

"Clean Environment–Clean School Climate"  
with Creative  
Environmental Practices in School  
Education

# ENVIRONMENTAL EDUCATION IN VISUAL ARTS

*Visual Arts*

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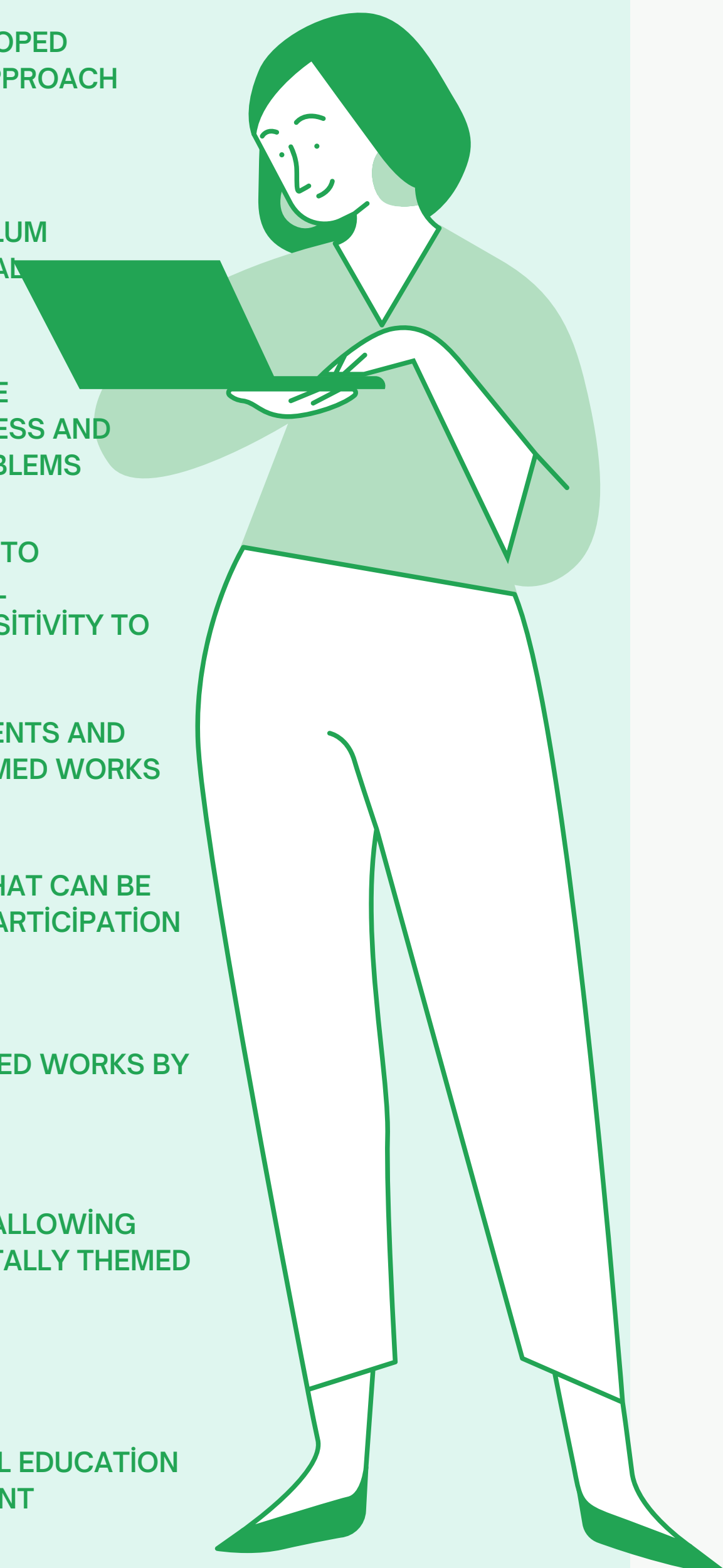
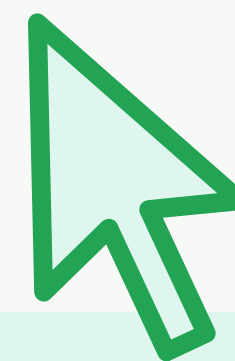
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Art speaks the language of nature and deepens our sensitivity to the environment.

# 01 CURRICULUM CONTENTS TO BE DEVELOPED WITH ENVIRONMENTAL THEMES: AN APPROACH FOR VISUAL ARTS COURSE

Nowadays, environmental problems have become a serious concern around the world. Problems such as climate change, depletion of natural resources, pollution and loss of biodiversity are among the greatest challenges facing humanity. To combat these challenges, environmental awareness and sensitivity are becoming more important than ever.

Education plays a key role in creating environmental awareness and embracing the concept of sustainability. In particular, the visual arts course provides an important platform for students to raise awareness of environmental problems and address these problems through artistic expression. In this context, curriculum contents to be developed with an environmental theme are of vital importance to increase students' environmental awareness and sensitivity to environmental issues through visual arts.

