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| ACTIVITY PLAN | | | | |
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| **Topic** | **subtopic** | **Activity title** |
| Creative and Critical Thinking in EcoSTEAM Education | Environmental Art and Expression | Ecological Installation |

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| INTRODUCTION PART (OR ACTIVITY OVERVIEW) |
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| **Introduction part (or activity overview)** | Environmental art is a unique form of art that uses various artistic styles and expressions to highlight environmental issues, promote awareness of ecological challenges, and inspire actions for a sustainable planet. By integrating art into the learning process, students have the opportunity to express their thoughts, emotions, and ideas regarding environmental conservation. Installation art is an artistic expression characterized by the use of three-dimensional space, where the environment in which it is displayed becomes an integral part of the artwork. An ecological installation is an art form that aims to express or emphasize themes related to environmental conservation, ecology, or sustainability. |
| **SETTING** | Preparation and the initial creative process can be carried out in the classroom. The partially completed installation is then moved to the chosen space (either within the school or in a pre-planned and selected space outside the school). |

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| MATERIALS NEEDED |
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| **Materials Needed** | Materials for creating the installations are sorted into groups (paper, plastic, metal) suitable for recycling or naturally decomposable, sustainable materials to emphasize the principles of sorting and sustainability. The materials are not mixed together.  Materials: plastic bottles, old metal elements, packaging, old newspapers, advertising brochures, natural materials (branches, moss, stones), and materials needed for assembly (glue, hot glue, thread, wire). |

