



GLOBAL NOMADS GROUP
**STUDENT TO WORLD:
ART IN ACTION**
2019-2020 EDUCATOR GUIDE

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Today there are more than two billion young people in our world. Each one of them is inherently powerful and capable of incredible humanity. They are teaching us. They inspire us. They are truly leading the way.

Young people have access to information, the ability to connect with others, and the opportunity to shape our world in ways that are unlike anything we could have imagined. In 1998, when Global Nomads Group (GNG) was founded, we needed to create the conditions that allowed young people to connect across difference and distance. We had to bring video conferencing equipment into remote areas so that these connections could happen for youth no matter where they lived.

Today, in many parts of the world, young people's access to and comfort with technology is extraordinary. Connecting with others around the world is easy. So now, our work is focused on making these connections meaningful, giving all young people the skills and opportunity to engage with difference, harness the power of their voice, and experience deep empathy.

GNG's work is anchored by our belief in and respect for the young people with whom we work. We know that given the right opportunities and supports, they will far exceed anything we can dream of today. Ultimately, GNG envisions them as the generation that will lead us forward into a more just world, one that preserves the human dignity of each and every person.



GLOBAL NOMADS GROUP CAMPFIRE PROGRAMS ARE MADE POSSIBLE BY:



The Bezos Family Foundation supports rigorous, inspired learning environments for young people, from birth through high school, to put their education into action. Through investments in research, public awareness and programs, the foundation works to elevate the field of education and improve life outcomes for all children.



PhotoWings is a 501(c)(3) nonprofit organization dedicated to utilizing the power of photography to further deep thinking, communication, and action. PhotoWings' mission is to highlight and help facilitate the power of photography to influence the world. They help photography to be better understood, created, utilized, seen, and saved.



Poly is the global communications company that powers authentic human connection and collaboration. Face to face, they sift and sort millions of verbal and non-verbal cues to glean meaning. Poly is finding new ways to inject these cues into audio and video communication to replicate the face to face experience. To build intimacy. To break walls and span distance. To nurture the simplicity and beauty of human connection.



Stevens
Initiative



Global Nomads Group Campfire programs are supported by the Stevens Initiative, which is sponsored by the U.S. Department of State, with funding provided by the U.S. Government, and is administered by the Aspen Institute. The Stevens Initiative is also supported by the Bezos Family Foundation and the governments of Morocco and the United Arab Emirates.



U.S. Embassy Tunis

The Public Affairs Section of the U.S. Embassy in Tunis explains and advocates U.S. foreign policy, American culture, and society while promoting dialogue between the U.S. and Tunisia through a variety of educational exchange programs, media relations, cultural activities, and English language training support.

STUDENT TO WORLD

OVERVIEW

Welcome to Student-to-World, a personalized learning journey that provides your students with access to thematic curricular content from around the world. By participating in Student-to-World, your students will explore aspects of their everyday lives, compare and contrast their lives with the lives of global peers, expand their understandings of thematic content in global context, and ultimately plan to take actions that benefit their local and global communities.

Student-to-World engages youth in personalized learning journeys in which students determine the pace of their work, select from robust curricular content curated by curriculum developers at Global Nomads Group, and engage with the stories of youth from different parts of the world.

The personalized learning in Student-to-World is designed to meet the varied learning styles, prior knowledge, preferences, and interests of your students. Students choose from an array of content to craft unique educational journeys.

Student-to-World is a classroom-based program that connects youth around the world so they can build global awareness and learn from one another, entirely online. The purpose of Student-to-World is to motivate cross-cultural, cross-national, digital learning among young people.

With the continual guidance of educators, students complete assignments that ask them to tell stories after engaging with carefully selected images, videos, academic and journalistic articles and stories written by their global peers. All assignments completed by students contribute to a global content resource library, which is accessible to your students and their global peers for reference as they complete their assignments.

STUDENT TO WORLD: ART IN ACTION

Student-to-World: Art In Action provides personalized learning journeys for Humanities classes that focus on art, culture, and social change. Using art-inspired stories written by participating youth from around the world, this curricular supplement brings to life everyday art objects and artifacts, engages youth in exploring local cultural expressions, links creative communication and social movements in global context, and inspires youth to use art-making and art-appreciation to take action. Students learn the power of artistic storytelling to shape their own futures as they describe the many mediums of art that surround them and their global peers, how that art connects to local cultures, how artistic ideas and inspiration travel globally, and how art contributes to social movements and positive change. This program fits well into Language, Social Studies, and Art courses and can be implemented in after-school programs, community centers, and youth development organizations.

CURRICULUM MODULES & ROLE OF THE EDUCATOR

For this Art in Action curriculum, students will complete the following four assignments:



#EVERYDAYARTIFACTS

students tell a story about an artistic artifact in their lives.



#EVERYDAYLOCALARTS

students create a piece of art that tells a story rooted in their local culture(s) and community.



#EVERYDAYGLOBALARTS

students write or record an imaginative story based on a global work of art with a social message.



#EVERYDAYACTION

students design an artistic intervention to address a compelling social issue.

ROLE OF THE EDUCATOR

In personalized learning, educators have several important roles. They support students in making choices between curricular content options (in this case, curated resources to support each assignment and global peer stories). They support students in navigating the online platform used (in this case, Canvas). They bring the whole class together to surface individual learning, share information and ideas. They facilitate whole-class discussions. They assess student work using the quality criteria provided for each assignment and help students assess their own work as well. They help students with comprehension of unfamiliar words and the content of peer stories as necessary. They help students who are struggling to think of story topics by providing additional prompts and asking questions. They manage device distribution and storage.

