative: Rubric

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** Developed and written by Kylie Clary, Art Education, Illinois State University, 2019*

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 1

Launch	Instruction Methods
<ul style="list-style-type: none"> - Slideshow of just the posters by artist Steffen Kraft aka ICONEO, and have a class discussion on the meaning behind them and how they as the viewer feels about them and what message the artist is trying to convey. 	<ul style="list-style-type: none"> - Whole group instruction
Instruction	Instruction Methods
<ul style="list-style-type: none"> - Teacher presents second slideshow of Steffen Krafts work and background information as well as secondary artists <ul style="list-style-type: none"> - Compare and contrast the effectiveness of all three of these artists work and discuss - Teacher explains the project and outlines for the unit as follows: - Teacher gives examples of environmental awareness issues our world faces today as well as students giving other ideas <ul style="list-style-type: none"> - Write on whiteboard - Students each choose which environmental issue they would like to move forward with - Once the students have chosen which environmental issue they would like to take on, they will begin research on an organization that currently supports this cause and awareness efforts <ul style="list-style-type: none"> - Research packet handed out (packet includes research, sketches, and page for teacher to be giving continued feedback) - Teacher will give examples of organizations on whiteboard and show the class online 	<ul style="list-style-type: none"> - Whole group instruction
Closure	Instruction Methods
<ul style="list-style-type: none"> - Exit slip handed to students with the remaining 10 min. of class <ul style="list-style-type: none"> - Conceptual framework questions 	<ul style="list-style-type: none"> - Independent work

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 2

Launch	Instruction Methods
<ul style="list-style-type: none"> - Teacher refreshes students on what our project is and reshows the first slideshow showing Steffen Kraft's work - This is a time when students can ask questions 	<ul style="list-style-type: none"> - Whole group instruction
Instruction	Instruction Methods
<ul style="list-style-type: none"> - Research an environmental issue of student choice and fill out their research packet - Start sketching ideas for their poster designs - Teacher circulates and checks in with each student and gives feedback on what they have so far 	<ul style="list-style-type: none"> - Independent work time
Closure	Instruction Methods
<ul style="list-style-type: none"> - Exit slip detailing which environmental issue they have chosen and what organization they have found that supports this 	<ul style="list-style-type: none"> - Independent work time

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 3

Launch	Instruction Methods
<ul style="list-style-type: none"> - As a class, go around the room and everyone share where they are at with their research and share what organization they have found/what environmental issue they are going to cover in their poster <ul style="list-style-type: none"> - Class gives feedback on any ideas they might have for the student moving forward 	<ul style="list-style-type: none"> - Quick whole group check-in
Instruction	Instruction Methods
<ul style="list-style-type: none"> - Illustrative video on Layout and Color - Teacher introduces starting to paint <ul style="list-style-type: none"> - What size of paper to work with - Which paint to use - Teacher demonstration <ul style="list-style-type: none"> - Drawing out your starting points - Negative space (refer to video) 	<ul style="list-style-type: none"> - Whole group instruction - Independent work time

<ul style="list-style-type: none"> - How to choose your colors (refer to video) - Independent work time starts - Teacher circulates the room - giving feedback and writing on student's feedback sheets 	
Closure	Instruction Methods
<ul style="list-style-type: none"> - Show me some of the colors that you mixed. 	<ul style="list-style-type: none"> - Whole class instruction

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 4

Launch	Instruction Methods
<ul style="list-style-type: none"> - Teacher gives a refresh on where we are in the project and splits groups up for small group critique later in class 	<ul style="list-style-type: none"> - Whole group instruction
Instruction	Instruction Methods
<ul style="list-style-type: none"> - Independent work time - In small groups, students meet with the teacher to discuss each others work so far <ul style="list-style-type: none"> - Share your environmental concern - Share the organization you have found and any other research on this topic - Share your slogan/tagline ideas - Share your imagery ideas/sketches - Each other student comments on the sharers work and gives a suggestion/critique 	<ul style="list-style-type: none"> - Independent work time - Small group critique
Closure	Instruction Methods
<ul style="list-style-type: none"> - Exit slips - each student gives thoughts and feedback on how their small group critique went and the feedback they got from it 	<ul style="list-style-type: none"> - Independent work time

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 5-7

Launch	Instruction Methods
<ul style="list-style-type: none">- Teacher addresses any questions/concerns from students as a whole group before independent work time	<ul style="list-style-type: none">- Whole group instruction
Instruction	Instruction Methods
<ul style="list-style-type: none">- Independent work time on paintings- Teacher circulates checking in with each student and giving feedback	<ul style="list-style-type: none">- Independent work time
Closure	Instruction Methods
<ul style="list-style-type: none">- On both of these days, share your progress with your table partners<ul style="list-style-type: none">- Each student give the sharer at least one glow and one grow - only constructive feedback	<ul style="list-style-type: none">- Small group critique

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 8-9

Launch	Instruction Methods
<ul style="list-style-type: none">- Think about presenting the work to an audience. This is what an artist statement is about.	<ul style="list-style-type: none">- Whole class discussion
Instruction	Instruction Methods
<ul style="list-style-type: none">- Teacher gives out all prompts for writing an artist statement and goes over each of the prompts as a class- Independent work time on finishing paintings and/or starting their artist statements	<ul style="list-style-type: none">- Whole group instruction- Independent work time
Closure	Instruction Methods
<ul style="list-style-type: none">- You will be using this statement to present your work to the class.	<ul style="list-style-type: none">- Whole class instruction

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 10

Launch	Instruction Methods
<ul style="list-style-type: none">- Teacher gives instructions on whole the whole group presentation/critique will go	<ul style="list-style-type: none">- Whole class instruction
Instruction	Instruction Methods
<ul style="list-style-type: none">- Each student presents their research, poster design, and reads their artist statement as a class- Example questions will be written on the board for students to ask the presenter- Each presenter answers minimum of three questions from students	<ul style="list-style-type: none">- Whole group critique
Closure	Instruction Methods
<ul style="list-style-type: none">- What did you learn about visually presenting an idea?	<ul style="list-style-type: none">- Whole class instruction.