AP® 2-D Art and Design

ARTISTIC INVESTIGATIONS: NATURAL ENVIRONMENTS

Student Workbook

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Getting to Know the Topic

Natural Environments: Globally

Research shows that human activity can lead to rising overall global temperatures, causing sea levels to rise, glaciers to melt, and creating frequent and extreme weather events like hurricanes, floods, and tsunamis. Changing climate affects the air we breathe, the safety of drinking water, food production, shelter for the more than half of the world's population that lives within 37 miles of the sea or ocean, and loss of biodiversity. Further human actions, such as deforestation, deep-ocean fishing, overharvesting of plant and animal species, as well as war and conflicts, also contribute to biodiversity loss.
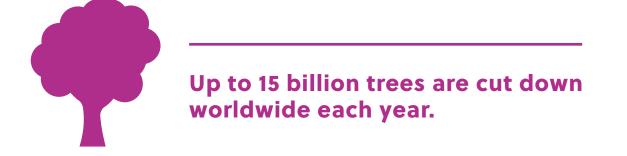
Fast facts

▸ The top five hottest years on record have all occurred between 2015 and 2019.

▸ Scientists estimate up to one million species are vulnerable to extinction due to climate change.

▸ The number of trees worldwide has decreased approximately 46% since the start of civilization.

Taking Action Globally

There are a number of ways that students can take action in their own school and community to help developing communities around the world restore their natural resources or become more resilient to climate change. Some ideas include:

▸ Volunteer at an organization that works for global issues—many organizations offer ways to get involved on their websites and in their offices

▸ Collect supplies (in consultation with the organization) or raise funds for an organization that will share the outcomes of the donations

▸ Create a campaign writing letters to the United Nations, government bodies, and other leaders to ask for added resources on the issue

Another option is to support and fundraise for the WE Villages program and help provide communities with the resources to become sustainable. Students can support this program by visiting **WE.org/campaigns** to get ideas and resources for taking action.

Up to 15 billion trees are cut down worldwide each year.

Getting to Know the Topic

Natural Environments: Locally

Our everyday choices can have an environmental impact. The average American residence uses over 100,000 gallons of water a year, and in 2017, 267 million tons of trash was discarded in landfills or through other disposal methods. In addition, species are dying off at a rate 1,000 to 10,000 times higher than the natural extinction rate—mostly due to pollution, overexploitation, and deforestation. Reducing our use of natural resources by recycling, conserving water and energy, and reducing fuel consumption can directly impact our future and the future of our planet.

Fast facts

▸ In 2018, 75% of the United States's CO_2 emissions were produced by fossil fuel combustion.

▸ 137 million tons of trash ended up in U.S. landfills in 2017.

▸ More than 40 million acres of land in the United States is dedicated to turf grass (lawns).

Taking Action Locally

Within their local or national community, students can:

▸ Work with a local organization working on environmental preservation issues

▸ Organize a cleanup or restoration project at a local environmental site

▸ Create and deliver an educational workshop to raise awareness about the topic and its local impact with a strong call to action that leads to enacting change

With both their global and local actions, encourage students to be creative with the ideas they develop through their action plans.

Americans produce 4.4 pounds of trash every day—that's more than 700,000 tons of garbage daily.

NAME: _____

TEAM MEMBERS: _____

Questions to Consider

Please respond to the questions below.

1. What environmental issues seem unfair or unjust to you? Why?

_____

_____

_____

2. What emotions do these issues evoke?

_____

_____

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3. How does the issue impact you, your family, your school, your community, or your world?

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_____

4. What changes would you like to see in your school? Why?

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_____

5. What changes would you like to see in your community? Why?

_____

_____

_____

6. What changes would you like to see in the world? Why?

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NAME: _____

TEAM MEMBERS:_____

Documenting Research

www.nytimes.com/2009/05/31/arts/design/31fink.html?pagewanted=all

After reading the article on Sebastiao Salgado please answer the following questions:

1. What are your initial impressions after reading the article on Sebastiao Salgado?

_____

_____

_____

2. Explain why Salgado's intention as an artist is interesting to you.

_____

_____

_____

3. What changes is Salgado trying to make locally? Globally?

_____

_____

_____

4. How does Salgado's intention as an artist, and the changes he is trying to make in his local and global community, relate to you?

