



AP[®] Studio Art: 2-D Design

ARTISTIC INVESTIGATIONS:
**NATURAL
ENVIRONMENTS**

Student Workbook



AP[®] with WE Service

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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, over harvesting of plant and animal species, as well as war and conflicts, also contribute to biodiversity loss.

Fast facts

- ▶ Developing countries will be hit hardest by the effects of climate change—higher temperatures, changes in precipitation patterns, rising sea levels, and more frequent weather-related disasters—posing risks for agriculture, food, and water supplies.
- ▶ Climate change is expected to threaten with extinction about one quarter of all species on land by the year 2050.

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](https://www.wecampus.org/campaigns) to get ideas and resources for taking action.



MORE THAN
8 million TONS
OF PLASTICS LEAK INTO
THE OCEAN
each year.
THAT'S THE SAME AS
ONE GARBAGE TRUCK
EVERY SINGLE MINUTE.

Take your research
to the next level!

Check out more info, resources, and stats on global environmental issues at [WE.org/ap/global-environment](https://www.wecampus.org/ap/global-environment).

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 2013, 254 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

- ▶ Transportation and electricity production accounted for nearly 57% of U.S. greenhouse gas emissions in 2016.
- ▶ It would take 1.5 Earths to sustain the rate at which we are currently using up natural resources.
- ▶ Steel recycling in the United States saves the energy equivalent to power about one-fifth of American households for one year.

Taking Action Locally

Within their local or national community, students can:

- ▶ Work with a local organization working on environmental preservation issues
- ▶ Organize a clean-up 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.

Take your research
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Check out more info,
resources, and stats on local
environmental issues at
WE.org/ap/local-environment.



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Questions to Consider

(1 OF 1)

Please respond to the questions below.

- ▶ What environmental issues seem unfair or unjust to you? Why?

- ▶ What emotions do these issues evoke?

- ▶ How does the issue impact you, your family, your school, your community, or your world?

- ▶ What changes would you like to see in your school? Why?

- ▶ What changes would you like to see in your community? Why?

- ▶ What changes would you like to see in the world? Why?



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Documenting Research

(1 OF 1)

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?

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?



NAME: _____

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Artistic Research Graphic Organizer

(1 OF 1)

My Topic: _____

My Artist: _____

| ESSENTIAL QUESTION | INFORMATION |
|------------------------------|-------------|
| | |
| INFORMATION | |
| | |
| WHERE I FOUND MY INFORMATION | |
| | |



NAME: _____

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Artist Research Rubric

(1 OF 1)

Answer the questions below.

- Explain the issue that your composition focuses on:

- 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 | | | | |



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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 | |



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Needs Assessment

(1 OF 1)

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

1. Identify three 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 locally?

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

4. Compare each organization's approach to tackling the issue and assess the effectiveness of each approach.

5. Identify a criticism of or what's lacking in each organization's approach. Site the source and share their argument.

6. What could all three organizations do better?



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Reflect: Investigate and Learn

(1 OF 1)

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.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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Summary Investigation

(1 OF 1)

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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Alternative Approach

Consider holding an educational event or campaign to raise awareness about the social issue you have studied. Develop your event or campaign with the intent to compel your class (or community) to action. Based on your action, think about what format you would like to use. It may be a public speech at your school or in the community, a newspaper article, a website, a social media campaign, a short story, an artistic display, or another creative approach that you and your team come up with.



Approaches to Taking Action Information Sheet

(1 OF 1)

| 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Conduct research into which items are most needed by community members (i.e., 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 | <ul style="list-style-type: none">• Research the impact of single-use plastic water bottles around the school and in 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 | |

Approaches to Taking Action Information Sheet: Copyright © 2018 WE. All rights reserved.



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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

(1 OF 1)

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 an 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!



NAME: _____

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Reflect: Action Plan

(1 OF 1)

Your team now has a plan for taking action globally and locally. Think back over what you have learned: What problems associated with natural environments 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) |
|-------------------|---------------------------------------|----------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

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