



Short Learning Program of Art, Design & sustainability
with special focus on environment and climate change

2021-1-ES01-KA220-HED-000032193

MODULE 2

How art can contribute to facilitate dialogue, communicate sustainability and climate change and foster learning

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Co-funded by
the European Union

The ARDES Project is co-financed by the Erasmus+ program of the European Union. The content of this publication is the sole responsibility of the project partners and neither the European Commission nor the Spanish Service for the Internationalization of Education (SEPIE) are responsible for the use that may be made of the information disseminated here.



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Overview of Module 2

Module 2 How art can contribute to facilitate dialogue, communicate sustainability and climate change and foster learning						
Lesson	Topics	Time	Week	Activity	Time (h)	COMPULSORY/OPTIONAL
		(hours)				
Lesson 1 Art for communicating Sustainability and Climate Change (CC)	Topic 1 Communicating Sustainability and CC through arts and design	26	Week 1&2	A1 Project Basics of processes and hand made structures	4	compulsory
				A2 Creation of Package design with eco friendly materials	4	compulsory
	A3. Corporate identity design campaign			13	optional	
	A4. Digital Storytelling using a variety of techniques			13	optional	
Lesson 2 Art practice and design projects for communicating sustainability through transformative social, cultural and environmental action	Topic 1 Communicating sustainability through sustainable practices, media and materials	26	Week 3&4	A1 Ranking techniques, media and materials	3	compulsory
	Topic 2* New materialism and ecocentrism: approaches to an integrative Nature			A2. Discussion: what is eco art and what is not	5	compulsory
	Topic 3 The medium is the sustainable message			A3. Create an artwork/action pertaining to a sustainability issue	15	compulsory

Lesson 1 Content

Outlines

Topic 1: Communicating Sustainability and CC through arts and design

Artistic research and Design research as a generator and communicator of ecological knowledge



[Summary]

The aim of the course is to provide the knowledge to understand and use art and design as strategic tools for shaping and enhancing innovation. It aims to train students to take a leadership role in managing sophisticated design processes and to take on new challenges in order to seize opportunities by applying the knowledge and methodologies of sustainability and CC.

The importance of this topic is to help students understand that even without any practical knowledge in the sciences that deal with our environment and CC they can create artwork that can be inspiring both to other artists but also other scientists who may get inspired to apply real science to both they have created. The important thing to know is that even though artists may not be scientists and they may not have any green science with proper research they can gather enough information to actually help them create artwork that can contribute to the whole idea of promoting a greener environment.



Essential Questions

- What is the vision that will support the art and design for sustainability & CC projects to be coherent and inspiring?
- How change within the art/design industries will help to solve issues like global warming and pollution?
- What are the Sustainable design areas and their impact?

- How can artistic creativity and real science co-exist together?



Educational Materials

- Chick, A., Micklethwaite, P. (2011). Design for Sustainable Change: How Design and Designers Can Drive the Sustainability Agenda. Paperback.
<https://books.google.pt/books?id=d4D1k53TN84C&pg=PP1&pg=PP1#v=onepage&q&f=false>
- Irwin, T. (2015). Transition design: A proposal for a new area of design practice, study, and research. Design and Culture, 7(2), 229-246.
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Videos

- The Art and Design of Sustainability (2014), <https://vimeo.com/88922684> available on <https://vimeo.com/>
- Design Thinking and Sustainability - How to Develop Innovations for Our Common Future , <https://www.youtube.com/watch?v=w0afmCPpjws>

Audio-visual resources

- Quest Plays (2019) Behind the Scenes: Shaun The Sheep Making Process 3DS. Video available on: <https://www.youtube.com/watch?v=B2ofutpavb0>
- Science Filmmaking Tips - Rob and Jonas (2018) How to make stop motion videos. Video available on: <https://www.youtube.com/watch?v=ppedXZHhE0>
- Michael Parks (2012) Making an armature: Video available on: <https://www.youtube.com/watch?v=uimF41CrMXM>



Further Reading

- Greg Houston, Illustration that Works: Professional Techniques for Artistic and Commercial Success, Monacelli Studio. 2016
<https://www.amazon.co.uk/Illustration-That-Works-Professional-Techniques/dp/1580934471>

