

# UC Irvine

## ArtsBridge America

### **Title**

University of Oregon ArtsBridge Art Project: Buckhead Restoration and Service Learning Project

### **Permalink**

<https://escholarship.org/uc/item/92665062>

### **Publication Date**

2005-05-26

### **Supplemental Material**

<https://escholarship.org/uc/item/92665062#supplemental>

# **University of Oregon ArtsBridge Art Project**

## ***Buckhead Restoration and Service Learning Project***

### ***Westridge Middle School***

***Winter – Spring 2005***

#### *Sponsored by*

Oregon Forest Service

#### *Collaborators*

Oregon Forest Service, Oregon

Jordan Schnitzer Museum of Art, University of Oregon

Westridge Middle School, Oakridge, Oregon

#### *ArtsBridge Scholars*

Maria Finison, Graduate Student, Arts & Administration Program, University of Oregon

Sabrina Hershey, Graduate Student, Arts & Administration Program, University of Oregon

#### *Teacher*

Peggy Marconi, Westridge Middle School

#### *UO ArtsBridge Administration*

Lisa Abia-Smith, ArtsBridge Director, Jordan Schnitzer Museum of Art, Univ. of Oregon

Ben Brinkley, Museum Educator, Jordan Schnitzer Museum of Art, Univ. of Oregon

Jen Katz-Buonincontro, Faculty Mentor, College of Education, Univ. of Oregon

Noemí R. Peña, ArtsBridge Coordinator, Jordan Schnitzer Museum of Art, Univ. of Oregon

#### *Acknowledgments*

Eric Sproles, Graduate Student, Geography, University of Oregon

Betsy Wolfston, Ceramicist, Artist-in-residence, Oregon

### *Buckhead Wildlife Area*

The Buckhead Wildlife Area, an area of the National Forest in Oakridge, Oregon, is a wetland/riparian community adjacent to the Middle Fork Willamette River. It is located within a 10-minute drive from the Westfir and Oakridge communities. The Buckhead Wildlife Area has a 1-mile loop trail that skirts the Middle Fork River and crosses a side-channel, which is populated by Oregon chub and western pond turtles. The Buckhead Wildlife Area is a haven for birds and mammals, deer, elk, beaver, fox, great blue heron, other waterfowl and many other species.

### *Guiding Mission*

To foster an appreciation and understanding of the Buckhead Wildlife Area through the study of art, science, environmental studies, social sciences, and history and incorporate arts education.

The middle school students will create three art projects during the course of winter and spring terms:

1. Create interpretive signage for the Buckhead Wildlife Area
2. Produce a collaborative class sculpture
3. Develop individual portfolios of drawing, photography, and poetry

In addition, the curriculum is supplemented by several additional "Project Activities." First, the students will work with artists-in-residence and a graduate student who possesses an expertise in mapping and geography. Second, the students will visit and have a guided tour of the Jordan Schnitzer Museum of Art as participants of the ArtsBridge program.

The Buckhead Wildlife Area is home to many species and Oregon chub and western pond turtles. For many community members of Westfir/Oakridge, the Buckhead area is viewed as their backyards. Thus, Buckhead is a place where many of the students from Westridge Middle School spend time outside of school hours.

### *Overall Objectives*

- Utilize the local environment, specifically the Buckhead area, to create individual and collective works of art.
- To foster an understanding of how local artists as well as recognized national and international artists interpret and use the natural environment in their artwork.
- Actively engage the students in gaining a foundation in art processes such as drawings, photography, poetry, interpretative writing as well as developing skills in the interpretation and critique of art.

## UNIT 1: INTRODUCTION TO PROJECT AND ENVIRONMENTAL ART

### *Objectives for Lesson 1:*

- Formal Introductions: ArtsBridge Scholars, teacher and students
- Project Overview: Overview of the nature of the ArtsBridge art project
- Student Survey: Students complete a survey about their experiences in Buckhead and their artistic interests.
- Introduction to environmental artists
- Hand-out individual sketch pads

### **Activities**

Group activity: Students placed in groups and asked to look at a number of artists who incorporate nature in their artwork. This included Ansel Adams, Georgia O'Keefe, Renoir, Monet, and others. Students will then discuss the elements of the work and answer the following questions: What do you like, and why? What do you see?

### **Assignments**

Students were given journals to write down their thoughts and experiences during the course of the art project.

#### Assignment #1: Thinking questions

- 1 Do you have a favorite place in nature? Where is it?
- 2 In what season do you enjoy this place most (winter, spring, summer, and fall)?
- 3 Please describe what this place looks like.

Assignment #2: Students find a work of art (visual, literary, performing work) that incorporates nature (they can choose one of the ones shown in class). Students describe the work and describe why they like.

## UNIT 2: DRAWING IN THE NATURAL ENVIRONMENT

### *Objectives for Lesson 2:*

- Introduction: Introduce students to the Buckhead Wildlife area and observe the environment around them from a variety of perspectives.
- Site Visit to the Buckhead project by the Forest Service Ranger
- Drawing exercise
- Introduction of the interpretive signage project and selection of sites

### **Activities**

Individual activity: *Viewpoints of Space through the Eyes of Animals* (taken from a lesson plan from the National Park Service). Resources and materials: Sketchbooks, pencils and camera

Students select an area with plants and sky for their work.

1. Get down on the ground and look at your scene from the viewpoints of a mouse. Draw what the mouse sees as it looks out and up.