_____

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5. Consider creating a piece related to the needs of your own school or community inspired by or in response to your insight gained from watching this video. What are your ideas?

_____

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NAME: _____

TEAM MEMBERS: _____

Problem Organizer

In your graphic organizer, start by writing the problem at the center, and then look at the causes and effects of an issue. Continue by adding supporting and root causes.

NAME: _____

TEAM MEMBERS: _____

Problem Tree

In your Problem Tree graphic organizer, start by writing the problem in the trunk of the tree, and then look at the causes and effects of an issue. Keep digging to go deeper on the issue to find its supporting and root causes.

Leaves/branches: Effects

These are the results created by the problem. At first, this part of the issue appears easy to tackle, but when leaves and branches are trimmed, they grow back quickly. Consider the multi-layered effects, or "effects of effects," that can arise when a problem goes unaddressed. Always ask: "Then what happens?"

Ex. Species loss and polluted coastal communities.

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Trunk: Problem

This is the key issue that is being studied. Because it is not as apparent as the leaves, the core problem itself sometimes takes a little longer to identify.

Ex. Plastic pollution in the world's oceans.

_____

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Roots: Causes

These are the situations or factors that have led to the problem. When exploring the root causes of a problem, ask yourself "Why does this problem exist?" Dig deeper to consider the "causes of causes"—the multiple layers of factors that contribute to a problem.

Ex. A lack of sustainable substitutes and inadequate recycling efforts.

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NAME: _____

TEAM MEMBERS: _____

Artistic Research Graphic Organizer

My Topic: _____

My Artist: _____

ESSENTIAL QUESTION	INFORMATION
INFORMATION	
WHERE I FOUND MY INFORMATION	

NAME: _____

TEAM MEMBERS: _____

Partner Evaluation

(1 of 1)

Is the intent of the artist clear in this work? Specifically explain why it is or isn't.

_____

_____

_____

Can you SEE a connection to the artist that was research? If so, what is the connection?

_____

_____

What are the strongest aspects of the piece? Explain why these aspects are successful and effective.

_____

_____

What is the weakest aspect of the piece? List two specific ways to make the piece stronger.

_____

_____

Using the rubric, score the following concepts.

SCORE (EXCELLENT, GOOD, WEAK)	SPECIFICALLY EXPLAIN/JUSTIFY WHY YOU GAVE THAT SCORE
Application of design elements and principles in service of a clear artistic intent	
Original form conveying an investigation of Salgado's work	
Evidence of investigation and discovery	
Demonstration of skill with media and techniques	

Needs Assessment

The following series of questions helps you to analyze and identify ongoing areas of need within organizations addressing your issue.

1. Identify 3-5 organizations working on issues related to the issue your team is working on.

_____

_____

_____

2. What does each organization do well in response to the issue and/or related issues?

_____

_____

_____

3. What could each organization do better in its response?

_____

_____

_____

4. What areas of need related to access to your issue have you learned about that each organization is NOT addressing?

_____

_____

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5. Considering all 3-5 organizations, where are there ongoing needs that are not being adequately addressed?

_____

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_____

6. Considering all 3-5 organizations, where are there ongoing needs that are being addressed successfully, and to which you can add further efforts to support the issue?

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NAME: _____

TEAM MEMBERS: _____

Solution Tree

In your Solution Tree graphic organizer, start by rewriting the problem from your Problem Tree, and reframing it as a goal at the trunk of the tree. Then consider the different solutions (the roots) and possible outcomes of the solutions (the branches).

Leaves/branches: Outcomes

These are the results created by the solution. Results may appear as straightforward as having achieved goals, but when you consider the ripple effects and outcomes of sustainable results, the impact is far-reaching and long-lasting. Always ask: "Then what happens?"