This study will present an approach on how environmentally themed curriculum content can be developed within the scope of visual arts course. Important points to be taken into account when determining curriculum content will be examined and sample lesson plans and activities will be presented. It will also provide practical information on how to evaluate students' environmental awareness and visual arts skills.

This curriculum content was written to inspire and guide teachers and education professionals in integrating environmental education into visual arts courses. Environmentally themed curriculum contents should be designed to help students develop not only their artistic abilities but also environmental awareness. In this way, we can contribute to raising future generations as responsible individuals who are sensitive to environmental problems.

Environmentally themed and ecology-based art productions emerged from the late 1960s to the 1980s, influenced by environmental art movements, especially earth and field studies. Ecological artists worked outside the known methods and tools in art. Some preferred to shape materials they found in nature, while others preferred to use waste materials and recycle them. Some artists used educational documents with an interdisciplinary approach and tried to develop methods that could produce local solutions to global environmental problems. Many ecological artists also focus specifically on people in their environmental activities and ecologically based art works, as global and environmental concerns are society and life-centered. In their studies, they tried to warn people through metaphor or humor. They especially drew attention to the environmental problems that arise in the contact between nature and social life, and pointed out the necessity of cultural restoration as well as ecological restoration in creating awareness towards nature. Because according to them, sustainable lifestyle; It is possible with both ecological and cultural restoration, and art has the power to make a difference in ecological sensitivity.

In recent years, it has been seen that environmental awareness and art intersect in art research and art production. Artists focus on creating a perception of protecting the ecological and environmental integrity of the world through their works. Likewise, in parallel with these ecological art productions, it is seen that art educators have attempted to create a theoretical structure by focusing on environmental issues in the context of ecology and sustainability. These initiatives have taken their place in the literature under names such as "Community-based ecological art education", "Ecological art teaching" and "Environmental education through art". It can be said that the underlying reason for this trend is the environmental art movements that started in the late 1960s, the increase in interdisciplinary interactions in curricula and sustainable development education on the basis of social constructivist approaches in education.

The emergence of environmental movements in the field of art in the 20th century is a result of the development and human-centered approaches of the modern society, which are not at peace with nature, which existed together with the advances in science and technology, and which was reflected in cultural and economic values, dragging the world into an ecological crisis. Many environmental problems such as global warming, pollution of fresh water resources, destruction of forests and agricultural lands, erosion, population growth, new diseases and the threat of hunger have started to come to the fore all over the world since the second half of the 20th century. Artists could not remain indifferent to the potential risks posed by consumption-oriented and economic growth-oriented approaches to social life for both the environment and human existence, and they opened environmental problems to discussion in their works with interdisciplinary approaches.



Environmental Movements and Ecological Art in Art "Nature" has been a source of inspiration for many works of art in every period since the primitive depictions in the cave period. Landscape painting has been in the focus of the artist in every period as the setting of the main subject or the source of inspiration. However, it can be seen that representations of "nature" in art have transformed and gained a different dimension since the late 1960s. The changes that took place in the social structure of the period in the 1960s have a great impact on this. The change in the way artists relate to the world, based on research on cultural history, sociology, politics, science and technology, has caused the representation of nature in art to become directly linked to social and political perceptions. The development of post-modern critical theory has also affected the general understanding of nature, paving the way for works of art that focus on the interaction between humans and the ecosystem.

Artists have used art to express their concerns about natural processes by turning to "different practices, from using open spaces in nature to the use of natural materials, increasing environmental awareness, restoration, recycling, renewal, and site-specific projects." These works have taken their place in art history under various names such as "Land Art", "Earth Art", "Soil Art", "Environmental Art", "Ecological Art". Although there is no exact limitation between these terms and definitions, there are differences between them in terms of the materials used and their purposes. However, they have similar concerns about creating awareness about nature, environmental problems, and breaking the distance that modern humans have placed between themselves and nature. "These artists began to re-question the relationship between technology-human-nature and turned their eyes to nature with a new consciousness and a new perspective, out of the ordinary." The idea and perception of the "environment", which has developed and changed in the period from the 1960s to the present, has brought about many different art formations that include the ecosystem and evolve towards concerns covering environmental problems. These; It creates a wide and diverse spectrum, such as 'Art in Nature', 'Eco-art', 'Green Art', 'Restoration Art', 'Ecoventions', 'Sustainable Art'. Today, it is seen that the names "Eco-art" or "Environmental art" are generally used as an umbrella term to name these works that center on environmental and nature problems. Discussions between these two concepts continue in the literature. "Because while the word "Ecology" mostly refers to the ecosystem and biological cycle, the word "environmental" corresponds to a more general expression that can include issues such as paper recycling and energy policies. The first examples of art practices in the context of the environment emerged in the 1960s, mainly as a result of dissatisfaction with the simple, undetailed forms of minimal art within the scope of land art or earth art. The arrangements made by minimal art with the advanced technological products of industrial culture have been criticized through land and earth art.

