

SUSTAINABILITY CURRICULUM GUIDE

Sayaka Ganz **Reclaimed Creations**

Produced by David J. Wagner, L.L.C., David J. Wagner, Ph.D., Curator/Tour Director



LIBERTY HALL
*Academic Center
& Exhibition Hall*



What you should know before you begin:

All learners, regardless of age, nationality, or background, should have privilege and access to visual art education.

All students will have the opportunity to have a stimulating college campus experience that encourages diversity, equity, and inclusion.

Education through art promotes knowledge, appreciation, culture awareness, and understanding.

Visual art education unlocks possibilities and offers learners the opportunity to discover who they are, their innovativeness, standards, morals, civilizations, and cultures.

Student Learning Outcomes

All students will develop knowledge of the process of critique, learn how to apply that knowledge, and reflect upon their critique.

All students will **understand** and **analyze** the role, development, and ongoing influence of the arts in relationship to world cultures, history, science, and society.

All students will **demonstrate** knowledge of how artists and artistic works connect with political, social, cultural, and historical events.

All students will **investigate** sources of sustainability and how they can be an active **agent of change**.

All students will develop a range of **literacies and aesthetic dispositions**, with a major focus on visual literacy and aesthetic assessment through visual art education.

CONTENT:

Through a fun informative curriculum and high-quality instruction, it is our goal to:

- ❖ **Provide a safe learning venue** for thousands of elementary-high school students.
- ❖ Inspire students to live out and **pursue their dreams** in the areas of visual art, science, and history.
- ❖ Create an exemplary learning atmosphere that introduces various **photography** to young students from surrounding cities.
- ❖ Offer rarely-seen exhibits by **distinguished artists** and applied lessons that connect art, science, and history.
- ❖ Offer a locale for artistic excellence, **art ethics**, and create motivation for youth.
- ❖ Encourage **equitable provision**. LHAC and the Galleries at Kean offer equitable arts education developed through focus planning, partnership,

awareness, and commitment. These divisions strive to create a safe, respectful, **inclusive learning platform** for all visitors.

Curriculum goals...

- **Build imagination, creativity, awareness, and a voice for positive change.**
- **Improve critical thinking.**
- **Develop an awareness of the connection between the arts and the United Nations Sustainable Development Goals.**
- **Engage in cooperative efforts.**
- **Develop a respect for repurposed art.**
- **Draw positive connections between art, economics, science, sustainability, life, and history.**
- **Provide equity in art and history education.**

Artist statement

“I grew up with Shinto animist belief that all things in the world have spirits. Thus, when I see discarded items on the street or thrift store shelves, I feel a deep sadness for them and I am moved to make these abandoned objects happy. My symphony goes out equally to all discarded

objects regardless of materials, but my current working material of choice is plastic. I use mostly common household items to create animal forms with a sense of movement and self-awareness. I use plastics because of the variety of curvilinear forms and colors available. I manipulate and assemble them together as brush strokes to create an effect similar to a Van Gogh painting in three dimensions.

One of the important tasks for artists of our time is to bring more of the natural world back into people's lives, especially in urban areas. When we encounter the true wonders of nature, the beauty we behold transcends our intellects and reaches directly to our hearts. I desire a similar response from viewers of my work; to provoke a re-examination of our relationship to the natural world.

My work is also about perceiving harmony, even in situations that appear chaotic from the inside. When observing my sculptures up close, one might see gaps, holes and items being held on only by small points; step away, however, and the sculptures reveal the harmony created when the objects are aligned to the same general (but not identical) direction. Similarly, it is important to gain perspective by stepping back from current problems and look at the larger picture. Then one can perceive the beauty and patterns that exist. I tend to be very analytical about problems, but when I look too hard and closely at the details, all I see are gaps and differences of opinions. When I step back, I can see that although we may approach the problem from different angles, we often have larger goals in common.”

Sayaka Ganz
2015

1

INTRODUCTION & OVERVIEW OF THE EXHIBITION

Introduction

Welcome to *SUSTAINABILITY WITH THE GALLERIES AT KEAN*. While we do hope your students enjoy viewing images and artworks that will leave them amazed, the Galleries at Kean are offering so much more than that “wow factor.” These exhibits will also bring awareness to ***climate change***. Each exhibition is designed to spark the imagination of everyone who sees it. They are entertaining and educational for broad student exposure and application. Importantly, sustainable art can be simply defined in two different yet interconnecting ways: ***art made using sustainable materials and methods or as art that encourages conversation on sustainability.***

Purpose:

This Lesson will focus on 6 of the 17 Sustainable Development Goals and are highlighted below.

