

Oceans at Risk

artSUMBRELLA™

HSBC Environmental Education Program 2010-2011

Introduction

Dip a toe in any ocean and you are connected to all the world's oceans, as the Earth's seawater is one continuous mass.

The oceans and the life they support are under siege from many sources:

- Garbage dumped at sea can choke a turtle or trap a sea bird.
- Sewage and industrial waste are dumped into the oceans carrying chemicals that create a dangerous build-up in the food-chain.
- Over-harvesting has severely depleted vast numbers of ocean animals, from whales to fish.
- Many seabirds and mammals drown in abandoned fishing nets.
- Oil spills smother and poison marine life.

Through the leadership of three Arts Umbrella instructors, this year's HSBC Environmental Education Program will explore the devastating effects of oil spills and consider ways that we can problem-solve to create healthier oceans.

Marta Robertson-Smyth will lead the sculptural 3D element of the project through mask making. Roselle Healy will develop the students' empathy with ocean creatures through movement and character exploration using masks. Josh Hite will use online appropriated imagery to explore new relationships between oil and its alternatives as an energy source for humans.

Oceans at Risk

artSUMBRELLA™

Ocean Masks Workshop

Recommended Teaching Level: Grades 1-7

Researched and created by Marta Robertson-Smyth, 2010

Students will:

- Explore learning in a concrete and personally relevant way.
- Experience translating an idea from imagination to a three-dimensional format.
- Develop basic sculptural skills that can be transferred to other mediums such as clay and fabric.
- Explore their empathy for other species and bring it to life in the masks they create.
- Experience art-making as meaningful to themselves, their community, and the world at large.

The Workshop

1. Students will come together for a brief introduction to ocean ecology and to examine mask samples representing ocean birds, mammals, fish and reptiles.
2. They will discuss how certain ocean creatures are terribly at risk as a result of oil spills and how they, the students, can be a voice for these creatures through their art.
3. Using a basic poster board pattern, students will develop their pieces by cutting, gluing, painting, and adding appendages and decorative materials to create a fully-realized mask of their choice.
4. Young artists will be given the opportunity to further develop their concepts using these masks in guided improvisations in the dance/theatre portion of the program.

Materials:

- Plenty of visuals to stimulate their interest – storyboards, photocopies, artifacts, masks, books
- Work shirts
- Paper to cover gluing area
- Basic mask pattern
- 4-ply poster board in a variety of colors
- Scissors – 1 pair per student
- Pencils – HB or softer
- Staplers in good working condition and extra staples
- Masking tape
- Tempera block paints – one tray with at least 6 colours per every 2 students
- Brushes – small, medium, large - also some good quality fine brushes
- Containers for water – 1 per student
- Paper egg cartons – need to be cut in advance for younger students
- Paper fruit trays
- Wooden skewers, chopsticks
- Glue guns and glue sticks – commercial size
- Extension cords
- String or wire
- Pliers

Special Materials for Decorating and Finishing:

Ask the students to start collecting materials ahead of time, such as:

- Fake fur (long hair is better)
- Feathers
- Shells
- Beads
- Ribbons
- Sheer fabrics
- Leather
- Colored plastics
- Raffia
- Sisal/twine

Oceans at Risk

artSUMBRELLA™

Resource Materials

Websites:

Greenpeace Canada: A Canadian NGO that uses non-violent, creative confrontation to expose global environmental problems. <http://www.greenpeace.org/canada>

David Suzuki Foundation: A science-based Canadian environmental organization working to protect the balance of nature. <http://www.davidsuzuki.org>

Ecojustice: Canadian advocates for a healthy sustainable community. <http://www.ecojustice.ca>

Dogwood Initiative: <http://www.notankers.ca>

Crustacean Society: Maintained by the Los Angeles County Museum, this site provides information and links to all manner of crustaceans, including crabs. <http://www.lam.mus.ca.us>

Great Barrier Reef Marine Park Authority: Advises the Australian government on the care and development of the Great Barrier Reef Marine Park. <http://www.gbrmpa.gov.au>

Seaweb: Leading Voices for a Healthy Ocean. <http://www.seaweb.org/home.php>

The Ocean Conservancy: Start a Sea Change; An NGO with its headquarters in Washington D.C. that raises awareness of ocean issues through science-based advocacy, research and public education. <http://www.oceanconservancy.org>

Google:

Tristan Manco - Oil Spill Art
The Daily Beast Media Gallery - Oil Spill Art

Books:

Sea Otter Rescue
by Roland Smith
Fitzhenry & Whiteside Ltd, To. Ont
ISBN 0 -52565041-5

Oil Spill
by Melvin Berger and Paul Mirocha
Harper collins, NY NY
ISBN0-06-022909-8

*Beyond the Whales:
the Photographs and Passions of Alexandra Morton*
by Alexandra Morton
Touchwood Editions, Victoria BC (2004)

Biomes of the World: Volume 3 Oceans
by Michael Allaby
Andromeda Oxford Ltd. (1999)
ISBN-10: 0-7172-93440

Biomes of the Earth: Oceans Series
(recommended for older students)
by Trevor Day
Chelsea House, New York (2006)
ISBN-10: 0-8160-5327-8