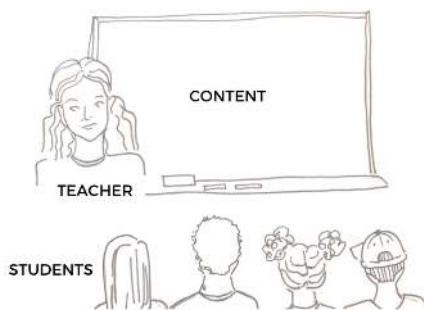
PERSONALIZED LEARNING

OVERVIEW

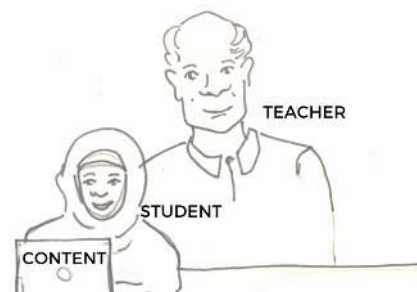
In contrast to traditional classrooms where teachers present curricular content, personalized learning leverages technology to enable students' direct engagement with such content. In this pedagogical model, teachers serve as coaches, mentors, facilitators, trouble-shooters, and problem-solvers.

The images below demonstrate the differences in student and teacher engagement with content in traditional and personalized learning educational environments.

TRADITIONAL



PERSONALIZED LEARNING



Research shows that students are more motivated to master skills and complete assignments when afforded choices related to the content and pace of their learning. In this Student to World: Art in Action curriculum, participating students customize their learning paths based on their own interests, learning goals and prior knowledge. Students track their own learning progress, use quality rubrics to evaluate their own assignments, and work at the pace that suits their individual mastery of the content and skills.

The process of personalized learning highlights student accomplishments, rather than shortcomings. As they gain access to new content via assignment completion, they acquire badges that reward their progress through the learning paths that they help design through their choices among curated resources and global, peer-generated stories. Students can access curricular content anytime and anywhere, via the online platform where this course is housed.

By exercising the skills of independent learning, students feel empowered to seek resources and opportunities that suit their needs, to select the content of greatest interest to support their learning, motivated by the individual agency inherent in this self-directed pursuit of knowledge and skills.

Source: <https://www.hanoverresearch.com/media/Best-Practices-in-Personalized-Learning-Environments.pdf>
2012

HOW THE EXCHANGE HAPPENS:

EXCHANGE OF IDEAS, EXCHANGE OF STORIES

In physical, global-exchange programs, students travel great distances and require considerable financial resources to meet and learn from one another. In virtual exchange, students can learn from one another via technological connectivity, without the often prohibitive expense of travel. Still, due to differences in time zones and increasing demands on educator time, virtual exchange programs that engage students in enduring synchronous or asynchronous dialogues commonly demand more co-planning with distant colleagues than many educators can fit into their busy days. Student-to-World curricula minimize the challenges faced by educators who are committed to global education through meaningful and sustained virtual exchange but who cannot find the time to collaborate with distant peers.

In Student to World: Art in Action, students share stories and the global exchange happens at the pace of participating students. Students submit stories as assignments and those assignments become available to peers around the world. Each participating student can access content created as an assignment from peers around the world and each semester the repository of global student stories grows.

The virtual exchange happens at two levels:

(1) Exchange of stories: by completing each assignment, students contribute to the repository of global peer stories and learn from the stories they select to read from that same repository.

(2) Virtual Discussion Groups: the Student to World program offers whole class discussion guides for educators to use with their classes. These discussion groups are entirely optional. They will offer an opportunity for students to discuss the Student to World program and the stories they've read with others.

WHY STORYTELLING?

STORYTELLING AS ASSIGNMENT ANCHORS

“Everything—faith, science, love—needs a story for people to find it plausible.”
-Adam Gopnick, The New Yorker.

In order for youth to learn from each other's lives, indeed to find each other's lives plausible, Student to World leverages the power of storytelling. Rather than have global youth share opinions and information about themselves with one another, we engage them in sharing stories with one another. The stories are often brief, yet impactful, revealing deep truths through small moments, bringing social issues to life through day-to-day realities.

The power of storytelling for enduring learning—in which students retain the information they learn beyond the classroom and course—is well established in research literature in the fields of communication, cultural studies and neuroscience. The brain reacts to stories based on triggers to the neurons that evoke empathy. Stories help students connect across great distance and difference.

RESOURCES:

Fleming, Laura. “Connecting Meaning and Learning Through Storytelling.” The Huffington Post, TheHuffingtonPost.com, 4 June 2011, www.huffingtonpost.com/laura-fleming/connecting-meaning-and-le_b_843923.html.

Juliani, AJ. “The Hidden Importance of Teaching With Stories.” A.J. JULIANI, 21 Mar. 2016, ajjuliani.com/hidden-importance-teaching-stories/.

Malamed, Connie. “Why You Need To Use Storytelling For Learning.” The ELearning Coach, 3 Dec. 2017, theelearningcoach.com/elearning2-0/why-you-need-to-use-storytelling-for-learning/.

Weinschenk, Susan. “Your Brain On Stories.” Psychology Today, Sussex Publishers, 2014, www.psychologytoday.com/us/blog/brain-wise/201411/your-brain-stories.

STANDARDS ALIGNMENT

Student-to-World curricula are best used as curricular enhancements to engage youth with global curricular content, building their empathy, global awareness, and action orientation.

Student-to-World: Art in Action is aligned to the National Arts Standards, the Asia Society Global Competencies, the 21st Century Skills and the CASEL Social and Emotional Learning as listed below:

AREA	STANDARDS
NATIONAL ARTS STANDARDS	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work. Anchor Standard #4. Select, analyze and interpret artistic work for presentation. Anchor Standard #5. Develop and refine artistic techniques and work for presentation. Anchor Standard #6. Convey meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
ASIA SOCIETY GLOBAL COMPETENCIES	Investigate the world Recognize perspectives Communicate ideas Take Action
21ST CENTURY SKILLS	Critical Thinking and Problem Solving Creativity and Innovation Information Literacy Media Literacy Technology Literacy Flexibility and Adaptability Initiative and Self-Direction Productivity and Accountability Leadership and Responsibility
CASEL SOCIAL & EMOTIONAL LEARNING	Self Awareness Self Management Responsible Decision Making
UN SUSTAINABLE DEVELOPMENT GOALS	Goal 4: Quality Education Goal 10: Reduced Inequalities Goal 16: Peace, Justice, and Strong Institutions

STUDENT COURSE ORGANIZATION: UNLOCKING CONTENT

As students progress through the Student to World program, they will access content and global peer-generated stories through GNG's online platform (housed on Canvas LMS).

