

Weather or Not, That is the Question Curriculum Guide

LOOK **MAKE** **SHARE**



Suzanne Anker, *Astroculture (Shelf Life)*,
Vegetable Producing Plants Grown from Seed using LED lights. Galvanized Steel Cubes,
Plastic, Red and Blue LED Lights, Vegetable-Producing Plants Grown from Seeds, Water,
Soil and no Pesticides, 2016

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About the Exhibition ***Weather or Not, That is the Question***

Children’s Museum of the Arts is pleased to announce *Weather or Not, That is the Question*, an exhibition about the power, mystery, and grandeur of weather and its impact on our environment. From early religious texts, to Farmers’ Almanacs, weather tracking apps, and daily conversation, extreme weather has captivated human interest and conversation. We continue to be awed and intrigued by phenomenon such as record-breaking snowfall, earthquakes, tsunamis, tornados and hurricanes. With the words “global warming” and “climate change” never far from the headlines, artists tie together the scientific and creative worlds in acts of beauty and activism.

Aristotle reasoned that imitation forms the basis of art, and that art imitates nature—some works perhaps more literally than others. In *Weather or Not, That is the Question*, artists Kim Abeles, Matthew Albanese, Suzanne Anker, Blane De St. Croix, Sandy Gellis, Nathalie Miebach, Nnenna Okore, and Virginia Wagner explore art’s ability to make environmentalism a priority and bring climate initiatives to the forefront of cultural conversations.

Weather—we love to hate it, we love to complain about it, but we also love to love it.

Exhibiting Artists: Kim Abeles, Matthew Albanese, Suzanne Anker, Blane De St. Croix, Sandy Gellis, Nathalie Miebach, Nnenna Okore, and Virginia Wagner

Essential Questions

What is weather?

Weather is the state of our earth’s atmosphere and surroundings at a certain time and place.

**What are different types of weather?
How would you describe today’s weather?
How does this weather make you feel?**

We discussed that different types of weather can make us feel different ways. For example, a sunny day can make us feel hot and happy that we can play outdoors, a rainy day can make us feel wet from the rain drops/puddles and gloomy with the dark grey sky, a snowy day can make

us feel cold, but it's fun to play in the snow. We can see that weather is always changing. This can be seen through climate change of weather patterns across the world for a long period of time.

This exhibition encourages us to observe how artists represent weather and climate change and how it can impact our environment.

Curriculum Overview

LOOK MAKE SHARE

Rationales

CMA's interdisciplinary curriculum facilitates the arts being integrated across disciplines towards the learning goal of enhancing creativity in the classroom as well as teaching students about the societal, cultural, and historical significance of art. This curriculum infuses the arts in core subjects, including language arts, social studies, science, and math.

Pedagogy & Methodology

This curriculum infuses CMA's pedagogy of LOOK, MAKE, SHARE along with the learning approaches of Project Based Learning (PBL), Inquiry-Based Learning, Universal Design for Learning (UDL), and Multiple Modalities. This guides students to:

LOOK: at and engage with contemporary artworks through inquiry-based dialogue and multi-sensory activities and make connections to their lives and the world.

MAKE: artworks inspired by interdisciplinary themes from the exhibition and concepts from the real world and their imagination.

SHARE: their artwork with their peers and the community through a reflective discussion describing both the process and meaning.

Learning Approaches

Project-Based Learning (PBL): enables students to engage in a project to investigate and problem solve real world situations by making meaningful connections.

Inquiry-Based Learning: facilitates learning by asking questions to encourage students to provide their own interpretations and investigations prior to being provided with facts and information.

Universal Design for Learning (UDL): provides a framework to make learning accessible for all types of learners including those with special needs through multiple means of representation, action and expression, and engagement.

Multiple Modalities of Learning: encourages different sensory experiences and entry points into learning such as visual, auditory, tactile, and kinesthetic.

Glossary

Astronomy: the scientific study of outer space, celestial objects, and the physical universe.

Biodegradable: capable of being decomposed or decayed by bacteria.

Blizzard: a severe snowstorm with strong winds.

Data: facts and numbers collected and used for reference or studying.

Decompose: the process of breaking down and separating into parts or elements.

Diorama: a model or small miniature set of a three-dimensional scene.

Ecology: the scientific study of how organisms act with each other and their environment.

