

Issue-Based Art Education Lesson Plan
"Peace and Love"

RATIONALE

The 1960's were a turbulent time for democracy in the United States. The civil rights movements (n.d) took form in feminism (n.d) as represented by Gloria Steinem (n.d) and equality for minorities as promoted by Martin Luther King Jr. (n.d). Civil disobedience took root on a scale never before seen as disenfranchised groups pushed forward the values of democracy and inclusion. Public support was withdrawn from the Vietnam war effort and Americans plunged into existentialist crisis leading up to the impeachment of Nixon. At the same time, the mainstream music scene flourished. Artists like Janis Joplin and John Lennon took on social issues and actually contributed to a shift in political ideology. It is in this period that the modern style tie-dye (n.d) t-shirt was born in America. Since then, this colourful medium has come to symbolize the aspirations of a generation and the "peace and love" movement.

Today, conflicts in Afghanistan, Ukraine, Syria, Israel and Palestine continue to threaten global peace and stability. Locally, violence, corruption and intolerance are making headlines. The Quebec government has enacted law 19 "to prevent and stop bullying in schools" (n.d), as well as bill 15 (n.d) to stomp out the systemic corruption in public and private institutions. The Quebec government is also contemplating bill 60 (n.d) "Charter of Quebec Values" which many people from diverse ethnic and cultural backgrounds fear will open the door to legalized discrimination. This fear recently led to the painting of swastikas on the office windows of Parti-Québécois member Bernard Drainville (n.d). It would appear that collective mental health and the well-being of any individual would be adversely impacted by the effects of social exclusion, inequity and political corruption. It is suggested that participation in the process of tie-dye shirt making has therapeutic potential because it promotes the experience of antidotes such as social inclusion, respect for individual difference, authenticity.

In accordance with the P.A.L mission statement (Alternative Mental Health Resource, n.d) : "*People living with mental health challenges suffer from discrimination and isolation*". Involvement in the process of creating the tie-dye art product has the effect of combating social isolation while encouraging respect for diversity. At a time when there appears to be an organized movement of intolerance towards spiritual and material differences between people, this project constitutes sound, issues-based art education practice. The tie-dye method and product are in some sense, a metaphor of inclusion, interculturalism, peace, love, exchange, identity acceptance. The artists include many colours which mix, blend and bleed together into new unpredictable arrangements, which are greater than the sum of their parts. As the shirts are un-tied a couple of days after dying, unforeseen shapes, patterns and colours reveal to us that personal risks and faith in the process can yield meaningful discoveries. In keeping with the notion of tie-dye as metaphor of inclusion, participants are co-create in a safe, inclusive environment where sharing of individual differences is not only tolerated but encouraged. The context in which the tie-dye experience is lived, is one which reinforces the main theme of the lesson. The experience of an identity which is at once unique yet inter-connected with others is mirrored by a parallel creative process in which participants shirts are revealed to be at once unique and interconnected.

Issue-Based Art Education Lesson Plan "Peace and Love"