The artists, who initially set out with the concern of leaving the gallery spaces, later aimed to raise awareness about urgently taking care of the earth and respecting it. "Roberth Smithson, who gave the first examples of earth art, used the land as a kind of operational tool. "Smithson's questioning of art developed in conjunction with his attitude towards natural pollution." According to Smithson; "When the economy is isolated from the world, it is blind to natural processes. Art can be turned into a source of communication between environmentalists and industrialists. Environmental awareness and industry should not be considered as two separate dead-end roads, but as roads that intersect at one point. "Art can provide the necessary dialectical relationship between the two." Art can be used to mobilize people for the environment.

The actions of artists to glorify nature and raise environmental awareness have become one of the issues that museums are interested in today. It is seen that many art institutions and museums around the world are increasing their actions to raise awareness on nature and ecology. The works, which reflect the artists' view of nature and their relationship with the concept of sustainability, contain comments on the interaction of humans with the ecosystem. It is imperative that environmental movements and ecological art productions in art take an interdisciplinary approach to support the interaction between nature and humans, to reveal the damage to the ecosystem, and to raise society's awareness of ecological problems by proposing local solution models to global problems.

While some of the artists prefer to give a direct message about environmental problems, others convey their message indirectly. Integrating studies that show how important issues related to the natural environment can be resolved through art into art education content has become more important than ever due to the deterioration of the current conditions of the world. Since irreparable destruction in nature as a result of human interventions cannot be reversed, environmental sustainability needs to find a place in art education curricula from a new perspective.



Environmental education for the purpose of sustainable development evaluates environmental issues from a holistic perspective, not only with biological and physical parameters, but also by taking into account economic, historical, cultural, aesthetic, social and political components and the interactions of these components within and among themselves. At this point, it is quite different from the traditionally expressed educational approach, which deals with the relationship between humans and nature, focuses on protecting the environment, and is seen as a scientific field of science education. In contemporary environmental education approaches, the environment is addressed with a holistic and socio-cultural approach and is considered action-oriented and sustainable. In other words, contemporary approaches argue that environmental education does not only have a scientific dimension, but also has a social and cultural dimension that is equally effective. In this context, three different environmental approaches with fundamentally different objectives are mentioned in environmental education for sustainable development. These; education about the environment, education within the environment, education for the environment. Among these, education about the environment is an approach that aims to develop more cognitive areas in order to inform the learners about human-environment interaction, to explain cause-effect relationships and to increase their interest levels.

Education in the phase manifests itself as more student-centered and activity-centered education outside the classroom. shows. Education for the environment, on the other hand, focuses on environmental progress. The aim here is to develop individual responsibilities and take an active participatory role in solving environmental problems. Sustainable development involves many complex problems that are difficult to define as well as find solutions. It includes many issues such as changing consumption patterns, reducing poverty, protecting human health, protecting soil, water, air and biodiversity, social justice and human rights. Sustainable development, structured with sustainable economy, society and environment, is directly proportional to the effective use and equal sharing of natural resources. Therefore, it is stated in the (UNESCO, 2012) program that sustainable development cannot be achieved without a sustainable environment. Therefore, environmental education today focuses not only on the protection of natural resources such as soil, water and forest, but also on protecting and improving the entire environment, including ecosystems.

Ecology constitutes an important cornerstone of environmental education in that it explains how ecosystems work and aims to go beyond informing world citizens about the environment and turning them into participants with skills and hearts in environmental management. Therefore, environmental education needs to be addressed in an interdisciplinary dimension for a sustainable future. At this point, art has an important place with the effect it creates on the subconscious, and it is closely related to the environment we live in, as it has the feature of cultural education. Moreover, it is seen that many artists resort to interdisciplinary problem-solving models to raise awareness of nature.

As a matter of fact, the interest of artists in ecological changes and environmental disasters on earth has led all art-related institutions and museums to make projects and prepare teaching programs on nature and ecology. Within the framework of these tendencies, especially in the USA, art and ecology: Interdisciplinary teaching approach, program structuring studies with names such as "Community-based ecological art education" and "Ecological art teaching" attract attention. When the Education, Audiovisual and Culture Executive Agency [EACEA] (2009) report, which analyzes the curricula for art and culture education in the countries of the European Union, is examined, it is seen that the responsibility of protecting the ecology towards the awareness of "Environmental awareness and sustainability" is included in the objectives of the curriculum in 20 out of 35 countries. It appears to be located. As a matter of fact, in the context of associating art and ecology, it has been determined that art teachers consider art as an area where awareness of environmental issues can be developed, as a visual language in which to explore nature and convey strong messages about the environment. Art curriculum associated with ecological issues can raise children's awareness of establishing positive relationships with the earth and help them become an active voice in changing destructive ecological trends and protecting the environment.

For this reason, it can be said that art educators can start by asking the following questions;

- 1-How should we include human-nature interactions in the art curriculum?
- 2-Who benefits from this interaction and how?
- 3-What might be the long-lasting effects of the interaction?
- 4- Can there be positive changes in life with human-nature interaction?
- 5-How much of the things we change can we control?