The program is organized into four modules. When students first log in to the Canvas course, they will click on the first module; when they return, they can resume where they left off by clicking [Modules](#) on the left side of the screen and selecting the last page they read.



Each module includes a Get Ready, Explore, and Share step.

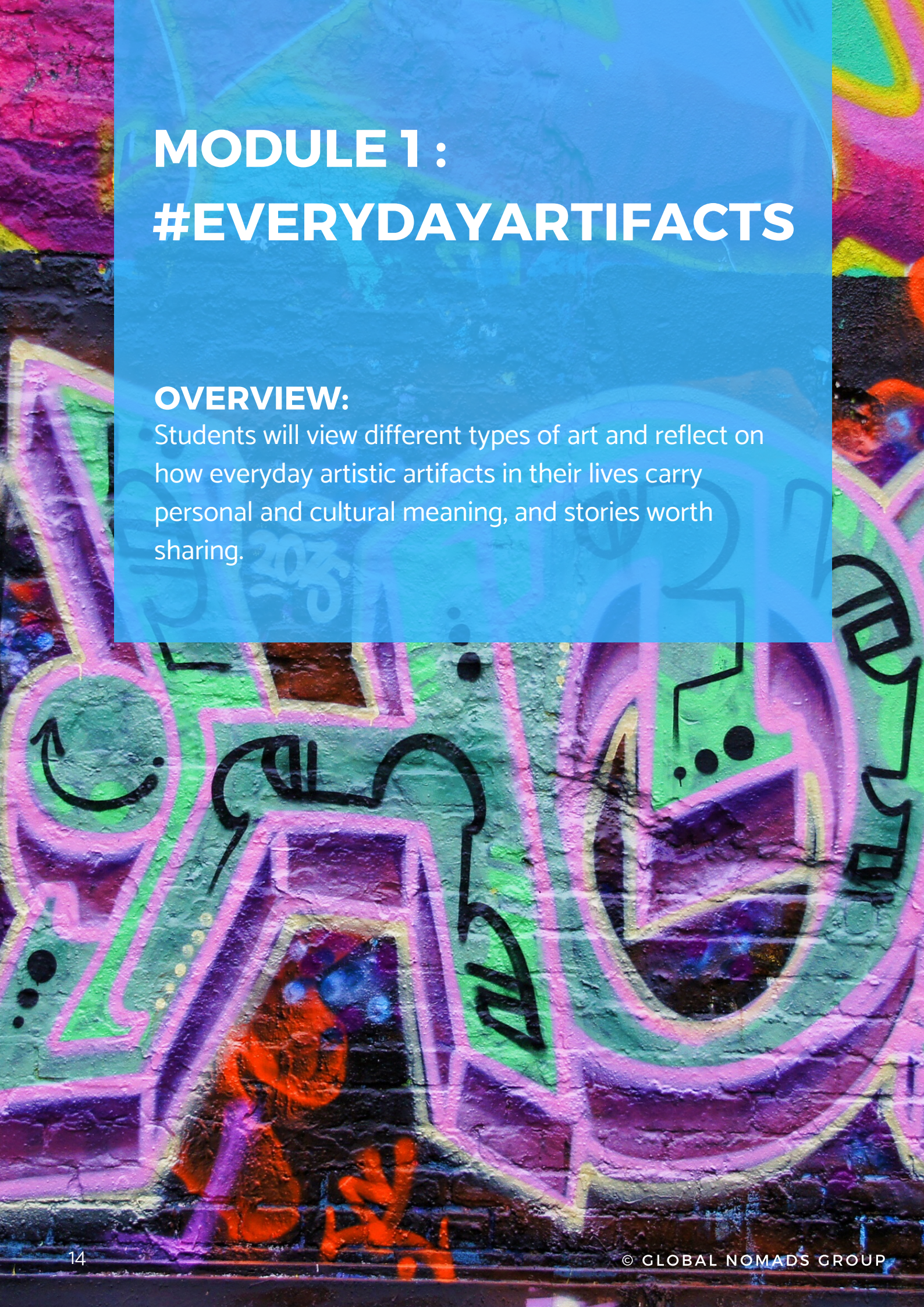
1. The Get Ready step provides students with new information and the context necessary on a specific topic.
2. Then, the Explore step allows students to click through articles, videos, and stories from all over the world.
3. Once they're finished exploring, they can move onto the Share step, which provides a prompt for them to use to share their own story with their global peers.

GETTING STARTED

INTRODUCTION

The rest of this facilitator guide will introduce the content of each module for you to use with your student.



The background of the page is a vibrant, abstract artwork. It features a mix of bright colors like magenta, green, blue, and orange, layered with various geometric shapes and patterns. There are some circular motifs, some resembling eyes or faces, and some that look like musical notes or symbols. The overall style is expressive and artistic, with a textured, almost painted appearance.

MODULE 1:

#EVERYDAYARTIFACTS

OVERVIEW:

Students will view different types of art and reflect on how everyday artistic artifacts in their lives carry personal and cultural meaning, and stories worth sharing.

#EVERYDAYARTIFACTS: GET READY

Can art change the world?

Art is a way for humans to make sense of the world. It reflects social conditions, connects people, and communicates across generations. Life influences the art that people create, but can art also influence our lives?