Meteorology: the scientific study of the atmosphere including weather and climate.

Weathered: the condition of being worn out by exposure to the weather.

Set: the scenery of a space with objects and props for a scene of a film or photograph.

LOOK For Lesson

Teacher Directive: Print and/or project glossary of terms and images in this guide. You can find more images at CMA's Flickr Album titled *Weather or Not, That is the Question*.

Image 1: Matthew Albanese, *The Tree in My Backyard-Weathering The Storm Sunny Bright Idle Afternoon*, Digital C-Print, 2016

DESCRIPTION (Diorama): Matthew Albanese creates extremely detailed dioramas or miniatures made from found objects and simple household materials, and then uses various photographic techniques to make the scene look like the real world.

QUESTIONS: What different types of weather do you see? How do all of these photographs of weather tell a story?

FUN FACT (Set): Using fog machines, dry ice, strobe lights, plasma lamps, fans, water spray, flash paper and spark powder, Matthew Albanese created these sets in the five photographs: *Lighting Strike, Sunny Bright Idle Afternoon, Rolling Mist at Dawn, Torrential Rain and Wind and Fog*.

Image 2: Nathalie Miebach, *In the Shadow of a Giant, Reed, Wood, Rope, Data*, 2013

DESCRIPTION (Data, Astronomy, & Meteorology): Natalie Miebach uses weaving to translate data collected from major storm systems into sculptural representations. She focuses on visually articulating research in astronomy, ecology and meteorology through woven baskets.

QUESTIONS: What do you think the artist is telling us about weather from this artwork? How is this artist representing weather differently than the previous artist? What does this artwork remind you of?

FUN FACT (Data & Blizzard): This sculpture was written for two musicians to play a score about two different New England blizzards in December 2007 and February 1978. This wall piece illustrates the weather data of the barometric pressure, temperature, dew point, and wind of these two storms.

Image 3: Nnenna Okore, *Chance*, 2015, Burlap, Dye, and Wire

DESCRIPTION (Biodegradable): Nnenna Okore takes biodegradable material such as old newspapers, rope, thread, yarn, burlap, dye, coffee, starch, and clay and transforms them into abstract forms.

QUESTIONS: How do you think the artist represented weather in this artwork? How do you think this artist made this artwork? What would this texture of this material feel like?

FUN FACT (Weathered & Decompose): Nnenna Okore transformed burlap through natural dyes into a new delicate form that is weathered. Her methods include fraying, tearing, teasing, weaving, dyeing, waxing, and sewing; repetitive processes that she learned by watching local Nigerians perform daily tasks.

Lesson: Mixed Media Landscapes Impacted by Weather

Activity: Students will make mixed media landscapes impacted by weather using recycled materials and art materials.

Objectives: Through making mixed media landscapes impacted by weather, students will learn that they can:

- 1) Make objects inspired by both the real world/surrounding environment and their imagination that have different functions to reflect the weather.
- 2) Transform the meaning and form of recycled materials in a variety of different ways
(bend, fold, twist, collage, attach, arrange, stack up high/low, build out wide/narrow)

Materials: Base: Cardstock or Cardboard

Recycled Materials: Paper - Straws, Towel Rolls, Cups, Shapes, Strips

Art Materials: Pipe Cleaners, Metallic Mesh, Tissue Paper

Adhesives: Foam Stickers, Tape, Glue

Details: Small Colored Circle Stickers, Gems, Buttons, Pom-Poms

MAKE

Opening Statement: What types of artworks did we look at? We saw how artists made artworks inspired by weather and climate change and it's impact on our environment and landscape. Also, we saw how artists showed different types of weather using different art materials and mediums such as photography and sculpture.

Topic Question: What is an imaginary landscape?

Recap: We learnt that an imaginary landscape is a place that we have never seen before. It can combine things that we see in our every day life with things from our imagination.

Visualization: Today, you will be making your own imaginary landscape that protects you and keeps you safe from the changing weather conditions. What will your landscape look like? How will you be protected from the weather? What types of materials will you use?

Recap: We learnt that we can use our imagination to think of ways to protect us from different weather conditions. Also, we learnt that we can layer materials on top of each other to make new shapes and textures and build up forms to create three-dimensional structures.