Ocean Eyewitness Books (with DVD)
by Dr. Miranda MacQuity & F. Greenaway
D.K. Publishing, New York (2008)
ISBN-10: 978-0-7566-3776-7

One Tiny Turtle
by Nicola Davies & Jane Chapman
Candlewick Press, Cambridge, MA (2001)
ISBN-10: 0-7636-1549-8

Hérons
by Margaret Hall
Capstone Press, Mankato, MN (2004)
ISBN-13: 13-978-0-7368-2064-6

Turtles
by Patrick Merrick
The Child's World, Chanhassen, MN (2007)
ISBN-10: 1-59296-653-0

The Seashore – Explore and Discover (for younger audience)
by Angela Wilkes
Kingfisher Publications, New York (2001)
ISBN-10: 0-7534-5339-8

The Secret World of Crabs
by Theresa Greenaway
Steck-Vaughn Publishers, Harcourt NY (2001)
ISBN0-7398-3506-8

Dolphins
by Sally Walke
Learner Publications Co, Minneapolis (2008)
ISBN-13: 978-0-8225-6767-7

Oceans at Risk

artSUMBRELLA™

Glossary of Terms

Primer: A first coat or layer of paint.

Background Colour: The colour one selects for the background covers the greatest area of the painting (in the case of mask decoration this colour will support applications of design or detail laid over it)

Buttress: An architectural term describing a structure which serves to support or strengthen a wall (in this case the walls of the mask)

Blending: To merge gradually two or more colors or shades of color on a surface

Glazing: Painting subsequent layers of color on an under painting (the first layer of colour)

Tucking: To fold, thrust or turn in so as to secure or confine a portion of the whole

Shading: Showing change in a color from light to dark by adding black or another hue

Related Activities:

Make a Statement! - Recommended Teaching Level: Grades 1-7

- Create a video, make a poster, send postcards to the provincial and federal Departments of Fisheries and Oceans, or to premier@gov.bc.ca, and to federal and provincial Departments of Mines and Resources.
- Post your artwork online at other sites concerned with oil spills.
- Send a postcard to the California Academy of Sciences Sustainable Future. See: www.calacademy.org/sustainable_future
- Exchange postcards for a sustainable future with other schools

Students will:

- Learn to research and expand their knowledge, inspired by their own mask creations.
- Create extensions from their workshop experience at Arts Umbrella that give them the opportunity to reach a wider audience.
- Draw a postcard or use a photo of their mask, with or without writing, that suggests an action that can be taken to help the oceans.
- Create a digital recording based on their mask improvisations that speaks to the plight of ocean creatures.
- Create art posters that offer alternatives to oil as a source of energy.

Materials:

For sending a postcard:

- 4-ply poster board cut into post card dimensions
- a range of drawing and colouring tools – felts, oil pastels, pencils, water colours
- digital camera
- photos of their own and classmates' ocean masks
- glue

For making a video:

- video camera
- ocean creature masks
- simple costumes (optional)
- props that may relate to oil pollution
- a script or storyline developed by the children and their teacher

For making a poster:

- 4-ply poster board – choice of colours
- photocopies of relevant images, including their own masks
- glue
- pencils or conte crayon
- newsprint for sketches
- liquid tempera or poster paints
- brushes
- water containers

Resource Materials:

Google:

Alternative Energy Sources
Gulf Oil Spill
Exxon Valdez Oil Spill

Films:

Who Stole the Electric Car?

See suggested reading and websites in the Ocean Masks Workshop guide.

Oceans at Risk

artSUMBRELLA™

Oil Remix

Recommended Teaching Level: Grades 1-7

Researched and created by Josh Hite, 2010

Factual texts inform us as to the nature of our world, yet the photograph and video dominate our psychic space, often overpowering our memory and influencing our decisions.

Images in the 21st century have arrived in the form of multiples, and as image makers we need to be able to create images in this manner, and not merely be incorporated into another system of multiples.

Through examining their relationships to oil and its alternatives, students will appropriate and create images using open source software, not in an attempt to define the rights and wrongs of energy use, but to raise new questions, while developing their ability to express personal concerns and insights both critically and artistically.

Students will:

- Develop ability to create images as multiples
- Become adept at using open source image creation software
- Understand the local impact of their actions
- Collaborate with other students while creating their work
- Engage in the discussion and critique of the work of their peers

Activity

1. Students will be asked to bring something(s) with them, made of petroleum or something that they think relates to oil/energy use. We will discuss their objects to determine their relationship to petroleum use. The students will then search and find images related to oil production, products, and alternatives, and have a short discussion.
2. Students will be introduced to artists working with layered photographic imagery.
3. Students will be introduced to the multiple exposure application, part of the glocal project. (www.glocal.ca) Distinction between proprietary and open source software will be discussed. (Free and code is public.)
4. They will have the chance to freely create and play with software.
5. Students will be introduced to masks (endangered species), guessing what these animals have in common, how they could be affected by pollution/Great Pacific Garbage Patch.
6. Students will create images by juxtaposing objects, themselves, and images that they find, trading, exchanging attempting to create relationships that make us ask questions, that bring a new light to statements and imagery around energy use.
7. Students will choose one image each that best deals with the issue of energy use. As a group we will critique the works.
8. Each student takes home a print.