“The **Sustainable Development Goals (SDGs)** or **Global Goals** are a collection of 17 interlinked global goals (all listed below) designed to be a “shared blueprint for peace and prosperity for people and the planet, now and into the future”. The SDGs were set up in 2015 by the United Nations General Assembly (UN-GA) and are intended to be achieved by 2030.

The 17 SDGs are: No Poverty, Zero Hunger, Good Health and Well-Being, **Quality Education**, Gender Equality, **Clean Water and Sanitation**, Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Reduced Inequality, Sustainable Cities and Communities, Responsible Consumption and Production, **Climate Action**, **Life**

Below Water, Life On Land, Peace, Justice, Strong Institutions, and Partnerships for the Goals.

RECLAIMED CREATIONS

Reclaimed Creations offers viewers the chance to experience the meaning of connection between the natural world and recycled materials. In its beauty, it provides a moment of reflection that leads to a deeper understanding of how important it is to care for our environment. To live in a sustainable world means to have awareness of the root causes of humanity's issues and the willingness to make the world a better place for all. The 2030 Agenda for Sustainable Development provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

WHAT IS CLIMATE CHANGE?

Climate change is a broad term used to refer to changes in the Earth's climates, at local, regional, or global scales, and can also refer to the effects of these changes. In recent decades, the term 'climate change is most often used to describe changes in the Earth's climate driven primarily by human activity since the pre-Industrial period (c. 1850 onwards), particularly the burning of fossil fuels and removal of forests, resulting in a relatively rapid increase in carbon dioxide concentration in the Earth's atmosphere.

Global warming is a term often used interchangeably with climate change, as it is one of the most important measures of global change. Global warming refers to the rise in average global temperatures, which is linked to significant impacts on humans, wildlife, and ecosystems around the world. Because there are more factors and impacts than only rising surface temperatures, the term climate change is used to include these additional impacts. There is strong consensus among scientists, representing 97% of actively publishing climate scientists, that human influence has been the dominant cause of observed warming trends since the 20th century.

The concentration of carbon dioxide in the atmosphere has risen from hovering around 280 parts per million (ppm) in pre-Industrial time to 413 ppm as of early 2020.

This concentration of carbon dioxide is unprecedented in recorded history. Scientists have reported that we need to return to a 'safe' concentration of 350 ppm by 2100 in order to stabilize global warming.

Questions:

What did you find most interesting about this information?

What is climate change?

What is global warming?

Sustainability & Art

REPURPOSED ART

Before we begin, what do you think repurposed art is?

Let's start with recycling. Recycling is one of those small steps for people, but a great step for humanity, on which the sustainability of the planet depends. Fortunately, recycling is increasingly embedded in society. Hundreds of projects and initiatives already exist that call on us to make the change toward a circular economy, where waste is transformed into resources with the aim of exploiting what we extract from the environment to the maximum.

The Importance of Recycling

We live surrounded by plastic: packaging, clothes, containers, tires, suitcases, furniture, etc. Everything seems to be made from plastic or owes something to this material. But it has only been around for a relatively short while. It was back in 1950 when plastic began to be manufactured from petroleum and, since then, it is estimated that we have produced some 9.1 billion tonnes of the stuff.

Meanwhile, we have, at the most, recycled a tenth of all this plastic. The majority of it has been disposed of in waste tips and the natural environment. Indeed more than 140 million tonnes of plastics now pollute the planet's rivers, oceans, and lakes.

After reading this article what have you learned concerning the topics below?

- The importance of recycling

- Innovations in the area of recycling
- Classification of waste
- Treatment of waste
- Incentives to recycle

As a result, recycling has become an essential action to protect the environment. Within this area, two approaches have emerged, **downcycling** and **upcycling**.

Just like us, our “trash” also deserves a second chance and upcycling has led to the emergence of an artistic movement known as **recycled art, upcycled art or repurposed art** that is currently inspiring many artists around the world with a critical message regarding excessive consumption and environmental pollution.