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Trunk: Problem

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Trunk: Goal

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Roots: Solutions

These are the actions needed to solve the problem and achieve the goal stated at the center of the Solution Tree. When exploring solutions, ask yourself "How will this solve the problem?" Dig deeper to think holistically, so that you are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

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NAME: _____

TEAM MEMBERS:_____

Artist Research Rubric

Answer the questions below.

Explain the issue that your composition focuses on:

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_____

_____

▸ List two specific ways that you have considered/presented/dealt with the issue you are focusing on in your work:

1. _____

_____

2. _____

_____

▸ Using the RUBRIC, evaluate your work for each term listed below as EXCELLENT (E), GOOD (G), or WEAK (W).

▸ Explain why you chose E, G, or W. Explain your assessment of each category and describe, in detail, several approaches that could make your work even more effective within that category.

	E	G	W	EXPLAIN WHY YOU CHOSE E, G, OR W AND DESCRIBE HOW YOU COULD MAKE YOUR WORK EVEN MORE EFFECTIVE
Application of design elements and principles in service of a clear artistic intent				
Original form conveying an investigation of Salgado's work				
Evidence of investigation and discovery				
Demonstration of skill with media and techniques				

NAME: _____

TEAM MEMBERS:_____

Reflect: Investigate and Learn

Now that you have investigated problems and potential solutions associated with changes in the natural environment, think back over what you've learned: How can what you are learning in your AP® Studio Art class support solutions for the natural environment locally and globally?

Record your thoughts on the lines below. If you run out of room on this page, use additional paper to write a lengthier response. As you write, think about the questions on the previous page to help shape your reflection.

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NAME: _____

TEAM MEMBERS: _____

Summary Investigation

In your teams, you will summarize what you have learned from your investigation. Your work may be supported by multimedia or print materials that synthesize and analyze the topic and issue on local and global levels.

When summarizing your investigation, keep the following in mind:

▶ What are the key takeaways from your investigation?

▶ How are the problems you investigated similar at local and global levels? How are they different?

▶ How are the solutions you investigated similar at local and global levels? How are they different?

▶ Why may your investigation be important to other AP® Studio Art students?

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Approaches to Taking Action Information Sheet

DIRECT SERVICE

WHAT IS IT?	Personally engaging with and providing hands-on service to those in need (usually in conjunction with an organization).
EXAMPLE GOAL	By the end of the semester, we will support a local food bank and shelter by packing and serving food to people in the community. We will also visit our neighboring elementary school and teach a lesson on food insecurity in our community.
ACTIONS	• Reach out to local shelters and food banks to arrange a day for the class to visit and provide hands-on support • Once a date has been decided, make sure students all have permission to travel to the food bank (if during school hours)	• Connect with teachers/administration at local elementary school and arrange to visit a classroom to teach a lesson to young students on food insecurity • Create and print worksheets to use with younger students

INDIRECT SERVICE

WHAT IS IT?	Channeling resources to the needs of a community—locally, nationally, or internationally.
EXAMPLE GOAL	By the end of the year, we will create a storage and donation system for local families in need, where they can access furniture and other household items. We will develop a system for donations, pick-ups, and inventory.
ACTIONS	• Conduct research into which items are most needed by community members (e.g., bed frames, dining tables, household goods, etc.) • Reach out to local businesses to try to get a storage space donated • Connect with school social workers/administration to gain their support • Put up flyers around school and in the community, asking for donations (list specific items needed), including instructions on how/where to donate	• Develop an online database for tracking donations and pick-ups, and maintaining inventory • Share pick-up information with local shelters, churches, community centers, etc. • Share the donation system with school social workers, so that they can maintain the project in future years

