

InsideART, Spring 2020 — *The Sponge Exchange & FloodZone*

Title

Anastasia Samoylova: Climate of Paradise

Estimated Time for Completion of Lesson

1 class period

Concept/Main Idea of Lesson

This lesson focuses on the work of artist Anastasia Samoylova. She attempts to reveal constructed narratives of the world. Her current work focuses on the effects of rising sea levels on Miami Beach, FL.

Intended Grade Levels

Grades 6-12

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards

Next Generation Sunshine State Standards

- Visual Arts:

VA.912.C.1.2: Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

VA.912.C.1.4: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

VA.912.C.3.1: Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

VA.912.C.3.3: Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

- Social Studies:

SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.

SS.912.H.2.5: Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

National Standards for Arts Education

Anchor Standard 4: Understanding the visual arts in relation to history and cultures.

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

National Council for the Social Studies

People, Places, and Environments:

During the middle grades, students explore people, places, and environments in this country and in different regions of the world. They learn to evaluate issues such as population growth and its impact, “push and pull” factors related to migration, and the causes and implications of national and global environmental change.

Students in high school are able to apply an understanding of geospatial technologies and other geographic tools and systems to a broad range of themes and topics. As they analyze complex processes of change in the relationship between people, places, and environments, and the resulting issues and challenges, they develop their skills at evaluating and recommending public policies.

Common Core

VA.912.C.2.2: Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source

CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Instructional Objective

The student will:

- view and analyze photography by Anastasia Samoylova;
- evaluate through photographic representations the impact of climate change on a major urban tourist city.

Learning Activities Sequence

Pre-Active Teaching

Review the information provided in the “Notes View” of the PowerPoint and then view the PPT in “slide show” mode to become acquainted with the animations embedded.

Attention-Getter:

Activate PPT and advance to slide 2. Direct students to look at the picture and reflect on what is portrayed. Ask students:

- What do you think is going on in the picture?
- What in the picture creates this perception?
- What else can you conclude from this picture?

Initiate a class discussion that invites students to assess the impact of floods on people,

buildings, and infrastructure.

Advance to slide 3: Direct students to look at the picture and consider the story the pictures communicate. Ask students:

- What do you see in this picture?
- What do you see that makes you say that?
- What else can you conclude from this image?

Facilitate a class discussion that allows students to create a story of the image.

Advance to slide 4: Explain to students that both images represent Miami Beach, FL, yet each picture communicates a different narrative, or story, of the city. The rise in sea level is threatening coastal communities. Recently, rain-induced events and tide-induced flooding have become more frequent in Miami Beach, affecting neighborhoods and wreaking severe damage in the area (Wdowinski, Bray, Kirtman, & Wu, 2016).

Slides 5-7: Explain that today we will be examining photographs from the collection called *FloodZone* by Anastasia Samoylova.

Brief Artist Biography:

Slides 8-9: Provide students with biographic information on Anastasia Samoylova, emphasizing her focus of constructed narratives for her photography and art.

Brief Flood History of Miami Beach

Slide 10: Inform students you will discuss a brief and recent flood history of Miami Beach.

Slides 11-13: Discuss the recent flood history of Miami Beach with a focus on the images presented in each slide.

Closure: Quote by Anastasia Samoylova:

Slide 14: Read aloud (or ask a volunteer) the quote by Anastasia Samoylova. Ask students to reflect on the impact of rising sea level on humans. What does it mean to “disavow” something? What are we (individuals, communities, and nation) currently doing to counter the effects of climate change? What more can we do?

Evaluation

Reflect on a contemporary issue affected by climate change. Create a collage. On one side of the collage include images that represent the reality of the issue; on the other side of the collage include images that communicate the constructed narrative. Students may post words on the collage that represent the issue.

Materials and Resources

- Computer
- Projector
- Screen
- PowerPoint presentation: *Anastasia Samoylova: Climate of Paradise*
- Paper, pencils or pens for writing
- Materials for collage (construction paper, magazines, internet, printer, markers/colored pencils)

Special Learner Accommodations

Extra time for note-taking

Translation dictionaries for ELLs

Visually-rich PPT

Alternative assessment options

References

Samoylova, A. (2019). *Anastasia Samoylova*. Retrieved from:
<https://www.anasamoylova.com/>

Viglucci, A. (2015). The 100-year story of Miami Beach. *The Miami Herald*. Retrieved from: <https://www.miamiherald.com/news/local/community/miami-dade/miami-beach/article15798998.html>

Wdowinski, S., Bray, R., Kirtman, B. P., & Wu, Z. (2016). Increasing flooding hazard in coastal communities due to rising sea level: Case study of Miami Beach, Florida. *Ocean and Coastal Management*, 126, 1–8.