- Alannah Moore, The Collage Ideas Book, Ilex Press. 2018
<https://www.amazon.com/Collage-Ideas-Book-Alannah-Moore/dp/1781575274>
- 47th Publication Design Annual, Society of Publication Designers (U.S.), The Best Magazine Design, Photography, Illustration, Infographics & Digital, Beverly, Mass: Rockport Publishers, Inc. 2013 <https://www.oreilly.com/library/view/47th-publication-design/9781592538225/>
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<https://www.pearson.com/en-us/subject-catalog/p/digital-image-processing/P200000003224>
- 3D Total, Beginner's Guide to Digital Painting in Photoshop: Characters' 3DTotal Publishing. 2015
<https://www.amazon.com/Beginners-Guide-Digital-Painting-Photoshop/dp/190941414X>
- Derek Lea, Creative Photoshop, Taylor & Francis. 2009
<https://www.taylorfrancis.com/books/mono/10.4324/9780080878492/creative-photoshop-cs4-derek-lea>

Learning Activities



Name of Activity	Setting	Procedure	Time
A1. Project Basics of processes and hand made structures	Independent Online/Classroom	Aim: Produced visuals and 3D structures (Wire figures) that promote the concept of eco friendly design.	4 hours

Instruction

Create 3 structures (Wire figures) that can become a beacon of inspiration for actual city installations that accumulate solar energy and transform it to electricity.

A2. Creation of Package design with eco friendly materials	independent Online/Classroom?	Aim: Produced design with eco friendly materials with the aim to influence the market to embrace a green philosophy.	4 hour
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Instruction

Create 2 package design products that are based on sustainable design:

Step 1- Research the topic and find similar projects and inspirational material, where students propose new ecological materials, or an original use of known ones.

Step 2- Create ideas in your sketchbook so you can receive feedback and constructive criticism.

Step 3- Proceed to create your final project.

Step 4- Present in class your completed project.

Project Basics of Processes and Handmade Structures

Introduction:

The aim of this project is to produce visuals and 3D structures that promote the concept of eco-friendly design. The materials used for this project are crystal glass resin and soft wire used in jewelry. The objective is to create three structures that can become a beacon of inspiration for an actual city installation that accumulates solar energy and transforms it into electricity. In this paper, we will discuss the project basics of processes and handmade structures, including the design concept, materials, and the production process.

Design Concept:

The design concept of this project is to create 3D wire figures that are inspired by nature and promote eco-friendly design. The wire figures will be designed to accumulate solar energy and transform it into electricity. The design will be simple and elegant, with a focus on the use of natural materials and handcrafted elements. The three structures will be unique and distinct from each other, but they will also complement each other and form a cohesive design.

Materials:

The materials used for this project are crystal glass resin and soft wire used in jewelry. Crystal glass resin is a high-quality material that is eco-friendly and can be easily molded into any shape. It is also transparent, which makes it perfect for reflecting and refracting light. Soft wire used in jewelry is flexible and can be easily shaped into 3D structures. It is also eco-friendly and can be recycled.

Production Process:

The production process for this project involves several steps. Firstly, the wire figures will be designed on paper, with attention given to the scale, proportions, and details. Secondly, the wire figures will be handcrafted using soft wire used in jewelry. The wire figures will be shaped using pliers and cutters, with attention given to the details and accuracy. Thirdly, the wire figures will be covered with crystal glass resin. The resin will be mixed with a hardener and poured onto the wire figures, allowing it to set and harden. Finally, the wire figures will be assembled, photographed and through the means of photo-manipulation, students will create imaginary city sceneries with these figures as works of arts that also create energy for the city.

Lesson 1 Content

Outlines

Topic 2 (optional) : Sustainability and CC through the visual communication and animation industry



[Summary]

Through the utilization of visual communication, students will compile design projects that will contribute to the communication and education of their viewers in relation to the topics of sustainability and CC. Students will be encouraged to make use of the latest digital tools and techniques to achieve innovating and engaging designs.



Essential Questions

- Can sometimes an artistic project act as a more efficient ambassador and communicator to convince people to adopt a more eco-friendly attitude to our environment?
- How efficiently can a designer communicate in 30 seconds concepts regarding sustainability and CC?
- What are the best tools and methods that can be employed to achieve the desired goals, faster and more creatively?