Transition: How will you start making your landscape? (Structure and surrounding weather). What type of structure will you make? (Small/big, short/tall, narrow/wide). How will you build with and transform the materials?

SHARE

How did you create your landscape? What function do the structures and objects have? How do they protect you from the weather? How did you use the materials?

Image 1: Matthew Albanese, *The Tree in My Backyard-Weathering The Storm Sunny Bright Idle Afternoon*, Digital C-Print, 2016

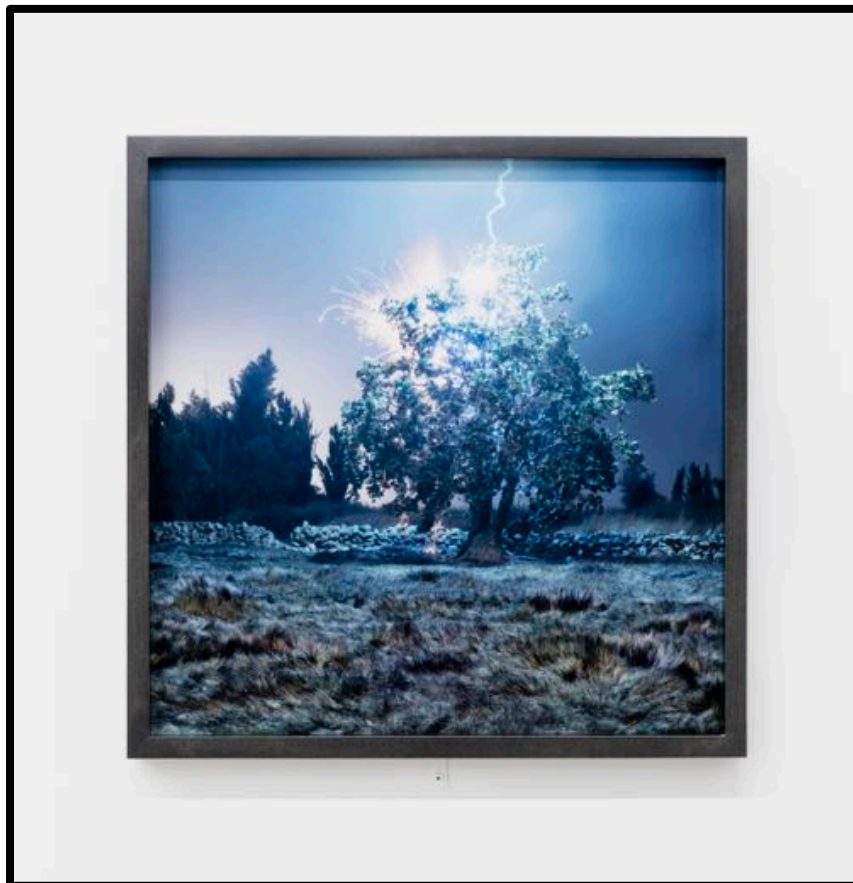
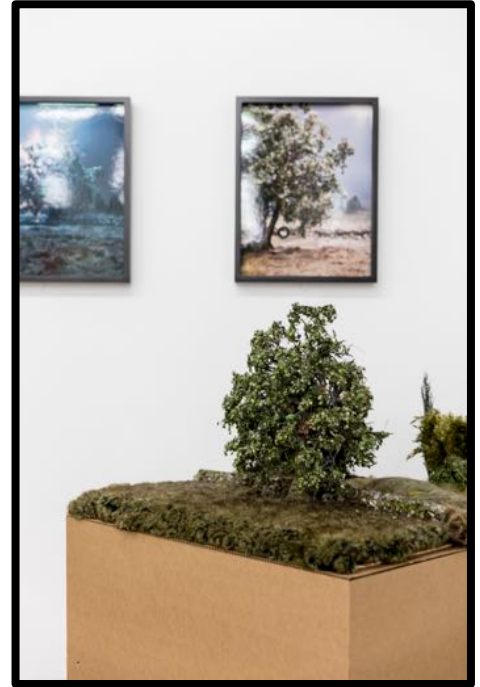


Image 2: Nnenna Okore, *Chance*, Burlap, Dye and Wire, 2015



Image 3: Nathalie Miebach, *In the Shadow of a Giant*, Reed, Wood, Rope, Data, 2013