Artists notice small details about the world that reveal large truths. They celebrate the human spirit and capture the energy of a moment. Some use their art for social purposes, like to end hunger and poverty, protest wars, condemn racial divides or celebrate local cultures. Great works of art make us reflect on our lives, feel deep emotions, and experience our full humanity.

Wherever you are, there is likely art around you. Take some time to take in the art you encounter in your everyday life



Is there a painting in your living room or a sculpture in your community? What about the songs on your playlist or the graffiti on a wall behind your school? These are all examples of artifacts that an artist created to communicate something. The way that you interact with art shapes your perspective and is an important part of your story.

What is art?

Art is hard to define because it comes in so many different forms. Art can be visual, like a painting or photograph. It can be auditory, like a song or a podcast. It can be physical, like a dance or performance. It can require an audience or be interactive. In short, art takes many, many forms.

From dance to music to painting to plays, from photography to fashion to sculpture to film, artistic expressions connect people across time, space, distance, and difference. Powerful art has the potential to shift our perspectives, elicit strong emotions, and express everyday realities and struggles in accessible ways. In all cultures, art is a way for people to communicate within their own communities and beyond.

Artistic artifacts

An artifact is any object made by someone that carries cultural or historical meaning. If you studied the way people your age lived hundreds of years ago, each aspect of their daily lives would help you understand them better. You would consider the bowls they used to eat, the clothes they wore, the prayers they said, and many other objects of their time. Most of the objects in your life can also be considered artifacts, and hundreds of years from now someone might find great interest and insight in the objects in your room, on your walls, or even in your backpack.

Look at the paintings, poems, songs, or any other art form that you encounter every day. They all express something about your culture during this period of time.

Check out the artistic artifacts below. Each one has a powerful message for past, current and future generations:

GUERNICA BY PABLO PICASSO (1937)



Guernica by Pablo Picasso (1937)

The black, gray and white colors, along with the imagery of body parts and pleas to a higher power show Picasso's strong anti-war stance. You can learn more about Picasso's Guernica [here](#).

Picasso's Guernica (1937) is named after the Spanish city of the same name, which was bombed during the Spanish Civil War, leaving behind destruction and debris.

TRUE IDENTITY FROM THE HIJAB SERIES BY BOUSHA ALMUTAWAKEL

Bousha Almoutawakel's Hijab Series uses photography to represent Muslim women and the hijab (veil) as a response to anti-Muslim sentiments following the September 11th attack on the World Trade Center in New York City.

After September 11th, Muslim women found themselves perceived worldwide as mysterious, exotic, or oppressed, whether or not they wore the hijab. The series includes photographs of everyday Muslim women with and without the veil, challenging the viewer to contend with its various interpretations. You can learn more about Almoutawakel's Hijab Series [here](#).



ALABAMA BY JOHN COLTRANE



During the United States civil rights movement of the 1960s, African American men and women fought for the right to vote, to receive equal access to quality education, and to end segregation in public institutions.

Peaceful protests were faced with violence. After the Ku Klux Klan bombed a church in Alabama in 1963, killing several Black children, jazz legend John Coltrane released the song Alabama to mourn the victims, express sorrow and outrage at racial injustices, and provide hope for a better future. You can learn more about Coltrane's Alabama [here](#).

CAPOEIRA

The history of the Afro-Brazilian dance/martial art of Capoeira is widely understood as a form of resistance to slavery.

Capoeira's origins date back to the 16th century when West African slaves taken by Portuguese colonists to Brazil, disguised self-defense techniques as dance moves. You can learn more about Capoeira [here](#).



ASSIGNMENT 1: #EVERYDAYARTIFACTS

ASSIGNMENT 1

1. Take a picture of an artistic artifact that you encounter in your everyday life. This can be a type of music or a song, a video, a type of dance or a routine, a visual arts painting, a sketch, a mural, a play or a musical, a sculpture, a piece of fashion, etc.
2. Think about how this artwork came into your life, what culture or cultures it represents, and how it makes you feel.

QUALITY ASSESSMENT CRITERIA

1. Assignment includes a picture, video, or audio recording of an artistic artifact that you consider to be a work of art from your everyday life.
2. Assignment tells a story with a clear beginning, middle and end.
3. Story includes descriptive details of culture, community and/or family that allows global peer readers to understand the local context.
4. Assignment includes a comparison with and/or connection to two other global peer stories about works of art in their lives and makes specific reference to the community and country they are from.
5. Assignment includes references to 2-4 resources they have viewed to complete their assignment.

ASSIGNMENT 1: #EVERYDAYARTIFACTS

SAMPLE ASSIGNMENT 1



Whenever I walk around the streets of Sevilla, street vendors sell these traditional hand fans to tourists. A lot of them have bright colors, mostly red. One hot summer day, I went into a store that had these fans on display. Each one of them was colored in soft colors such as pink and blue. The flowers are intricately hand drawn by a local artist. I immediately picked it up as I was mesmerized by the details. I could spend hours tracing the lines that I'm sure much thought was put into, but they look like they were effortlessly and swiftly drawn. Locals usually don't carry these fans, but I find it a perfect blend of beautiful and practical. I have had it for a year now and I still use it. I am not sure of the cultural relevance of it, but I would like to research and learn more.

From the two stories I read, it looked like the objects had connections to family. One was an oil painting of sunflowers by a girl's grandmother in Chicago, IL, USA and the other was also a painting, but it was Chinese symbols that I couldn't read but the girl who wrote it from Beijing, China said it is the word for Love. They both chose paintings in their homes, but my art has a functional use, too.

