



# CULTURAL IMPACT - ART AND SCIENCE ACTIVITIES



## ORIENTATION

Introduce the science concept or natural phenomenon at hand and discuss it with the students. Discuss the scientific aspects and check to what degree the students are familiar with the concept/phenomenon. **Find Art-related extensions** and steer a conversation about **how that science concept /phenomenon can be found in art works**. The connection between the science concept/phenomenon and art can be done in many different ways. Some examples:

### A natural phenomenon that:

- is depicted on a painting
- is the theme of a song or a movie
- is the source of inspiration of a sculpture
- plays a key role in a story or theatrical play

### A science concept that:

- is involved in making a piece of art
- is involved in developing a technology that is used in art making
- is portrayed by a piece of art

## CONCEPTUALIZATION

Discuss with students the concept/phenomenon at hand and **what it means to them**. Use some **prompt questions** to help students express themselves. Some example questions are:

- Where do you find this concept/phenomenon in nature?
- Is it related to a phenomenon you are familiar with?
- Do you have any personal stories somehow related to the concept/phenomenon?
- What is the most impressive thing about this concept/phenomenon?
- Are there any technology achievements or products we use in everyday life related to it?
- If you could describe this concept/phenomenon using three words, what would they be?

## INVESTIGATION

- Ask students to **do a small research** to ensure they are well familiarized with the concepts at hand.
- Using the prompt questions from the previous step, ask students to make a **mood board** and think about what kind of art expression they would use to communicate the concept or phenomenon at hand.
- Students can relate the concept/phenomenon to art in **any way they want** (check the examples in the Orientation phase). The objective is to give complete freedom to students to express themselves however they like.
- Invite students to **search online for pieces of art** related to the concept/phenomenon and use them as inspiration
- Invite your students to think of the **main message** they want their art to communicate related to the concept/phenomenon (eg. it could be a particular aspect of it, a global challenge related to it or its role in our life).
- After the students come up with an idea, invite them to **make their own piece of art**.

## CONCLUSION

- Ask students to finalize their work and **share it with their fellow students**.
- Invite students to **comment on the artworks of their peers** and share the main message it communicates according to their understanding.
- Make sure students use **constructive criticism** and share their thoughts appropriately.
- Discuss with students if the **main message** that each artwork had meant to communicate matches students' understanding.
- Invite students to make any **refinements or changes** they want to their pieces.
- Consider organizing an **exhibition** to share students work with the rest of the school, their parents and the local community.

## DISCUSSION

**Orientation:** Discuss the subject at hand and any possible art extensions and how it can be found in art works.

**Conceptualization:** Discuss the concept on a personal level and prompt students to understand what that concept means to them; how important they believe it is and how it manifests in their own personal life.

**Investigation:** Discuss sources of inspiration, students' mood boards and how they can translate them to an actual piece of art.

**Conclusion:** Invite students to discuss and comment on the art works of their peers.

**Discussion:** Organize a small exhibition to help students communicate their work outside their classroom and receive comments from other schoolmates, parents and members of the local community.