2. Sit on the ground and look at the same scene from the viewpoint of a coyote. Draw what the coyote sees.
3. Stand up and draw what you see from your viewpoint as a standing human.
4. Imagine that you are a squirrel in a tree about 10 feet above the ground looking down at this scene. Draw the view through the eyes of the squirrel.
5. Imagine that you are an eagle soaring on an air current and looking down at this same scene. Draw it through the eyes of an eagle.

Discussion: Who comes to Buckhead? How can we find out who comes here? What makes this area appealing to you? What do you like? What information would you like to have if you came to visit Buckhead?

### **Assignments**

Thinking questions:

1. How did changing your viewpoint (from mouse, to coyote, to human to bird) suggest new subject matter, shapes, or colors?
2. Does seeing the world from the eyes of a small animal change the way you think about that animal?
3. How do you think your viewpoint of nature is affected by the season you are in (fall, winter, spring, and summer)?
4. Describe how it might change as the seasons change?

### **UNIT 3: FIELD TRIP TO JORDAN SCHNITZER MUSEUM OF ART**

Fieldtrip to the Jordan Schnitzer Museum of Art

The fieldtrip will include a guided tour and post-tour art activity in the Art Studio.

Tour: Learning to Look: An Introduction to the Museum

“An interactive tour that utilizes visual cues to engage students in looking at paintings, sculpture, prints, photographs, and other artist materials”

Post-tour art activity: Students create a work of art from a description written by another classmate.

### **UNIT 4: DRAWING & POETRY**

Studio Art Activity

*Objectives for Lesson 4:*

- Teach the fundamentals of drawing techniques: shading, tone, value and line
- Develop an understanding of collage
- Collaborative Poetry exercise: students will develop poetry skills on an individual and collaborative manner

## **Activities**

Individual activity. Resources and materials: drawing pencils, charcoal, large newsprint, large paper (on which to write poem), individual journals for poetry, magazine images, block paper, glue sticks and scissors.

Drawing techniques exercise:

1. Line: students will mimic line pattern and quality using pieces of coloring book drawings
2. Collage: student will create a collage using magazine images
3. Shading: student will work to understand shading and values by drawing a draped cloth
4. Line: student will explore the quality, texture, and expression of line with experimentation

Poetry:

Students will begin their collaborative poetry project. The finished poem will be read and shared with the class.

Vocabulary:

Line

Texture

Collage

Value (as in line quality)

Depth

Perspective

Shading

## **Assignments**

1. Continue to work on drawing exercises.
2. Students are encouraged to “free-write” (poetry) in their journals.
3. Continue to utilize the above techniques to further develop their interpretative panels.

## **UNIT 5: GEOGRAPHY**

Visit by Eric Sproles, Guest instructor, Geography

*Objectives for Lesson 5:*

- Introduction: GIS and the elements of mapping. Students were shown historic maps of the Buckhead, Westridge and Oakridge area.

## **Activities**

Students will use traditional mapping techniques to create a scale map of their interpretive area.

Vocabulary:

GIS

## **Assignments**

Individual activity. Students will create an artistic interpretation of their Buckhead area using the maps created on-site.

## **UNIT 6: LAND OR ENVIRONMENTAL ARTISTS**

Survey of artists lecture

*Objectives for Lesson 6:*

- Introduction to environmental artists: Andy Goldsworthy, Georgia O'Keefe, Margaret Bourke-White
- Develop skills to look critically at works of art
- Able to speak critically with students about the artistic elements, framing, composition and the artistic process.

### **Activities**

Use VTS to engage students in a discussion of artistic elements in a variety of artworks.

Resources and materials: image of environmental artworks (i.e. O'Keefe, Bourke-White, Goldsworthy).

Vocabulary:

Composition

Contrast

Color

Line

Abstract Art

Realism

Sculpture

### **Assignments**

Students are to look in art books for different artworks and talk critically with their classmates and teacher by recalling and explaining the formal elements of art and artists discussing during previous class lessons.

## **UNIT 7: CERAMICS**

Visit by Betsy Wolfston, Ceramicists, Artist-in-Residence

*Objectives for Lesson 7:*

- Create a ceramic piece utilizing clay from the local Buckhead Wildlife region

## **UNIT 8: VISITING CERMACIST**

Visitation by ceramicists Betsy Wolfston continued

*Objective:*

- Complete ceramic sculpture

## **UNIT 9: PHOTOGRAPHING NATURE**

Basics of photography

*Objectives for Lesson 9:*

- Introduce students to the basics elements of photography
- Introduction to the basic functions and use of 35mm cameras
- Enhance students understanding of framing in photograph and other visual arts
- Photograph the Buckhead area

**Activities**

Students will begin to shoot their Buckhead area for incorporation into the exhibition at the Museum. Resources and materials: 35mm cameras, paper frames.

1. Students will use paper frames to practice framing shots, thinking about angles and perspectives
2. Students will shoot the Buckhead area that they are interpreting

Vocabulary:

35mm

F-stop

Lens

Shutter speed

Focus

**Assignments**

Thinking Questions:

1. Do you have a favorite place in nature? Where is it?
2. In what season do you enjoy this place most (winter, spring, summer, and fall)?
3. Please describe what this place looks like.

**CULMINATING EVENT**

Exhibition and reception for the Buckhead Art Project to be held at the Jordan Schnitzer Museum of Art, Art Studio

Student's artwork and mapping projects will be displayed

Date and Time TBD.