“66 repurposed shoe laces, quilled, beaded with peyote stitched seed beads and stitched together.”



"White Flower" made from plastic milk bottle"

This type of art seeks to transform waste such as paper, cardboard, wood, glass, plastics, metals, and rubber into works of art. Therefore, the concept goes beyond the conventional recycling of materials by creating objects that exceed the original product's economic, cultural and social value. In a strict sense, this kind of artistic expression is not new. In fact, we can compare it with movements from other times. For example, the collages made by Pablo Picasso Marcel Duchamp, or George Braque with old newspapers or magazines at the beginning of the 20th century. However, the concept itself was born in 2002 when William McDonough and Michael Braungart defined upcycling in their book *Cradle to Cradle*. *"Redesigning the way we do things"*.

Visit the website below to find fun and amazing ways to create art using recycled materials

<https://cleanriver.com/recycling-projects-kids-schools/>

What can you and your family do?

- Think twice before shopping.
- Make sure your big purchases have big environmental benefits.
- Go #PlasticFree.
- Avoid products that endanger wildlife.
- Pay attention to labels.
- Be water-wise.
- Drive less, drive green.
- Green your home.
- Choose Wild Energy.
- Extinction is not an option.
- ★ Use your voice, and when you are of age, use your vote.

4

Social Objectives

One of the standout features of the 17 Sustainable Development Goals (SDGs) adopted by the United Nations in early 2016 as part of its 2030 Agenda for Sustainable Development is the prominence of social objectives. Goals 1–5 target an end to poverty, zero hunger, good health and well-being, quality education, and gender equality. Goal 10 aims to reduce inequality within and between nations. Goal 16 addresses peace, justice, and the institutional infrastructure required to deliver them. Several of the more overtly environmental and economic goals are qualified with social objectives. Energy, for example, should be accessible and affordable. Economic growth should be shared. Economic growth is the increase in the goods and services produced by an economy, typically a nation, over a long period of time. Work should be productive and rewarding. Cities should be safe and inclusive. Collectively, the SDGs are seen as integrated, indivisible, and universal. No one is to be left behind.

- 1) What is Economic Growth?
- 2) What does the acronym SDG stand for?
- 3) What does Goal 16 address? What does that mean to you?
- 4) How will you spread the knowledge that you've learned in this curriculum?

There is no denying the fact that to achieve the SDGs by 2030 is an ambitious project and its success will definitely obviate various issues related to the sustainability of life on earth. Several of the targets set in SDGs were to be achieved by 2020, which means we have some catching up to do since the pandemic. At this point in time, it becomes important to review the scenario on what has been achieved and what is lacking and continue to push forward together!

5

The Job Is Ours

Here's the story, titled "Whose Job Is It Anyway?"

This is a story about four people named Everybody, Somebody, Anybody, and Nobody. There was an important job to be done and Everybody was sure that Somebody would do that job. Anybody could have done it, but Nobody did the job. Somebody got angry about that because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn't do the job. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

1.3.2 D. Visual Art 1. Identify the basic art elements of color, line, shape, form, texture, and space. 2. Discuss how art elements are used in specific works of art.

1.3.6 D. Visual Art 1. Describe the emotional significance conveyed in the application of the elements. 2. Describe a work of art that clearly illustrates a principle of design.

1.4.12 A. Knowledge 1. Examine the artwork from a variety of historical periods in both western and non-western culture(s). 2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art. 3. Determine the influence of tradition on art experience, as an art creator, performer, and consumer.

1.4.12 B. Skills 1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique. 2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.

1.5.8 A. Knowledge 1. Analyze how technological changes have influenced the development of the arts. 2. Examine how the social and political environment influences artists in various social/historical/political contexts.

Standard 1.5 All Students Will Identify The Various Historical, Social, And Cultural Influences And Traditions Which Have Generated Artistic Accomplishments Throughout The Ages And Which Continue To Shape Contemporary Arts.

Standard 5.9 All Students Will Gain An Understanding Of Natural Laws As They Apply To Motion, Forces, And Energy Transformations

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

<https://www.nytimes.com>

www.nj.gov <https://www.un.org>

www.nature.com

<https://www.un.org/sustainabledevelopment>

<https://www.activesustainability.com>

<https://cleanriver.com/recycling-projects-kids-schools>

<https://www.iberdrola.com>