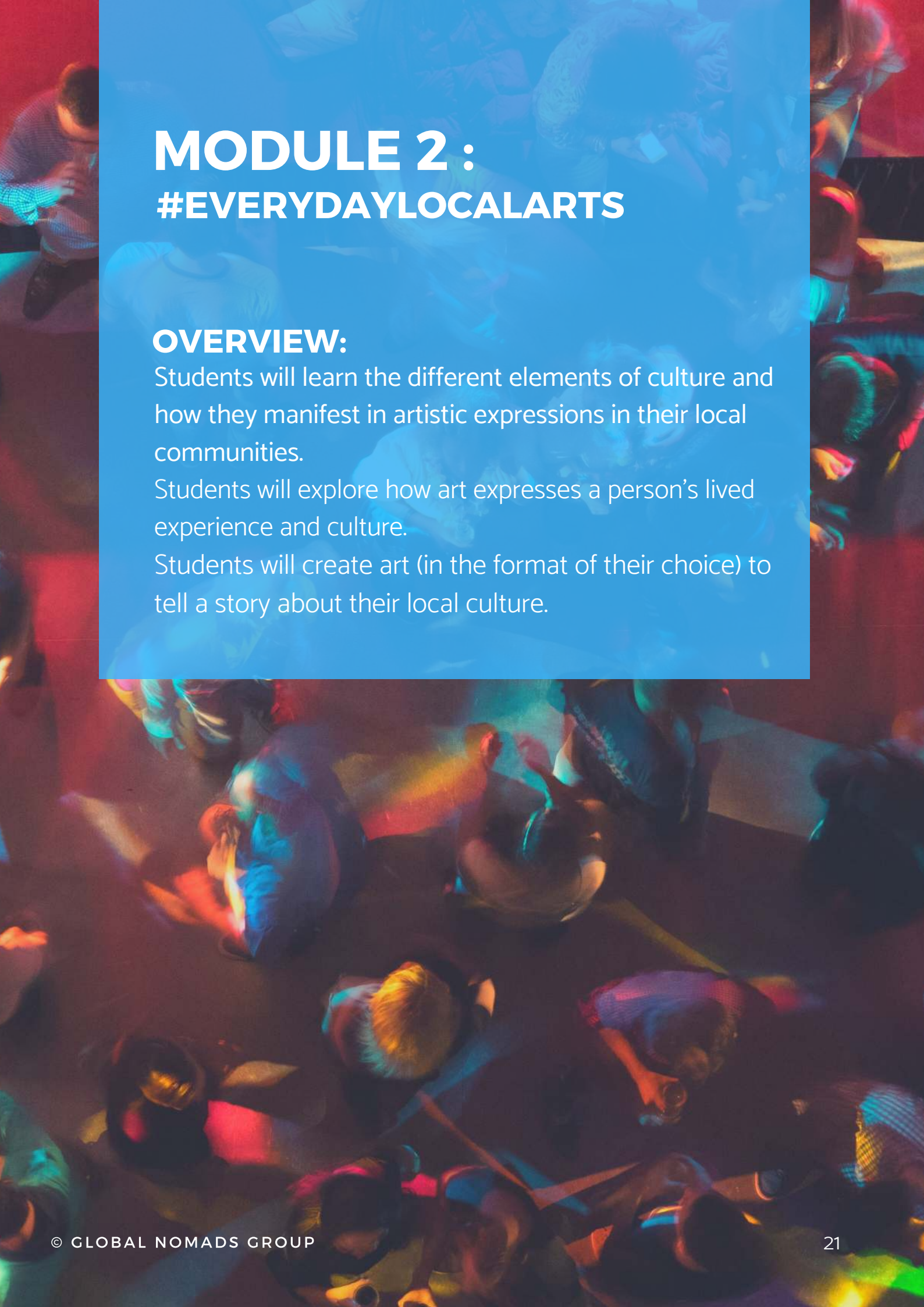
Tagged stories: Samantha, Chicago, IL, USA; Mei, Beijing, China

References used:

1- Video: Japanese Fan Dance https://www.youtube.com/watch?v=_O1xGsryxxE

2- Article: 11 Everyday Objects Transformed into Works of Art: <https://news.artnet.com/art-world/making-art-from-mundane-materials-900188>

- Pilar, Sevilla, España



MODULE 2:

#EVERYDAYLOCALARTS

OVERVIEW:

Students will learn the different elements of culture and how they manifest in artistic expressions in their local communities.

Students will explore how art expresses a person's lived experience and culture.

Students will create art (in the format of their choice) to tell a story about their local culture.

#EVERYDAYLOCALARTS: GET READY

In the previous module, you viewed different examples of art, including those from your own life. You saw art’s power to tell stories and challenge people to think about world events in powerful and creative ways. You also observed your own immediate environment and the art you interact with as part of your daily routine.

Material & Non-Material Culture

Art is an important part of culture. In sociology, the study of human society, culture is commonly defined as symbols, language, beliefs, values, and artifacts. As this definition suggests, there are two basic components of culture: ideas and symbols on the one hand and material objects or artifacts on the other. The table below shows how these elements of culture can be categorized into two groups: material culture and non-material culture:

MATERIAL CULTURE	Physical objects, Tools, Technology, Clothing, Eating utensils, Means of transportation
NON-MATERIAL CULTURE	Values, Beliefs, Symbols, Language

Where does art fit into the table above? In many cases it fits into both, in the symbols used in artistic representations and the material products (e.g., paintings, sculptures, photographs) of art. At the same time, material culture (for example, tools used for sustenance, shelter, transportation, and clothing) can serve as expressions of art.

In the video below from Pakistan, buses are intricately painted, serving both as a means of transportation and as a medium to express local culture.



Speaking of buses, below you can see how a town in the United States transformed a local bus shelter into a work of public art.



By exploring art in your own cultures and in cultures different from your own, you learn how various communities share knowledge, create meaning, and represent themselves both within and between generations.

Artists

Artists are individuals with unique perspectives and messages to share. Art does not solely express a collective culture, rather, artists use various mediums to express their own visions, thoughts, and truths. Artistic expression gives voice to individual people and communities, and has the power to both unite and divide. Artists select the medium in which they will work, and distill the message that they want to communicate artistically to its true essence.