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| **Learning Outcomes** | - Improve artistic expression skills.  - Gain understanding of sustainable creation principles.  - Enhance technological skills.  - Develope environmental awareness.  - Improve collaboration and teamwork.  - Self-assess work and analyze its impact on nature.  - Improve drawing and modeling skills.  - Enhance the ability to communicate visually.  - Strengthen sustainable consumption habits.  These learning outcomes can have a long-term impact on students' creative, analytical, and practical abilities, as well as promote a responsible attitude towards the environment. (For more details, see Appendix No. 1) |  |
| **Activity Contents** | **Theoretical Part (Duration: 15 minutes):**  Installation art is an artistic expression form characterized by the use of three-dimensional space, where the environment in which it is displayed becomes an integral part of the artwork.  Video  <https://www.youtube.com/watch?v=sgKzEw3OFrA>  Duration: Approx. 8.32 minutes  Ecology is a science that not only helps us understand natural processes but is also crucial in addressing global environmental challenges and creating sustainable ecosystems.  An ecological installation is an art form that aims to express or emphasize themes related to environmental conservation, ecology, or sustainability.  Video  <https://www.youtube.com/watch?v=ap9NFCiz4HI>  Duration: Approx. 1.58 minutes  Ecological installations serve as a bridge between art and environmental conservation, aiming to highlight the beauty of nature, its vulnerabilities, or to raise awareness about environmental challenges. These installations are created using various secondary materials.  Video  <https://www.youtube.com/watch?v=vP9YdHXP3Cw>  Duration: Approx. 2.47 minutes    **Activity 1 (Duration 180 minutes):**  An ecological installation will be created from recycled and sorted waste of one selected group (glass, paper, metal). This will demonstrate how creativity can reduce waste (waste management and recycling).  The group work method will be applied to create the installation.  STEP 1. Start with a clear idea that the installation will express. This can be related to ecological or sustainability issues, personal experiences, or concerns.  STEP 2. After selecting the theme, gather information about the materials, colors, shapes, and other elements that will be used in creating the installation. Understand and determine how the installation will convey the desired message.  STEP 3. Create sketches and drawings of the installation. Consider the size, shape, and interaction with the environment.  STEP 4. Choose the materials and tools to be used. Pay attention to sustainability principles, especially how the selected materials are produced and used.  STEP 5. Begin creating the installation based on the chosen sketch. Experiment creatively with shapes, colors, and textures. Pay attention to details and ensure the installation is stable and safe.  STEP 6. If your installation includes light or sound components, integrate them in a way that complements or enhances the main idea or message of the installation.  **Activity 2: Exhibiting and Documenting the Installation**  **Duration: 60 minutes**  STEP 1.Exhibit the installation in the chosen environment. Photos, videos, or other media recordings can help preserve the artwork long-term. Each installation may have unique stages depending on the theme and the creator's vision. The key is to maintain creativity, openness to experiments, and constantly think about how the installation can convey the chosen message.  STEP 2. Presenting the installation is an important step in sharing creation with others and conveying the theme, message, or emotion of the installation. Presentations can take place in various settings, from art galleries to public spaces or even virtual art platforms.  Presentation Ideas:   * Provide a detailed description explaining the concept, goals, materials used, and key thematic ideas of the installation. This can be presented along with photos of the installation or as a separate document. * Organize an official opening event for the installation, publicly presenting the artwork. This could be an opening exhibition, performance, or special event that draws attention. |  |
| **Assessments** | Installation Evaluation Criteria (For more details, see Appendix No. 2)   * Relevance to the Theme * Innovation and Creativity * Use of Materials and Sustainability * Aesthetics and Visual Appeal * Interaction with the Viewer * Technical Execution * Environmental Sustainability * Interdisciplinary Approach * Presentation |  |
| **Key Competences** | Creativity competence  Digital competence  Cognitive competence  Communication competence  Citizenship competence |  |
| **Connections with Eco STEAM** | Eco - The installation will be created from easily recyclable and sorted materials to highlight the importance of sustainability in the modern consumer world.  Science - The creation process will integrate various subjects. For example, it may require biological, physical, or chemical knowledge.  Technology - Participants will seek innovative solutions that can be applied in the context of environmental protection and sustainability. This can include new methods of recycling materials, reducing waste, or using energy-saving technologies.  Engineering - Students will use engineering principles to design the installation.  Art - Participation in creating an ecological installation fosters creativity and self-expression.  Math - Mathematical calculations will be involved in creating the installation.  E Per instaliaciją parodoma tvaraus gyvenimo būdo svarba ir skatinama  žmones įgyvendinti aplinkos apsaugos praktikas savo kasdieniniame gyvenime. |  |
| **References** | [What Is Installation Art and How Does It Transform Our Perception? https://www.widewalls.ch/magazine/installation-art](https://www.widewalls.ch/magazine/installation-art)  Installation art  <https://ar.pinterest.com/pin/426856870914509171/> |  |
| **Notes** | **Appendix No. 1**  Creating an ecological installation can achieve various learning outcomes encompassing artistic, practical, and ecological areas.  1. By creating an ecological installation, students will enhance their artistic expression skills. This includes fostering creative thinking, generating original ideas, and visualizing them.  2. Students will gain an understanding of sustainable creation principles. This includes the ability to choose sustainable materials, use resources wisely, and minimize environmental impact.  3. Students will improve their technological skills.  4. The creation process and interaction with the environment will help students develop environmental awareness. They will gain knowledge about environmental issues and how art can contribute to sustainability, as well as deepen their understanding of the importance of recycling.  5. Ecological installations will be created in groups. Students will improve collaboration, communication, and collective decision-making skills.  6. Students will learn to reflect and self-assess their work, as well as analyze its impact on the environment. This includes learning from their mistakes and evaluating how the project meets its intended goals.  7. The creation process will enhance practical skills such as drawing, modeling, material handling, and processing.  8. While creating the installation, students can directly interact with nature, use natural materials, or incorporate elements that reflect environmental challenges and beauty.  9. By creating the installation, students will improve their ability to communicate visually. This includes the ability to create impactful and meaningful visual works.  These learning outcomes can have a long-term impact on students' creative, analytical, and practical abilities, as well as promote a responsible attitude towards the environment. |  |
|  | **Appendix No. 2**  When evaluating an installation, it is important to consider not only technical and aesthetic aspects but also how it impacts people, what message it conveys, and how it contributes to the artistic context or environment. The installation evaluation criteria are:  1. Relevance to the Theme ( Is the idea clearly visible in the artwork and why is it important?)  2. Innovation and Creativity ( Does the installation offer new ideas or use unusual solutions? This can include the use of new material combinations, shapes, or technologies.)  3. Use of Materials and Sustainability ( The choice of materials used and how they were used. Were sustainable materials used, or was there an effort to minimize the environmental footprint?)  4. Aesthetics and Visual Appeal ( Evaluating the visual attractiveness of the installation. How does it look at first glance and how does it change from different angles? How are colors, shapes, and textures combined?)  5. Interaction with the Viewer (How do people react to the installation? Does it manage to evoke emotions, inspire, or provide new perspectives?)  6. Technical Execution ( Is everything stable, safe, and functioning as planned? How well was the installation implemented from a technical standpoint?)  7. Environmental Sustainability (If the installation was exhibited outdoors or in another space, evaluate its impact on the environment. Was it created considering environmental sustainability principles?)  8. Interdisciplinary Approach ( If the installation involves multiple artistic disciplines or technologies, assess how successfully they interact and complement each other.)  9. Presentation ( The presentation will depend on where and how the installation is exhibited. It is important that the presentation is engaging, informative, and aligns with the artistic idea of the installation. ) |  |

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# ACTIVITY EVALUATION SHEET

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| Evaluation Criteria | Points | Comments |
| Relevance to the Theme | \_\_/5 |  |
| Innovation and Creativity | \_\_/5 |  |
| Use of Materials and Sustainability | \_\_/5 |  |
| Aesthetics and Visual Appeal | \_\_/5 |  |
| Technical Execution | \_\_/5 |  |
| Presentation | \_\_/5 |  |