Structuring an ecology-based curriculum in art education is very important in terms of sustainability. This curriculum content has been prepared with the collaborative work of many educators, art educators, artists and scientists in different disciplines. This program, which integrates the concepts of art and ecology, will provide both an environment where contemporary artists can exhibit their works prepared with ecological concerns online and a resource set for teachers who want to discuss ecological problems in their classrooms.

This curriculum is basically structured around 4 elements. These:

1. Protection training
2. Environmental education
3. Ecology education
4. It is ecological art education.

Here, conservation education focuses students on forest, soil, air, water and wildlife conservation and resource management; Environmental education involves the use of alternative solutions and analysis of their results rather than specific solutions to environmental problems. Ecology education, on the other hand, includes issues related to the integrity and diversity of the natural system, as ecology is a branch of science that focuses on the relationships of living organisms with each other and their environment.

The fourth element of this training program, ecological art education, is structured within the framework of the working methods of contemporary artists. These:

- 1) environmental design
- 2) ecological design
- 3) social restoration
- 4) is ecological restoration.

Within the scope of the program, the problems of the age are discussed especially in the context of nature, environment and technology relations. The artistic relationships that students have established with natural materials in nature have had an impact on students in terms of creating interaction environments such as cooperation, solidarity and division of labor due to the nature of the studies, as well as the opportunity to establish a direct connection with nature and create sensitivity training towards nature. Among science and society projects around the world, there are many projects that support ecology-based sustainable environmental education. This interdisciplinary curriculum includes activities aimed at nature-art integration. Based on the principle that "the basic understanding that humanity should exploit and dominate nature stems from the domination and exploitation of humans over humans," this curriculum is a necessity for a sustainable environmental awareness. At this point, ecology is a field of science that focuses on humanity's relationship with the natural world. "It has both biological and sociological dimensions". Therefore, this curriculum aims to "integrate humans with the organic life around them by incorporating an intellectual depth on the environment in ecological art." Students will be able to transfer the ecological and environmental value existing in nature from the limitation of words and phrases to the level of unlimited perceptibility. With its power, they can increase the awareness of people and society. Art works, which are generally structured in the context of visual and aesthetic perception criteria, can be more effective in announcing and conveying the message. Therefore, the transmission of scientific knowledge may not be as easy or spontaneous as perceived through the senses. At this point, visual arts and visual arts education should be focused on the environment. Its impact on raising awareness, making people think about it and taking action is indisputable. Therefore, teachers can focus on the works of artists working on ecology in art classes and enable them to discover various approaches and themes in their works. Thus, they can direct them to creativity on the environment by solving problems, expressing values, thoughts and ideas and raising awareness on ecology-related issues on a local and global scale.



# 02

## STEPS TO BE FOLLOWED TO DEVELOP ENVIRONMENTALLY THEMED CURRICULUM CONTENT WITHIN THE SCOPE OF VISUAL ARTS COURSE

Environment-themed curriculum content within the scope of visual arts course;

### Aim:

As a first step, the objectives set to increase students' environmental awareness and develop their sensitivity to environmental problems were clarified. These objectives were structured to enable students to focus on environmental issues while developing their artistic abilities.

### Environmental Issues Identified:

While creating the curriculum content, it was decided which environmental issues to focus on first. Focused environmental protection issues; Issues related to environmental problems such as climate change, protection of water resources, waste management, biodiversity and sustainable urbanization were determined as issues. Care was taken to ensure that these topics were linked to the environment in which the students lived.

### Examination of Sample Works:

Contents were prepared to examine sample works of art to inspire students and show them what environmentally themed works can be like. These works were handled to show how different artists approach environmental problems and how they express them.

### Creating Activities That Encourage Student Participation:

Content was prepared to create various activities and projects to encourage active participation of students. These contents; A series of events addressing different skills have been prepared, such as recycling workshops, nature walks, street art projects or environmental documentary film screenings.

### Using Various Art Techniques:

A content was prepared that allows students to produce environmentally themed works by trying different art techniques. In this context, a structure was created that would help students develop their artistic expression skills by using various techniques such as painting, sculpture, photography, collage and mosaic.

### Creating Sensitivity and Awareness:

Activities were organized to help students gain sensitivity and awareness of environmental problems. In this context, a set of activities was prepared to enable students to understand environmental issues in depth, with activities such as field visits, guest speakers, seminars, and film screenings.

### Project Based Learning:

A program that encourages project-based learning by allowing students to develop environmentally themed projects was prepared. In this context, it is aimed for students to design projects that will enable them to research a specific environmental problem, develop solution suggestions and express this problem artistically.

### Evaluation and Feedback:

Various methods will be used to evaluate students' environmental awareness and artistic skills. To this end, a structure will be developed that contributes to the development of students by providing them with feedback while evaluating the works they produce and their participation.