Artists utilize their imagination and creativity, their materials of choice, their minds and bodies to make the familiar and mundane unfamiliar and extraordinary, and vice versa. Artists observe their material and non-material surroundings and express their observations, insights, and reflections in ways that can build empathy in other people.

How did the Mexican artist Frida Kahlo use self-portraiture to convey deep emotions and represent her national identity? Watch this brief video to learn more about Frida Kahlo and the essence of her work:





Like Frida Kahlo, many artists use their mediums to reflect their local cultures. These traditional dances in Indonesia, each tell a story, reflecting long-held traditions and passing history from generation to generation.

Many artists use cultural symbols, stories, and social struggles to inspire their work and reflect their local communities.

Think about the following questions:

- How do artists come to represent their local communities in various artistic mediums?
-
- What are the cultural symbols that define and reflect your community?
-
- What are the stories from your community that are passed between generations?
-
- What are the values of your community that you want to reflect in artistic storytelling?

Module 2: #EverydayLocalArt

Whole Class Activity Option

STEP 1:

Put students in groups of 4 or 5. Tell them that their assignment is to plan an Art Stroll for a group of global visitors who have never been to our community before. Students must select five local works of art for the visitors to see. They can be any form of art (visual, performance, music, video, etc.) and can be created by professionals or amateurs.

STEP 2:

On large surfaces (butcher paper, white board, projected digital image), have the student teams collectively draw a map of the art stroll, showing the locations in the community where the global visitors will encounter the five works of art.

STEP 3:

Have the student teams present their maps to the rest of the class.

STEP 4:

Lead a discussion of the local art scene in your community.

ASSIGNMENT 2: #EVERYDAYLOCCALARTS

ASSIGNMENT 2

1. Choose an element of your local culture or community. This element of culture can be material or non-material; it can be something you like to wear, the language you speak, a cultural belief that inspires you, or any other element of culture.

Material Culture:

Physical objects, Tools, Technology, Clothing, Eating utensils, Means of transportation

Non-material Culture:

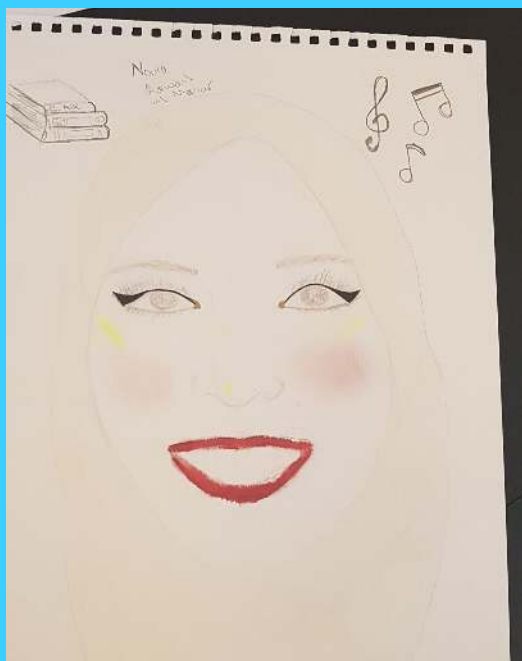
Values, Beliefs, Symbols, Language

2. Create a piece of art (such as a poem, prose, dance, drawing, sketch, painting, song, or collage) that tells the story of the element of culture that you've chosen.

In the box below: Show the artwork you've created to represent the element of culture you've selected, and tell your global peers what the element of culture that you've selected means to you. At the end of your story, share 2-4 stories you have explored that you would recommend to your global peers.

QUALITY ASSESSMENT CRITERIA

1. Assignment includes a photo, image, video, or text of the student's artistic product/work.
2. Work of art tells a discernible story with clear connections to local culture(s) and community.
4. Assignment includes written consideration of the art products of at least two global peers, with specific reference to the countries and cultures they are representing in their work.
5. Assignment includes references to resources student has viewed to complete assignment.



When I was in the seventh grade I decided to start wearing a hijab. My mother thought I was too young to wear it, but I insisted that I was ready. She honestly believed that I would grow tired of it after one week. I was not sure if I would prove my mother wrong, but the first day I wore it I picked a light blue scarf of hers to try.

I was inspired to cover my hair by my religion teacher who told us stories of how different she felt after she started wearing hers. Not every Muslim woman chooses to wear a hijab. For many it is a symbol of modesty, of faith, and of religious identity. For me, it was also a sign of independence. No one was making me wear it. No one was even expecting me to wear it. I was a little nervous, but I felt strongly like this was something I wanted and needed to do.

On the first day I wore it, I walked out of my house and felt a sort of power I had not ever felt before. I don't know if the power was from my faith in Allah or my sense of protection, but I had never had such a feeling of strength from within. It was like the hijab gave me something I could not have imagined from a piece of cloth. I think this is when I was first realizing how strong my faith had grown.

I express my religion every day through my actions, worship, and also my fashion choices. For my element of culture, I drew a self portrait of myself wearing my hijab. Wearing the hijab is a huge commitment, one that I happily make.

When I looked at other stories I saw a video of a hip hop dance by a teenager in Oakland, California, USA and I feel that, like the hijab, this also takes a lot of practice and commitment. I think he is a really good dancer and he said his dance represented the way teens bond together to support one another in his neighborhood. I also saw that a student from Brazil wrote a poem about family dinners and I think they are similar to my family too. I liked how she described a food called Feijoada, that I have never tasted but it sounded so good in the poem.