ADVOCACY

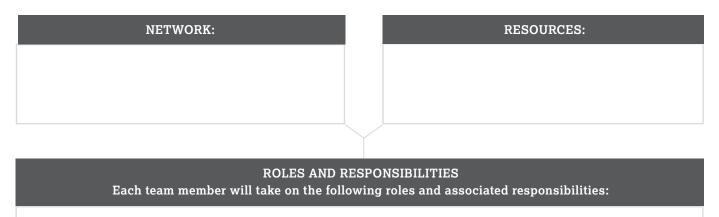|	
WHAT IS IT?	Educating others about an issue to increase visibility and following up with an action that focuses on enacting change. Actions around advocacy often look like raising awareness, but without a strong call to action within the initiative as a whole. Educating others is not considered service in and of itself.
EXAMPLE GOAL	Through an informative art piece, we will educate our school community about the waste created by single-use plastic water bottles, and the impact they have on the environment. Then, we will sell reusable water bottles at school, and the proceeds from the sale will go toward clean water projects in developing countries.
ACTIONS	• Research the impact of single-use plastic water bottles around the school and in the local community • Plan out and create a 3D sculpture that incorporates informative text on the issue of single-use plastics • Seek permission from school administration to display the piece in a common area of the school	• Design and order water bottles to sell at school • Research and select an international organization that focuses on clean water projects • Organize a selling schedule for the water bottles, donate profits

NAME: _____

TEAM MEMBERS: _____

Creating the Action Plan

This outline serves as a basic template for your action plan. Use additional space and resources to help you build out each part with the right amount of detail and flow to ensure you have the strongest action plan that you and your team can implement with ease. Remember, this is your road map for your service project!

TEAM GOAL:

MEASURES OF SUCCESS:

Required Network and Resources

In order to complete this goal, our team will need to develop the following network and access the following resources:

NETWORK:	RESOURCES:

ROLES AND RESPONSIBILITIES Each team member will take on the following roles and associated responsibilities:

TIMELINE Our team will use the following timeline to complete tasks and successfully carry out the action to meet our goal(s):

NAME: _____

TEAM MEMBERS: _____

Five Action Planning Pitfalls Tip Sheet

Once your team has completed the major components of your action plan (creating your teams and setting goals, timeline, and network), review the five action planning pitfalls provided below to ensure these have been avoided. Review your plans—individually first, then together as a team. After the review, rework your action plans, if necessary.

1. **Setting an unclear goal**
   The first and most important part of any action plan is defining the goal, or what you want to achieve. It should be clear and easy to understand, for example, "We want to collect 500 cans of food," or "We want 200 people to learn about WE Villages." If the goal is not clearly defined, proper planning will be difficult if not impossible. As a best practice, have a peer from another team review your goal to ensure it is as clear as you hope.

2. **Planning unrealistic actions**
   After the goal is set, begin planning the actions necessary to achieve it. It is important that the steps make sense and are achievable. Do not plan unrealistic actions, such as working at times that will interfere with schoolwork, overestimating how many people can help out, or planning to go to places that would be difficult for you to reach. Consider each team member's school and community schedule, such as work and extracurricular activities. Before planning an action, ask yourself, "Is this action realistic?"

3. **Rushing the process**
   Do not be too hasty in planning actions. While you may be excited to start, proper planning takes time. The better the planning and organization, the more

   success you will achieve. Even if it means slowing down to figure out details, do not rush and leave out important steps.

4. **Not asking for help**
   Do not be afraid to ask for help. When a network is created, bigger goals can be achieved faster. Reach out to friends, parents, and mentors. People generally enjoy helping, especially if it is for a worthy cause.

5. **Not learning from mistakes and giving up too quickly**
   We all make mistakes—it is normal and healthy. Mistakes allow us the opportunity to learn and grow. So, learn from the mistakes. Ask, "Why did this happen?" and "How can I avoid this problem next time?" Actively think about the mistakes and how it will be better the second time around. If something does not go as planned, do not stop!

Reflect: Action Plan

Your team now has a plan for taking action globally and locally. Think back over what you have learned: What problems associated with access to education does your team's action plan address? How does your individual role in the plan support your team's action?

Record your thoughts on the lines below. If you run out of room on this page, use additional paper to write a lengthier response. As you write, think about the questions on the previous page to help shape your reflection.

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NAME: _____

TEAM MEMBERS: _____

Student Log Sheet

DATE / TIME SPENT	ACTIVITY, DESCRIPTION, AND REFLECTION	VERIFIED BY (NAME, ORGANIZATION)

Want more?

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