# 03

## OBJECTIVES DETERMINED TO INCREASE STUDENTS' ENVIRONMENTAL AWARENESS AND SENSITIVITY TO ENVIRONMENTAL PROBLEMS

The objectives set to increase students' environmental awareness and develop their sensitivity to environmental problems;

**Raising Awareness of Environmental Problems:** To raise awareness of students about the diversity and seriousness of environmental problems.

**Protection of Natural Resources:** To raise awareness of students about the need and importance of protecting natural resources.

**Explaining the Concept of Sustainability:** To encourage students to understand the concept of sustainability and demonstrate sustainable behavior in their daily lives.

**Promoting Environmentally Friendly Behaviors:** Encouraging students to adopt environmentally friendly behaviors such as waste management, energy saving, water use.

**Creating Environmental Justice and Equality Awareness:** To raise students' awareness that environmental problems affect everyone and that everyone has responsibilities.

**Taking an Active Role in Environmental Protection:** To encourage students' participation in environmental protection activities and to provide them with opportunities to take an active role in solving environmental problems.

**Producing Creative Solutions:** To encourage students to produce creative solutions to environmental problems and to enable them to express these solutions through artistic expression.

**Creating Social Awareness:** To ensure that students raise social awareness of environmental problems and to emphasize the importance of environmental issues in society.



Minimizing environmental problems such as depletion of natural resources, air, water and soil pollution, decrease in biodiversity and desertification through the creative thought activities of young minds is a necessity for sustainable environmental awareness. Art activities appear as an approach that will produce solutions to these problems.

Art events that directly address environmental problems, environmentally friendly approaches that emphasize collaboration and area restoration, and ecological problems are addressed on the axis of aesthetic thought. Promoting a harmonious relationship between humans, culture and nature, eco students explore innovative and inspiring solutions to pressing ecological problems. Environmental education, also called ecological art, offers us a more livable world by minimizing the effects of climate change.



# 04

## AIMS TO INCREASE STUDENTS' ENVIRONMENTAL AWARENESS AND DEVELOP THEIR SENSITIVITY TO ENVIRONMENTAL PROBLEMS

Nowadays, environmental problems have become an increasing concern around the world. Environmental problems such as climate change, depletion of natural resources, and air and water pollution are among the greatest challenges facing humanity. These problems negatively affect not only natural ecosystems, but also human health, economy and social balance.

It is extremely important that especially the younger generations be sensitive to environmental problems and gain environmental awareness. Visual arts courses are a powerful tool to create and develop this awareness. The creative and expressive power of art provides students with a unique platform to understand and express environmental issues. In order to include this power in the education curriculum, the following objectives have been determined to improve environmental awareness and sensitivity.

Aims to increase students' environmental awareness and develop their sensitivity to environmental problems;

**Raising Awareness of Environmental Problems:** To raise awareness of students about the diversity and seriousness of environmental problems.

**Protection of Natural Resources:** To raise awareness of students about the need and importance of protecting natural resources.

**Explaining the Concept of Sustainability:** To encourage students to understand the concept of sustainability and demonstrate sustainable behavior in their daily lives.

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The globalizing world, the increasing communication speed with technological developments and the widespread popular culture have also increased the purchasing speed of the consumer society. Nature's test begins here. One of the issues that has attracted the most attention globally in recent times has been environmental pollution.

Although awareness is increasing with the communities and actions created for recycling movements, the negative effects continue. Among many elements, choosing plastic that disappears in nature, recycling it, or not using it at all, in order to reduce the damage caused by plastic to the nature, will have a huge impact.



# 05

## SAMPLE ARTWORKS TO INSPIRE STUDENTS AND SHOW WHAT ENVIRONMENTALLY THEMED WORKS CAN LOOK LIKE

As a different discipline in visual arts education, which is one of the most powerful ways of expressing different emotions, thoughts and experiences, it not only provides aesthetic satisfaction but also has the capacity to increase social and oxygen capacity. Visual arts classes are an important platform for exemplary artworks to inspire as well as demonstrate what environmental records can be like.

The unique beauty and complexity of nature is an endless source of inspiration for its source. Artworks of the environment offer an opportunity to detach the diversity, fragility of nature and its relationships with human territories. These works can reflect the various characteristics and variability of nature, from the blue of the seas to the green of the forests, to the coldness of the countryside and the glaciers in the region. At the same time, it also reveals the developments in the climatic conditions of human beings; We can address issues such as pollution, resource depletion and destruction of natural habitats. It is possible that works of art in this context contribute to the change of the desired behaviors listed below;

**Source of Inspiration:** inspiring students' work in the environment, encouraging their creativity. Sample artworks can help them gain insight into different perspectives, techniques, and methods.

**Aesthetic Appreciation:** students learn to appreciate the beauty and diversity of nature by examining works of art related to the environment and nature. This can increase environmental awareness and encourage them to be more sensitive to nature.

