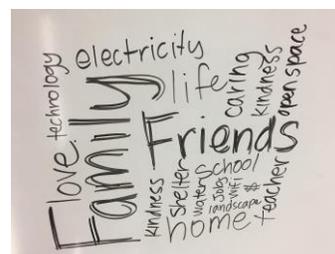
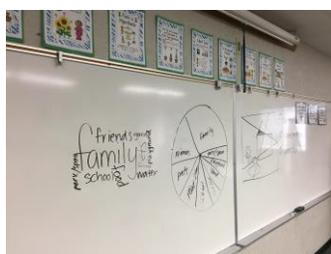
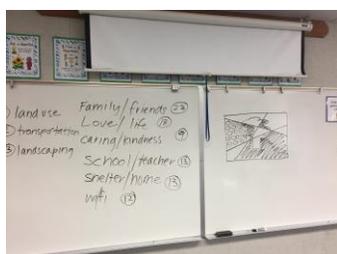


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ART VISIONING SOUTH CENTRE CITY SPECIFIC PLAN WITH CENTRAL ELEMENTARY

On November 30th and December 1st, City staff conducted a visioning exercise and art lesson with 5th graders at Central Elementary. After a staff-facilitated, group discussion about planning and land use, the students envisioned and shared ideas on what they would like to see develop on some vacant properties or lots around their school or neighborhood. The goal of the overall activity was two-fold. One objective was to reach out to the City's youth, provide some basic information about land use, and get the students to start thinking about how government-related decisions shape and influence their daily lives. The other objective was to run an art program to help the students express themselves.

Many thanks to the teachers and administration at Central Elementary for coordinating this effort. The activity helped students learn more about government and recognize connections between the City and the everyday life of a student. Over 100 students participated and created personalized art.



The following outlines the format of the art vision exercise.

Time Needed for each class/session: approximately 1 hour

Benchmarks - All students will:

1. Learn the scope of local government and how it relates to their daily lives
2. Analyze, describe, and evaluate areas of importance

3. Apply skills and knowledge to create personal connections in art (i.e. expression)
4. Recognize, analyze, and describe connections between the government, the arts, and everyday life

Personal Connection:

Students will first be asked to consider “use” words of their choice to create Word Cloud designs. Based on this personalized framework of preferences, students will be asked to incorporate their values and preferences into art pieces. Through this approach, although students may be given similar assignment, each individual student will successfully apply art elements and principles in creating their own design.

Procedure:

Set up: Place enough materials for each group in designated supply area.

Preview project and instructions with class.

First, City staff explains what a local government does and how far it reaches everyone through their daily activities. Next City staff explains the South Centre City Specific Plan process and asks students to identify some of the things that are the most important to their lives. After receiving approximately 10 topics, City staff will survey the group by a showing of hands, the order of preferences and will rank the results from one to ten. This will be the basis of a word cloud that will be developed and shared to represent “group” consensus of what is most important.

Helpers pass out table supply baskets. Supply baskets should have drawing pencils, erasers, watercolor paper or cardstock paper, rulers, black sharpies, water, brushes, watercolor pan sets, and an assortment of different colored markers and crayons.

Students will be asked to take the word cloud and incorporate it into their art, based on a predetermined set of themes: land use, mobility, parks, or sustainability. Some students, if they choose can also take quite literal the “word cloud” meaning and place it into the design of their art. The important component of this step is to allow each student to consider various things about settings, problems, actions, and solutions.

Students will use black ink pen and ruler draw sections. Then students will color in their work by watercolor, colored markers, and/or crayons.

Optional: Students will draw interesting patterns within each individual section, leaving some white space for interest and definition. Students will paint each individual section using different color values.

Optional: Students will group share their work. After completing their art, they can quickly share their sketch or painting - pointing out examples of shape, value, pattern and rhythm; or point out what they felt was the most important thing. Students to share their words.