Art Educator	Thomas Shortliffe	MELS Competencies
Location	P.A.L (Alternative Mental Health Community Resource)	1) Creates Personal Images
Population	15-20 adult, men and women participants, between the ages of 40 and 60, from mostly low socio-economic backgrounds, facing various mental health issues including schizophrenia, depression, anxiety, bi-polar disorder, currently outpatients living in assisted housing.	2) Creates Media Images 3) Appreciates works of art and cultural objects from the world's artistic heritage, personal images and media images.
Session	2 sessions of 60 minutes. First session is to introduce the theme, explore media. Second session is for art making, response, closure.	Cross Curricular Competencies
Materials and Equipment	<p>Materials: 20 pieces of white cotton fabric, approximately 12" x 12", 20 White t-shirts (L, XL and XXL) as per participant . Tie-dye kit purchased here: http://www.dharmatrading.com/dyes/kits/tie-dye-big-group-kit.html?lnav=dyes_kits.html or at Wal-Mart here: http://www.walmart.ca/en/ip/tulip-one-step-tie-dye-kit-luau/10075391?rrid=CategorySiloedViewCP item_page.rr1 4 0, including approximately 100 long-narrow and long-large rubber bands, 10 to 15 squeeze bottles of 12 oz., 2 lbs. soda ash fixative (not required in Walmart kit), various dyes in powder form (to be mixed with water), 30 pairs latex rubber gloves. In addition, 50 large transparent ziploc bags for curing, 15 baking sheets or large styrofoam produce packaging trays, large enough to contain a folded or crumpled wet t-shirt for dying and prevent spillage of dye, 2 large tubs, pre-filled with soda-ash-water mixture (8oz/gallon).</p> <p>Equipment: Water supply, sink, tables with seating for 10-15 adults, plastic table covers for protection, hanging space with clothespins to dry the t-shirts.</p>	<p>competency 3 • to exercise critical judgment</p> <p>competency 4 • to use creativity</p> <p>competency 5 • to adopt effective work methods</p> <p>competency 8 • to cooperate with others</p>
		Broad Areas of Learning
		Citizenship and Community life.
Vocabulary	<p><u>Related to broad areas of learning "Citizenship and Community Life" (MELS, 2014) :</u> Civil rights movement, civil disobedience, feminism, protest, democracy, social justice, equality, Martin Luther King, Gloria Steinem, Vietnam war, Woodstock, hippies, "peace and love" movement, inclusion, cooperation, and solidarity.</p> <p><u>Related to Discipline (formal elements):</u> Concentric circles, spirals, tie-dye, (ink) bleeding, curing, fading, primary colours, secondary colours, colour mixing theory.</p>	

Objectives	<p>1- Students will be exposed to a basic understanding of the civil rights movement of the U.S and Canada which occurred in the 60's and 70's in response to longstanding issues of discrimination, inequality, poverty and the Vietnam war.</p> <p>2- Students will consider that the tie-dye style was emblematic of that period because that is when it gained widespread popularity within the peace and love movement in the U.S. and Canada.</p> <p>3- Students will gain relevant vocabulary related to the broad area of learning "Citizenship and Community Life" in relation to the following focuses of development: a) adoption of a culture of peace. b) Promotion of the rules of social conduct and democratic institutions. c) Participation, cooperation and solidarity (Quebec, 2014, p. 14).</p> <p>4- Students will acquire discipline based vocabulary.</p> <p>5- Students will "appreciate works of art and cultural objects from the world's artistic heritage, personal images and media images" in accordance with MELS competency #3.</p> <p>6-Students will acquire the skills necessary to produce tie-dye fabrics on their own.</p> <p>7- Students will produce and take home 1 tie-dye shirt and 1 tie-dye practice square.</p>	
Process	Art Making	
Initiation and Motivation	<p>Session 1- Participants will view content from the following internet links in an effort to motivate them in the creative phase:</p> <p>Link to youtube video featuring tie-dye themes and aesthetics "Somebody to Love/White Rabbit - Jefferson Airplane": http://www.youtube.com/watch?v=WANNqr-vcx0 (PatchouliHaze, May 11, 2009)</p> <p>Link to youtube video "BBC: summer of 1967 - The summer of Love": http://www.youtube.com/watch?v=KlxHJGD4ULg (Simonkruus, Feb 13, 2013).</p> <p>Students will be asked if they noticed anything particular in the BBC "summer of 1967" and "Jefferson Airplane" videos through the following prompts: "Would anyone like to share some thoughts about what we saw?". "Did you notice any particular colours in the Jefferson Airplane video?". "What do you think the song Somebody to Love is about?" "What do you think the music is telling us with the opening lyric :When the truth is found to be lies and all the joy within you dies"? "Do you think people thought that society was very inclusive in the 1960's?" "You were all alive in 1967, do you remember what you were doing or what kind of time it was?"</p> <p>A discussion about the peace and civil rights movements of the 60's opens up through these prompts and the notion of tie dye is introduced through the following links, as emblematic of the peace and love movement. Students will view the following links to gain an understanding of tie-dye techniques. Link to Tie-dye process (DIYSupreme, 2012): http://www.youtube.com/watch?v=9bOuxD_6WQc Link to youtube instructable "How to Tie-Dye a Peace Sign Design Tutorial" (Roslyn Rags, Feb. 8, 2011) : http://www.youtube.com/watch?v=hRx7Mm-ynFM</p>	<p>20 min</p> <p>In session 1</p>
	<p>Session 2: quick review of tie dye technique videos and playing of psychedelic music throughout art making session.</p>	<p>7 min in session 2</p>