Educational materials

- Green Entrepreneurship Training (GET-UP) Project IO6 –Policy Paper (2016), https://ec.europa.eu/programmes/erasmus-plus/project-result-content/736c2e31-c5c4-4d1a-877d-83b86ba760e7/GET-UP-Policy-Paper_Eng-Neu%202.pdf
- International Motion Festival (2019), <http://motionfestivalcyprus.com/>
- Bowers Micah, Compelling and Moving : A guide to motion design principles , toptal.com/designers/ux/motion-design-principles

- Van der Veen, R., Hakkerainen, V., Peeters, J., Trotto, A. (2018). Understanding transformations through design: can resilience thinking help? In Proceedings of the Twelfth International Conference on Tangible, Embedded, and Embodied Interaction. 694-702).
https://dl.acm.org/doi/abs/10.1145/3173225.3173261?casa_token=ggIIUL6D540AAAAA:WebLQV43llpLW_VrSf4b-C466D594RVkYRw8QJcCADh60FIVa_GX0jodZwY-T2dEQVsJe1AYIATy1Q
- Walker, B., Salt, D. (2012). Understanding Transformations through Design: Can Resilience Thinking Help? Islan press.
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- Bergman, D. (2013). Sustainable Design: A Critical Guide. Princeton Architectural Press <https://www.amazon.co.uk/Sustainable-Design-Architects-Environmental-Architecture/dp/1568989415>



Videos

- The 5 Types of Animation (2015), <https://www.youtube.com/watch?v=NZbrdCAsYqU>
- HOK's Sustainable Design Process (2017),
<https://www.youtube.com/watch?v=DbPMorO2ago>
- Every product carbon neutral by 2030 | Apple (2021),
<https://www.youtube.com/watch?v=66XwG1CLHuU>
- Explaining the Circular Economy and How Society Can Re-think Progress | Animated Video Essay (2011), <https://www.youtube.com/watch?v=zCRKvDyyHml>
- Operation Sustainability - a story on the world's most important customer (2017),
<https://www.youtube.com/watch?v=RMx3bcTlxqY>



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<https://www.amazon.co.uk/Beginners-Guide-Digital-Painting-Photoshop/dp/190941414X>
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Learning Activities

Name of Activity	Setting	Procedure	Time
A3. Corporate identity design campaign.	Independents Online/Classroom	Aim: To be able to design efficiently a campaign that promotes an eco friendly way of thinking by making use of marketing strategic principles.	13 hour

Instruction:

Design an eco friendly campaign based on the sustainability and cc concept via different mediums and methods:

Create 3 structures (Wire figures) that can become a beacon of inspiration for actual city installations that accumulate solar energy and transform it to electricity.

Step 1- Research the topic and find similar projects and inspirational material.

Step 2- Create ideas in your sketchbook so you can receive feedback and constructive criticism.

Step 3- Proceed to create your final project.

Step 4- Present in class your completed project.

A4. Digital Storytelling using a variety of techniques	Group Online/Classroom	Aim: to be able to produce an animated stories using sustainable figures and structures	13 hour
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Instruction

Create a 30 second animated video using a variety mediums and new media tools.

Step 1- Research the topic and find similar projects and inspirational material.

Step 2- Create ideas for a Storyboard so you can receive feedback and constructive criticism.

Step 3- Proceed to create your final animation.

Step 4- Present in class your animated project.

Lesson 2 Content

Outlines

Topic 1: Communicating sustainability through sustainable practices, media and materials



[Summary]

The use of artworks focused on how sustainability and climate change can foster and promote cognitive processes and behavioural changes. But what if the medium or material used is contradictory to the message? There should be coherence in the way that artworks are created, implemented and delivered. This topic aims at fostering awareness of how some of the most common art materials, techniques and media can actually be negatively impacting the environment.



Essential Questions

- Should an artist or a designer use any materials or media for properly and coherently communicating sustainability and climate change (Sustainability and CC)?
- In an art or design project for Sustainability and CC, why should the materials and media used be as important as the message?



Educational Materials

- Vico, A., Jivkova-Semova, D., Bailey, O. (2018). Artivism: A new educative language for transformative social action. In *Comunicar: Revista Científica Iberoamericana de Comunicación y Educación = Scientific Journal of Media Education*, 57(4). <http://digital.casalini.it/10.3916/C57-2018-01>
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- Marques, A., Veiga, P. A. (2019). Digital Artivism and Collaborative Artistic Practice: Usage in a School Environment as a Citizenship Development Tool. In *Proceedings of Artech 2019, the 9th International Conference on Digital and Interactive Arts*, ACM Digital Library. 1-10. <https://doi.org/10.1145/3359852.3359863>