Materials:

- Computers with multiple exposure glocal project applications installed
- Webcams
- Internet, participating in image search
- Printer and paper, one sheet per student

Resources

Websites:

www.glocal.ca
www.neuschaeferrube.de

Oceans at Risk

artSUMBRELLA™

Dance/Movement Workshop

Classroom Activity

Recommended Teaching Level: Grades 1-7

Researched and created by Roselle Healy, 2010

Students will:

- Use their body and face to portray a character of their choosing
- Use mental awareness and physical control to move their body as directed
- Reflect on and describe their emotional experience of a theatrical activity as an active participant
- Find animal characters through movement
- Gain confidence
- Explore and experiment with creative expressions of various emotions
- Gain a greater understanding of how masks are used in theatre
- Help create a safe and supportive environment for the group to feel comfortable to take risks

Activity

1. Before starting the warm-up, students will take a couple of minutes to share thoughts on the animals in the ocean and the threats they face, as well as class expectations and respect for themselves and others.

2. Students will begin the workshop with a series of warm-ups and games for the body and creative mind. The warm-ups will be developed to help the kids gain comfort in the group as well as connecting to their tool as performers: the body. Some of the warm-ups will include Name and Gesture, Body Telephone, 10 Step Circle, and Machine, using themes such as ocean, or oil spill cleaner.

3. After the warm-up games and exercises students will start to introduce the mask work. Using music and movement they will begin to explore how their characters move in the space, which body parts they lead from, how they carry emotion in their body, and how they react to other animals. Once each student has chosen a character they feel most drawn to they will take the animals on a journey through different environments (i.e. how does your character move through crystal clean waters vs. water polluted with oil?)

In small groups students will work as teams to create tableaux (frozen pictures) of the environments. In these tableaux each group will be given a place and an emotion (i.e. oil spilled waters and frustrated). The students will have to transition from the first picture to another image in which their mood has changed. In the pictures students can be animals, objects, and people.

For the younger groups K-2, the instructor and assistant can help them make a frozen picture one group at a time. Once they have shared the tableaux with the group students will have a chance to show their individual walk across the stage with their mask. Music will be played during these walks.

7. After performing and reflecting participants will end the class with a fun theatre activity such as museum or animal tag.

Materials:

- 5-8 pre-made masks as well as masks made by students
- 1 poster board with pictures of animals from our oceans and images of pollutants such as oil, plastic, and garbage

Oceans at Risk

artSUMBRELLA™

Resource Materials

Websites:

David Suzuki Foundation: <http://www.davidsuzuki.org>

Books:

The Things That Matter

by Julia Neuberger
Kyle Cathie Limited
ISBN 1 85626 078 X

Basic Concepts in Modern Dance: A Creative Approach

by Gay Cheney
Princeton Book Company (1989)
ISBN-10: 0-016622-75-4

The Seashore

by Angela Wilkes
Kingfisher Publications
ISBN-10: 0-7534-5339-8

The World of Marine Mammals

by Adrienne Mason & Garth Buzzard
Orca Book Publishers (1999)
ISBN-10: 1-55143-046-0

Glossary of Terms

Audience: The assembled spectators or listeners at a public event, such as a play, movie, concert, or meeting

Commedia Dell'Arte: The style of mask work stemming from Italian comedy of the 16th to 18th centuries, improvised from standardized situations and stock characters

Improv-Improvisation: A theatrical technique – the invention of dialogue and action spontaneously, based on an understanding of a role or a situation

Masks: A form of theatre where actors' faces are covered with masks

Projection (of voice): The ability to make a sound, especially the voice, heard at a distance

Tableau: Actors remain silent and motionless on stage as if in a picture

Related Activities

Mirror game - (great for focus)

Have the group split into partners, pick who is A and who is B in the partnerships. A starts as the leader making slow movements for B to follow. The aim is to work together as a team and for an onlooker to not be able to tell who is leading. Eventually switch leaders. If the theme of the class is animals students can use this as inspiration and move like different creatures for the other student to follow. Remind students to move almost slow motion so their partner can follow. Students can also show different emotions on their face and have their partner mimic this.

Where Are We - (a fun detective game, always a hit)

Have a group of 3-5 students leave the room and wait outside. While outside the room a teacher or assistant can help the small group take on the walks of detectives and come up with a name for their team.

As the group outside comes up with their team name, in the room the rest of the class is creating a frozen picture of an environment filled with objects, animals, and people. For example, if the environment chosen is a beach one student might be a bouncy ball, another a lifeguard, or even the sun. They can get as creative as they please. When the group has their picture ready you can open the door and let in the detectives.

As a group they take in the picture and start to take some guesses of what they see. The next step is bringing the picture to life. On the count of three the picture comes to life. The students must bring their object, person, or animal to life with a sound and movement but NO WORDS. Words give too much away. Once the detectives have taken some notes they huddle as a group and come up with one guess as to where the group is.