Media Explorartion	<ol style="list-style-type: none"> 1) Session 1: Each participant will try on his/her t-shirt for size, label it with permanent marker on top of the designer's label and set the t-shirt aside for session 2. 2) Participants will use latex gloves to remove and wring out their cotton fabric squares (presoaked in Soda Ash mixture by instructor in Tub #2 prior to session). 3) Participants will place their fabric pieces in individual work trays and use string or elastic bands to experiment with the creation of concentric circles, spirals and possibly the peace symbol or a heart shapes featured in instructional videos for advanced participants. Instructor will provide support through real-time demonstration and examples. 4) Participants will practice applying dyes to their test fabrics in preparation for work on their t-shirts. 5) Participants will place practice fabric squares in ziploc bags which have been pre-labeled by instructor for curing (48hrs). 	
	<ol style="list-style-type: none"> 6) Session 2: Instructor will pre-soak labeled t-shirts in plastic tub pre-filled with soda ash mixture (Tub #1), 15 minutes before session 2. 7) Each participant will use latex gloves to retrieve their practice squares from their labeled ziploc bags. 8) Participants will reveal and share the patterns and colors contained within their squares. 9) Participants will use tub #2 and local sink, filled with water to thoroughly rinse out their practice squares. 10) Participants will hang-dry their practice squares. 	
Art Making	<ol style="list-style-type: none"> 1) Session 1: The art making in session 1 consists of the media exploration section steps 1-5 	20 min In session 1
	<ol style="list-style-type: none"> 2) Session 2: The art making in session 2 consists of the media exploration steps 6,7,8,9,10 then repeating steps 1,2,3,4 with their t-shirts instead of practice squares. 	30 min In session 2
Procedure	<ol style="list-style-type: none"> 1) Session 1: Prior to session, instructor will prepare two plastic tubs of soda ash mixture (8 oz soda ash per gallon warm water for 15 minutes) and use one tub to pre soak all practice fabric squares. Instructor will also mix powder dyes with water in squeeze bottles by following manufacturer's instructions printed on the back of actual dye packages. Instructor will place elastic bands, string, squeeze bottles, latex or nitrile gloves, t-shirts and work trays (baking trays) on a dedicated materials table for shared access. Preparation requires approximately 40 minutes prior to session (not included in time calculation). 2) Introduction/Motivation through youtube presentation and facilitation of discussion around "what does it mean to have an inclusive society?" "What were the civil rights movements about?" "What can we do to ensure inclusiveness, equity and peace in our community?" 3) Participants will begin exploration phase. 4) response 	

	<p>5) clean up.</p> <p>6) Session 2: Participants will conclude previous media exploration phase by completing their practice squares.</p> <p>7) Participants will discuss and critique the aesthetic results with an aim to refining technique.</p> <p>8) Participants will begin new art making phase with t-shirts, based on previous creative experience with practice squares.</p> <p>9) Response to art making process will be facilitated.</p> <p>10) Clean up. 3-4 students are prompted to volunteer to put chairs back in their places, wipe down tables and put materials back in their boxes, cupboards, empty soda ash tubs.</p>	
Response	<p>Participants will be prompted to share any significant aspects of their experience. Participants will be asked to consider if the simple act of art making itself can be a shared experience which contributes to greater peace and stability within community. The following prompts will be used: "would anyone like to share a part of their art making experience?" "what kinds of things were you trying to do in your design?" "How did you feel or think when you were making the art?" "Do you think that wearing your t-shirt will affect how people look at you?"</p>	10 minutes per session
Closure	<p>1) Clean up. 3-4 students typically volunteer to put chairs back in their places, wipe down tables and put materials back in their boxes, cupboards. Students will be invited to return to studio the following week to reveal, rinse and hang-dry their creations with the help of support staff at the community center if instructor is not present. Optionally, students may take home their t-shirts in ziploc bags after the second session to complete this process at home and return to the following session wearing their t-shirt.</p>	10 minutes per session
Total time for session 1		60 min
Total time for session 2		57 min

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