**Development of Technical Skills:** Examining sample works of art gives insight into how different techniques can be used. This can help improve the visual expressions within.

**Social and Environmental Awareness:** A general understanding of art performances and density sections in the environment can be gained and their reflection in this way can be encouraged. This can increase their environmental awareness and social responsibility.

**Communication and Expression:** Works of art are a powerful tool that can convey their prevalence and messages. It helps students express environmental issues through art by completing works of art that involve environmental issues, incorporating and healing them.

Demonstration of exemplary art performance inspires, develops aesthetic abilities, increases technical abilities, increases social and stress centers, and improves communication and learning skills. This varies, the importance of exemplary artworks in visual arts classes is important.



Spiral Jetty, Robert Rauschenberg, 1970



Wave Field, Maya Lin, 1995



# 06

## VARIOUS ACTIVITIES AND PROJECTS THAT CAN BE DEVELOPED TO ENCOURAGE ACTIVE PARTICIPATION OF STUDENTS

**Creating Social Awareness:** Students are informed about the importance of environmental problems and various events are organized to raise social awareness. In these events, students are encouraged to participate in environmental protection activities and inspired to actively contribute to the solution of environmental problems.

**Art Projects:** Students are given the opportunity to create art projects that draw attention to environmental problems. Students produce works that draw attention to environmental problems using different art techniques such as painting, sculpture, photography and collage. These works can be used to encourage participation in environmental protection activities and to enable students to take an active role in solving environmental problems.

**In-School Environmental Protection Projects:** Environmental protection projects are organized at the school and students are given the opportunity to participate in these projects. For example, a recycling program can be started at school, energy saving measures can be taken, or student groups can be formed to maintain and clean the school garden. These projects encourage students' participation in environmental protection activities and enable them to take an active role in solving environmental problems.

**Participation in Intra-Community Environmental Projects:** Students are given the opportunity to participate in environmental protection activities and take an active role in society in solving environmental problems. Students can participate in environmental cleanup events organized by local environmental organizations or municipalities, support tree planting campaigns or volunteer to protect natural habitats.

**Awareness Campaigns and Events:** Various campaigns and events are organized to raise environmental protection awareness at school or in society. Students participate in these campaigns and actively contribute to solving environmental problems. For example, environmentally themed theater plays can be staged, environmentally themed film screenings can be organized, or environmentally themed panels and seminars can be organized.

These methods can be used effectively in visual arts classes to encourage students' participation in environmental protection activities and to help them take an active role in solving environmental problems. In this way, students gain environmental awareness, participate in environmental protection activities and actively contribute to the solution of environmental problems.

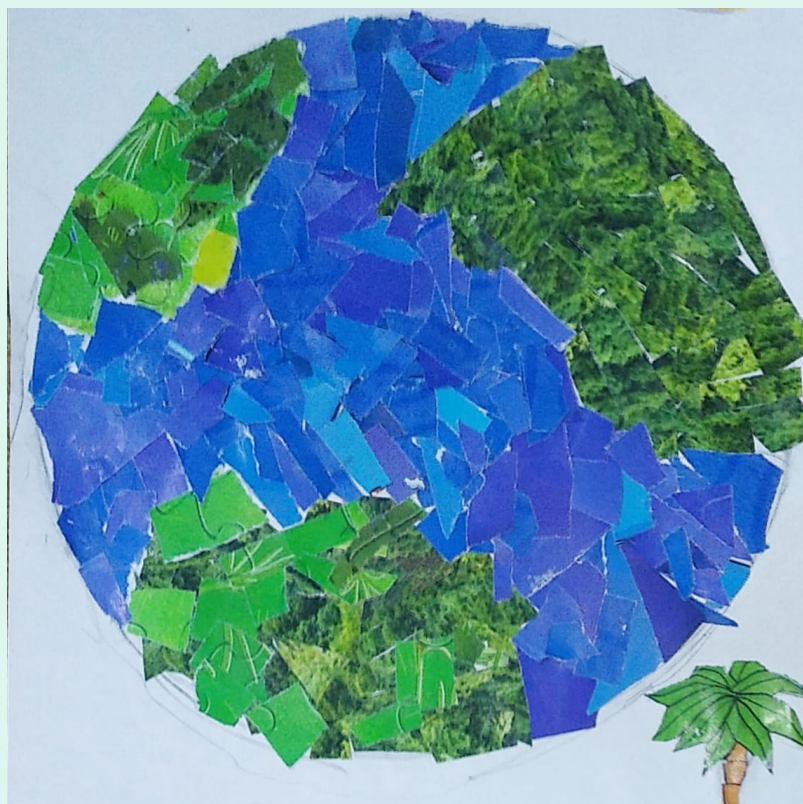


# 07 PRODUCING ENVIRONMENTALLY THEMED WORKS BY TRYING DIFFERENT ART TECHNIQUES

Producing environmentally themed works by experimenting with different art techniques;

Trying different art techniques to produce environmentally themed works can be an excellent way to increase students' creativity and environmental awareness. Here are a few examples of different art techniques for environmentally themed works:

**Recycling Collage:** Students can be given the task of making environmentally themed collages using waste materials. Pictures cut from old newspapers and magazines, packaging materials, and other recyclable waste allow students to think about and express creatively about environmental issues.