Tagged stories: Paolo, Rio de Janeiro, Brazil;
Xalier, Oakland, CA, USA

References used:

1- Article: "Feng shui meets fashion in Thierry Chow's contemporary approach to design" <https://www.scmp.com/magazines/style/tech-design/article/2125262/feng-shui-meets-fashion-thierry-chows-contemporary>

2- Article: "What is Islamic Art?" <https://www.khanacademy.org/humanities/art-islam/beginners-guide-islamic-art/a/arts-of-the-islamic-world>

3- Article: "Black Icons: "Re-envisioning the ancestors through visual art" <https://www.africanprintinfashion.com/2018/07/visual-art.html>

--Mayar, Salt, Jordan

MODULE 3:

#EVERYDAYGLOBALARTS

OVERVIEW:

Students will learn how art in all its forms can influence social movements and affect change in societies.

#EVERYDAYGLOBALARTS: GET READY

Now that you've considered the way art impacts your everyday life and the ways it represents your local community, it's time to explore the ways that art can connect people around the world.

GLOBAL INFLUENCE AND INSPIRATION

There are many similarities in the way artists work across the world, in part because people move to new places and bring their material and non-material cultures with them. Many artists are inspired by cultures and ideas from their local communities as well as from communities in other parts of the world.

Art brings diverse groups of people together to appreciate their common challenges, hopes, and dreams. An artist may see similarities or be interested in exploring the differences between their own perspectives and the perspectives of others.

Check out the following videos. Each one shows artists whose work has many diverse cultural influences and origins:

PLAYING FOR CHANGE



Playing for Change is an organization that brings together musicians from across the world to “create hope and inspiration for the future of our planet.”

IBEYI

Ibeyi is a musical duo, made up of twin sisters Lisa-Kaindé and Naomi Díaz. Their father was Miguel Angá Díaz, a Cuban percussionist, and their mother is Maya Dagnino, a French-Venezuelan singer. Their music combines all of their ancestral traditions.

Recently, they recorded a song, based on the musical Hamilton, written and originally performed in New York City by artist, composer, author and playwright Lin-Manuel Miranda, who is of Puerto Rican and Mexican descent.

Hamilton combines multiple genres of hip-hop and Broadway musicals to tell the history of one of the founders of the United States, Alexander Hamilton.

The result of all these global influences is Rise Up, Wise Up, Eyes Up, a song that combines Afro-Cuban percussion, European electro-soul music, and selected lyrics from My Shot, a song from Hamilton: An American Musical.



This remake of a song from a Broadway musical has influences from multiple parts of the world and a clear social message, to be aware, to be astute, and to and claim your power.

NANO RAIES



Musicians often adapt and sample each other's work, adding new dimensions and meanings to the original piece. Songs that sound whimsical when they are first created can send a powerful message when used in new, creative ways.

The following rendition of the popular song Baby You Can Drive My Car is a great example of a new spin on an old hit. In this version of the 1965 song by the world-renowned British band The Beatles, Syrian performer Nano Raies sings in Arabic as arranged by Palestinian cellist Naseem Alatrash. This arrangement uses the Beatles original melody, complimented with Middle Eastern percussion instruments to give it a local vibe. And the meaning of the song is profound: the end of the driving ban for women in Saudi Arabia.Music

Music is not the only art form that brings people from around the world together in shared humanity. Many artists find their influences in distant places from their homes of origin.

KEHINDE WILEY

Throughout history and in many contexts, formal, artistic portraits were reserved for people with political or social power, sometimes referred to as “power portraits.” Royalty, celebrities, people with fame and fortune are all common subjects of the portraiture found in most museums and government buildings throughout the world.



Visual artist Kehinde Wiley paints portraits of regular people, who often do not have the social status that is common in “power portraits.” He gained popularity for using a traditional art form to depict everyday people with a style that is often reserved for the rich and powerful. After years of work, he was invited to one of the United States’ highest honors for a portraitist: to create a Presidential portrait.

CAPOEIRA



Dance travels across cultures as well. Remember when you reviewed the Capoeira dance/martial art in Module One? Here is a brief video of this Afro-Brazilian art form as an activity to support Palestinian children living in refugee camps.

SIROUN

Art can also connect people who come from the same place but are living in new and different contexts, separate from one another and inspire action in many parts of the world.

From 1915 – 1917, Armenian people were under attack by the Ottoman empire. Many were killed and many others sought safety by leaving Armenia for other countries.

The virtual reality (VR) experience, Siroun, was created by film writer and director Oorlagh George on the set of the feature film The Promise. The VR experience puts viewers into Armenian history to experience it in a unique way. You can watch Siroun below:



After participating in the VR experience, Armenian students living in Los Angeles, California, USA; Amman, Jordan; and in Hatsik, Armenia came together virtually in a live webcast with the film's writer/director Terry George and producer Dr. Eric Esrailian. The students were moved and inspired to stop similar injustices they see in the world today.

Check out the students' responses to the VR experience below:



Module 3: #EverydayGlobalArt

Whole Class Activity Option

STEP 1:

Have students individually write down one or two of their favorite local artists and one or two of their favorite global artists from different regions of the world.

STEP 2:

Have students get into groups of four. Tell the students that their assignment is to (1) review all of the local and global artists they collectively listed, (2) collectively select one local artist and one global artist from the ones they collectively listed, and (3) imagine a collaboration between the local and global artist they selected.

STEP 3:

In their groups of 4, students should create a poster advertising an event that unveils the collaborative work of art between the local and global artist. The poster should detail what will be unique about this artistic mash-up, what cultural elements each artist will bring and what the audience can expect when they go to the event.

NOTE: the event can be a concert, a museum opening, a theatrical performance, a video premiere, whatever they imagine!

STEP 4:

Each group will give a brief presentation about the artistic collaboration and poster to the rest of the class.

ASSIGNMENT 3: #EVERYDAYGLOBALARTS

ASSIGNMENT 3

1. Choose one of the works of art below that is from a country other than your own.



UNITED STATES



GERMANY



JORDAN



ARGENTINA



INDIA



SENEGAL



CÔTE D'IVOIRE



INDONESIA

2. Ask yourself why the artist made the choices they made? What was the intended impact of this piece?

3. Use your imagination to create a story based on the work of art you chose.

In the box below: Tell the story that this piece of art inspires in you. Build off of the small details or the big meanings and messages. Find something in the work of art you connect to and use it as a way to express your own creativity.