Videos

- Razcel Jan Salvarita. (2018). Artivism: Effecting Environmental Consciousness through Art. Video available on: <https://www.youtube.com/watch?v=41zYjBsOtx8>
- The Daily Prosper. (2018). Awareness and Digital Art: Using Technology to Foster Sustainability. Video available on: <https://www.youtube.com/watch?v=c6lEikTqxY4>
- Thijs Biersteker. (2016). Plastic Reflectic interactive installation for plastic soup foundation. Video available on: <https://www.youtube.com/watch?v=G8gWRMS-o>
- TEDMED. (2020). Bringing facts to life through ecological art. Video available on: https://www.youtube.com/watch?v=siTg_L5zzz4



Further Reading

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López del Rincón, D. (2015). **Bioarte. Arte y vida en la era de la biotecnología**. Madrid: AKAL

D’Alisa, G. et al. (2015) **Decrecimiento. Vocabulario para una nueva era**. Barcelona: Icaria

Ecozon@ vol. 11 no. 1 (2020): **Cultures of climate. On bodies and atmospheres in modern fiction** <https://doi.org/10.37536/ECOZONA.2020.11.1>

Garnett Allie G., Brown Jefredo R, Smichtt Kristen R. (2022). **NFTs and the Environment. Do Non-Fungible Tokens (NFTs) Harm the Environment?** <https://www.investopedia.com/nfts-and-the-environment-5220221>

Willow F. (2021). **How To Be A Sustainable & Eco-Friendly Artist**, <https://ethicalunicorn.com/2021/06/23/how-to-be-a-sustainable-eco-friendly-artist/>

Hadjipapa S. et al (2018). **Topophilia: Ecology, Art and the Cypriot Landscape (Reader)** <https://phaneromenis70shop.com/products/delivering-views-book-20>

Networks – Resources :

Brothy Sarah S. & Wylie Eozabeth (2008). **The Green Museum A Primer on Environmental Practice, Second Edition.** <http://greenmuseum.org/c/aen/>

Sustainable art practice : <http://www.sustainablepractice.org/programs/tools/>

Arctic Sustainable Art and Design: <http://www.asadnetwork.org/>
<https://www.facebook.com/groups/806254886105023/>

Contemporary art and the environment: [e.g. Art21, World Art Museum](#)



Learning Activities

Name of Activity	Setting	Aim	Time (hours)
A1. Ranking techniques, media and materials	Small Groups (total of 3 or 4)	Identify different techniques, materials and media and their sustainability.	2
	Online/Classroom		

Instruction

Identify different techniques, materials and media and their degree of sustainability

Step 1: Having in mind the artworks examined in this module, Identify key characteristics of the sustainability assessment indicators (environmental, social, economic) as discussed in previous lessons in order to produce a ranking of media and materials according to their level of sustainability, and create a constellation in Miro-type/Milanote Platforms. Justify your choices.

Step 2: Create a sustainability ranking using the previously identified key characteristics and assessment indicators. Justify your choices and check their suitability against step 1.

Step 3: Present in class and complete the work by incorporating other groups' feedback.

Topic 2: New materialism and ecocentrism: approaches to an integrative Nature(optional)



[Summary]

This topic focuses on the artistic approaches towards creating an integrative Nature. Artists have been striving to create artworks that are integrating Nature and Culture, taking the vantage point that the climate is in crisis and a radical approach is the only way forward. The topic touches upon Posthuman Ontologies; Ecofeminism as a political ecology; Art and design through biotechnology.



Essential Questions

- What is the difference between the anthropocentric and the eco-centric approach towards the environment?
- What practices and approaches have artists used and are using in contemporary eco-art practices to engage with the environment?



Educational Materials

- Weintraub, L. (2019). What's next?: Eco materialism and contemporary art. Intellect. <https://www.perlego.com/book/866963/whats-next-eco-materialism-and-contemporary-art-pdf>
- Wals, A., Weakland, J., Corcoran, P. (2017). Preparing for the Ecocene: Envisioning futures for environmental and sustainability education. Japanese Journal of Environmental Education. 26. 4_71-76. 10.5647/jsoee.26. 4-71. https://www.researchgate.net/publication/318536171_Preparing_for_the_Ecocene_Envisioning_futures_for_environmental_and_sustainability_education

- Miles, M. (2014). *Eco-Aesthetics: Art, Literature and Architecture in a Period of Climate Change*. London/NY: Bloomsbury