**Painting with Natural Paint:** Students can be given the opportunity to paint using paints obtained from natural sources. For example, ochre paints, plant extracts or natural minerals can be used to create environmentally themed paintings. This technique provides students with an understanding of the value of natural resources and sustainable art practices



**Sculpture Making:** Students may be given the task of making sculptures from waste materials or creating sculptures using natural materials. Creating sculptures from plastic bottles, cardboard boxes or other recyclable materials emphasizes to students the importance of reusing waste while also developing their creativity.



**Environmentally Friendly Printing Techniques:** Students can be given the opportunity to work using environmentally friendly printing techniques. For example, they can create environmentally themed patterns using traditional printing techniques such as linoleum printing or cardboard printing. These techniques teach students environmentally friendly production methods as well as making art.



**Art in Nature:** Students can be given the experience of making art in a natural environment. For example, creating temporary works of art with materials found in nature or realizing land art projects using natural materials offers students the opportunity to explore and interact with the beauty of the natural environment.



"Art"; It is a result of the desire to make sense of, interpret and evaluate nature. The objects we perceive in nature gain order, certainty and meaning in the artist's mind, as the imagination joins them. Being a natural being, human beings are an element of nature. However, what distinguishes him from others is his ability to make art. In this sense, in Nature Art, the artist produces as much as he can integrate with nature. What they produce are the products of their search for integration with nature.

While tracking in nature, the student must continue his existential search with disappearances, regardless of time and space. In this process, the designs formed in their thoughts leave traces in nature, but these traces are not opposing, but integrated with nature. Like footprints on the seaside disappearing with the incoming wave..



# 08

## PROJECT-BASED LEARNING SKILLS BY ALLOWING STUDENTS TO DEVELOP ENVIRONMENTALLY THEMED PROJECTS

Students gain the desired behavioral change in environmental education by developing projects that encourage them to adopt environmentally friendly behaviors such as waste management, energy saving and water use in the visual arts course. In this context;

**Project-Based Learning:** Students can be assigned projects that encourage environmentally friendly behavior. For example, students may be given projects such as creating creative works of art with waste materials or designing sustainability-themed posters. These projects enable students to learn and apply topics such as waste management and energy saving.

**Artistic Recycling Projects:** Students can be encouraged to create artistic works using recycled materials. For example, projects such as creating sculptures from plastic bottles or paintings from cardboard boxes can show students how waste materials can be used artistically.

**Thematic Art Activities:** Thematic art events that emphasize environmentally friendly behaviors such as energy saving, water use or waste management can be organized. For example, a "Drawing Water" activity can be organized and students can be asked to draw pictures depicting water saving.

**Interacting with Nature:** Students can be encouraged to adopt environmentally friendly behaviors by interacting with nature. For example, nature walks can be organized and students can be inspired to create works of art with natural materials.

**Creating Social Awareness:** Social awareness can be created to encourage environmentally friendly behavior among students. Artwork created by students can be displayed and include messages that encourage environmentally friendly behavior.

**Daily Life Applications:** Students can be encouraged to adopt environmentally friendly behaviors in their daily lives. For example, recycling bins can be placed at school and students can be taught the habit of separating their waste.

**Awareness Raising Campaigns:** Awareness raising campaigns can be organized to encourage students to adopt environmentally friendly behaviors. For example, informative posters about energy saving or water use can be prepared and displayed at school.



# 09

## VISUAL ARTS COURSE ENVIRONMENTAL EDUCATION THEMED WEEKLY CURRICULUM CONTENT

**Course Title:** Environment and Visual Arts

**Purposes:**

To ensure that students gain environmental awareness.

To raise awareness of environmental problems through visual arts.

To encourage students to use their creativity to produce environmentally themed works.

**Weekly Content:**

**Week 1-2: The Relationship between Environment and Art**

Definition and importance of the concept of environment.

The impact of art on the environment and examination of environmentally themed works of art.

**Week 3-4: The Art of Recycling**

The importance of recycling and its use in art.

Examination and discussion of sample recycling art works.

Students produce works using recycled materials.

**Week 5-6: Nature and Landscape Paintings**

The impact of nature and landscape paintings on environmental awareness.

Examination and analysis of nature and landscape paintings.

Students draw nature and landscape pictures and emphasize environmental awareness.

**Week 7-8: Street Art and Environmental Activism**

The use of street art for environmental activism.

Examination of street art examples that draw attention to environmental problems.

Students create works that draw attention to environmental problems using street art techniques.

**Week 9-10: Sculpture and Environment**

The relationship between sculpture art and the environment.

Examination of environmentally friendly sculpture art examples.

Students make and exhibit sculptures using environmentally friendly materials.