Videos

- Green Sarah Urist (2019). *How Climate Changes Art*. Video available on: <https://youtu.be/dvQocRS3RdE>
- The Daily Prosper. (2018). *Awareness and Digital Art: Using Technology to Foster Sustainability*. Video available on: <https://www.youtube.com/watch?v=c6IEikTqxY4>
- Thijs Biersteker. (2016). *Plastic Reflectic interactive installation for plastic soup foundation*. Video available on: <https://www.youtube.com/watch?v=Gs8gWRMS-o>
- TEDMED. (2020). *Bringing facts to life through ecological art*. Video available on: https://www.youtube.com/watch?v=siTg_L5zzz4
- Tate. (2019). *Artist Dale Harding-Environment is Part of Who You Are*. Video available on: <https://www.youtube.com/watch?v=-EA77G9UKIc>



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- Hadjipapa S. et al (2018). **Topophilia: Ecology, Art and the Cypriot Landscape (Reader)**
- <https://phaneromenis70shop.com/products/delivering-views-book-20>



Learning Activities

Name of Activity	Setting	Aim	Time (hours)
A2. what is eco art and what is not	3 to 4 students group Online and Classroom 	Read the chapters Eco Art Is Eco Art Is Not From Linda's Weintraub book "To Life! Eco Art in Pursuit of a Sustainable Planet" and discuss the characteristics of eco art	5

Instruction

Step 1- You are divided in 3 groups and asked to research the following artworks to discuss whether they are or not eco-art and why, examining the aspects of Productivity/ production, longevity, perspective

Productivity/ production: ANDY WARHOL Flowers 1964 & Bonnie Ora Sherk, Art Food Farm, Helen Mayer Harrison & Newton Harrison "Hog Pasture: Survival Piece #1" (1970-71)

Longevity: Walter De Maria – The Lightning Field, 1977, Alan Sonfist, time landscape, '60 s

Perspective: on_kawara_location_1965, Josef Beuys, 7000 Eichen (7000 Oaks) 1982, Documenta, Kassel

Topic 3: The medium is the sustainable message.



[Summary]

This lesson will unfold the foci, purposes, methods and repertoire of activism in the pursuit of sustainability and fighting climate change. Activism is a growing constituent of environmental activism, articulated around three major topics. The first one is the education of audiences through performative expressions of today's global environmental crises, especially climate change. The second one involves ecocritical reflections of environmental controversies and conflicts towards creative emancipatory practices. The third one positions art practice as an avenue for environmental improvement across different sectors with the involvement of citizens, governments, and corporate actors. The use of digital media and networks ensures that the reach and impact can be maximized if carefully planned and delivered.



Essential Questions

- Do different digital media and networks determine different direct and indirect impacts, both with the audiences and with the environment?
- What is the importance of working in a collaborative way? What is the difference between collaboration and participation in an art or design project in S&CC?
- How are open source technology and reverse innovation used in sustainable art practices?



Educational Materials

- Vico, Aladro; Jivkova-Semova, Dimitrina & Bailey, Olga. 2018. Activism: A new educative language for transformative social action. In *Comunicar: Revista Científica Iberoamericana de Comunicación y Educación = Scientific Journal of Media Education*, 57(4). <http://digital.casalini.it/10.3916/C57-2018-01>
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Videos

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Networks – Resources :

SARAH S. BROPHY AND ELIZABETH WYLIE (2008), **The Green Museum A Primer on Environmental Practice**, Second Edition. <http://greenmuseum.org/c/aen/>

Sustainable art practice : <http://www.sustainablepractice.org/programs/tools/>

Arctic Sustainable Art and Design: <http://www.asadnetwork.org/>
<https://www.facebook.com/groups/806254886105023/>

Contemporary art and the environment: [e.g. Art21, World Art Museum](#)



Learning Activities

Name of Activity	Setting	Aim	Time (hours)
A3. Create an artwork/action pertaining to a sustainability issue	Individual, a 3 to 4 students group Online and Classroom	Create and artwork or stage an action that pertains to sustainability issues, using various practices employed by eco-artists	16

Instruction

Create an artwork/action pertaining to a sustainability issue

Step 1- Study the different eco-material approaches, research and select a sustainability issue that is relevant to you, your region or country.

Step 2- Produce the concept of a sustainable artwork focused on the identified issue, bearing in mind the previous materials and media ranking.

Step 3- Present the project in class (just the project, not the artwork) and gather feedback from other groups.

Step 4- The class votes for the proposal to be realized and proceeds to find ways to realise it.

Step 5 - The class realizes the voted project.