**Week 11-12: Photography and Environmental Documentary**

The use of photography in creating environmental awareness.

Examination of environmental documentary photo samples.

Students take and present environmental documentary photographs of their surroundings.

**Week 13-14: Visual Arts and Sustainability**

Contribution of visual arts to the concept of sustainability.

Examination of visual art examples related to sustainability.

Students expressing the concept of sustainability through visual arts.

**Week 15: Project Presentations and Evaluation**

Exhibition and presentation of environmentally themed works produced by students.

Determination and implementation of project evaluation criteria.

Evaluation of environmental awareness and visual art skills gained by students during the course.

**Evaluation Criteria:**

**Environmental Awareness:** The level of sensitivity to environmental problems in students' works.

**Creativity and Aesthetics:** Evaluation of works from a creative and aesthetic perspective.

**Technical Proficiency:** Mastery and skill of the techniques students use.

**Communication Power:** The works communicate environmental problems effectively.

**Sustainability:** Evaluation of the materials used in the production of works in terms of sustainability.



**Student Outcomes:**

Increasing environmental awareness and developing sensitivity to environmental problems.

Development of expression ability and creativity through visual arts.

Acquiring the ability to produce environmentally themed works.

Development of group work and cooperation skills.

Increasing awareness about the environment and developing a more sensitive perspective on the concept of sustainability.

It is essential to increase students' environmental awareness and sensitivity through activities to be carried out within the scope of environmental education in schools. In educational institutions, environmental education should not be limited to a specific course or course hour, such as visual arts, but should be given theoretically and practically in all courses and, if necessary, in association with all subjects. Thus, children's interest and awareness of the environment should be increased in the early period and they should be supported to develop positive emotions towards the environment. Because, as in many other issues, positive attitudes and behaviors towards the environment, formed at an early age, will be much easier to maintain permanently in later periods of life. Every teacher must be sensitive to the environment. In order to achieve this, theoretical and practical courses on environmental education and sensitivity should be included in the Higher Education curriculum for teacher candidates.



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## THE PLACE AND IMPORTANCE OF VISUAL ARTS EDUCATION IN DEVELOPING SUSTAINABLE ENVIRONMENTAL AWARENESS

The knowledge and skills gained by individuals through education play a key role in sustainable societies. It is stated in UNESCO programs that a society cannot be maintained without a sustainable environment. For this reason, in recent years, environmental education has become one of the important developments studied from the perspective of achieving sustainable development, and has been named in different ways in the literature with various conceptual structures such as "education for the environment", "ecology pedagogy", "ecological learning" and "nature experience". However, in recent years, it has been considered on a more comprehensive and holistic basis under the trilogy of society, economy and environment and has been accepted as "education for sustainable development". Restructuring these flexible education programs from a sustainable perspective in accordance with the limits of the age has begun to come to the fore. As a matter of fact, in the report of the Education, Audiovisual and Culture Executive Agency (2009), which examines the art and culture education of the countries of the European Union, it is seen that the concepts of "Environmental sustainability and sustainability" are included in the art education programs of 20 countries. Within the scope of the research, it was determined that in 20 out of 35 European countries, "appreciating the physical environment", "understanding the documentation of art materials" and "responsibility to protect the ecology" were detailed in the main objectives of the programs. Recently, industrialization, unhealthy urbanization and rapid economic development, especially with population growth, have caused environmental problems such as restricted growth in air, water and soil, and loss of agricultural and forest lands. Environment and nature can be developed mainly in the curriculum, where it is learned that sustainable development cannot be achieved without a sustainable environment. In order to direct students to combine and publish, production studies in terms of nature and environment, natural and waste material preference in production and various application studies of products are associated with issues such as intergenerational freedom, recycling policies, water and reproductive policies, consumption produces. In addition, the continuation of the necessary changes in cognition, sensation and changes required by the elements. Art events organized within the scope of our project activities; It has been seen that the contributions of the abundance of knowing nature and understanding its unification, differentiating the beauties brought by the art of nature and richness, and discovering the diversity in art have been determined and caused the tendency to correct it. Students developed ideas that they can create beautiful things through art from anything, showed empathy with future generations, a versatile perception of the environment, and attitudes towards a better lifestyle for the future.

Based on this, the following suggestions can be made for art education:

- Sustainable development education is not an approach that can be adopted by any discipline alone. Every discipline, from social sciences to science and art, can distribute sustainable perspectives from its own perspective.
- Students need to increase their expenses related to the region they live in and take interdisciplinary studies.
- We will attach great importance to applied art activities to increase students' love of nature and enrichment.
- Art education programs can benefit from the working principles and art productions of performances working on social, cultural and ecological restoration.
- Comparing students with the artists and works of the cultural environment as well as the natural environment is important for cultural sustainability.
- Social issues such as "social justice", "social judgments", sustainable democratic society", "gender equality", which are among the subject areas of sustainable development education, and economy-related issues such as "consumption" can be examined from the perspective of visual culture theory in art education.

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