At the end of your story, share 2-4 stories you have explored that you would recommend to your global peers.

QUALITY ASSESSMENT CRITERIA

1. Story is imaginative and based on a selected work of art that is connected to a social issue or movement from another part of the world.
2. Story of this work of art links it to global social issues and is inspired by the art piece's content and form.
3. Assignment includes one to two paragraphs that draw connections between this story and that of at least two global peers, with specific references to the countries and works of art represented by global peers.

SAMPLE ASSIGNMENT 3

There is a young boy who lives by a wall who thinks he has magical powers. His mother has told him about how hard life can be. She has told him not to go near the wall. There are soldiers there who could hurt him. Other children have been hurt. Her hands are strong. Her face looks tired. She wants to protect him. She wants him to have every opportunity in the world.



On a beautiful clear day, the magical boy went close to the wall. He had a pail and shovel and was ready to dig a hole through the limits and borders and boundaries to whatever awaited him on the other side. He started to dig, but his young arms felt weak, he remembered his mother's caution and grew scared. But then remembered his magic powers. He looked at the wall with the piercing innocence of a child, then closed his eyes and said one word: "Freedom." Suddenly, the wall opened up and the boy could see to the other side, to a world free of soldiers, free of fighting, free of gaits and walls and borders and hatred. There was just the boy, surrounded by a big, beautiful blue sky.

This story takes the image painted by Banksy on a security wall in Jerusalem and makes it universal. Where I live in the United States, there is talk of building a wall to keep out immigrants and lots of people who have lived most of their lives here are being sent away. I wanted to make the story of the wall in Jerusalem that separates Palestinians and Israelis a universal story, with a boy's magical powers overcoming all of the oppressions and hatreds in the world.

The stories I read helped me think of this one. In one, a girl in Mexico wrote a story about a mural she saw on a wall by a Kenyan street artist named WiseTwo. She imagined the mural represented a God, similar to Aztec Gods in Mexico and that the God was watching and protecting peaceful people from violence. The other was by a boy in Jordan who watched the documentary Called to Walls, which takes place in middle America where communities come together to design and paint murals. He told a story about bringing the muralist to Jordan to design and paint community murals with Syrian refugees. With all of these pieces of art for social change, walls become spaces for public art with the purpose of teaching a lesson or bringing people together.

Tagged stories: Adriana, Monterrey, Mexico; Abdallah, Ma'an, Jordan

--Karina, Madison, WI, USA

MODULE 4 :

#EVERYDAYACTION

OVERVIEW:

Students explore the power of art and storytelling in bringing people together from different cultural backgrounds and perspectives.

Students explore the social impact of art by creating artistic representations of and/or interventions to an issue or topic of global concern.

#EVERYDAYACTION: GET READY

Art Inspires Action

Across the globe, people use art to both reflect and influence the communities in which they live. Be it through photography, painting, graphic design, illustration, video, poetry, theatrical performances, music, or dance, art can influence how people see themselves and each other. Art touches both the heart and the mind and can move people to take action.

Think of a time when you were moved by a work of art.

Was it a video? A painting? A poem? What about it made you connect with your senses, emotions, and intellect? What did it make you want to do?

Artwork that inspires action is driven by the artist's passions and sense of purpose. They see something they want to call attention to, bring into focus, or outright change and design work in pursuit of that change. Some artists with a passion for our environment create eco-art, using materials that reduce carbon emissions or turning waste products into art.

One great example of art with social impact is the non-profit organization Washed Ashore that takes plastic pollution found in the ocean and turns it into sea creatures.



This brief video shows the work of Washed Ashore and how the art produced by this organization inspires people to change their behaviors regarding waste, pollution and plastic use.

Module 4: #EverydayAction

Whole Class Activity Option

STEP 1:

Tell students that they will be getting into groups based on a pre-chosen list of global issues that may be important to them. Designate five spaces where students will convene based on their interest:

- Human Rights
- Gender Equality
- Climate Change
- World Hunger
- Animal Rights

STEP 2:

Once students have congregated based on their interest, see how they are distributed. If they are all interested in the same topic, break them up into groups of no more than five. If they are fairly evenly divided, then you need not break up the groups further.

STEP 3:

Tell students that they have 15 minutes for their groups to collectively write a poem that inspires people to take action on this issue. Tell students when they have 10 minutes left, five minutes left and one minute left. When the time is up have the students stop working.

STEP 4:

Have each group designate someone to read their action poem to the rest of the class.

STEP 5:

Ask students what actions they collectively encouraged through the art of poetry.

ASSIGNMENT 4: #EVERYDAYACTION

ASSIGNMENT 4

1. Chose an issue that affects living beings all over the world. Here are some sample issues you may want to consider: hunger, gender inequality, climate change, economic inequality, animal rights, human rights, healthcare, gun violence. If you are passionate about an issue that is not listed, focus on that issue instead.
2. Choose an art form that you'd like to use to bring awareness or change to the issue you picked. You can also opt to plan a multimedia work of art by selecting more than one: Painting, Drawing, Sketch, Graphic Design, Sculpture, Poem, Prose, Theatrical production, Music, Video
3. Describe your own idea for using your selected medium to artistically address the global issue you chose.
4. Make a list of the ten most important steps you'll need to take to make a piece of art that represents the issue you picked. Think of any research you may want to do, any supplies you'll need to gather, and how you'll share your artwork with others.

In the box below: Tell your global peers about your plans to use art to make a difference in a social issue that matters to you. At the end of your story, share 2-4 stories you have explored that you would recommend to your global peers.

QUALITY ASSESSMENT CRITERIA

1. Assignment addresses a social issue that affects the student's local and/or global community and explains why this social issue is important.
2. Assignment chooses a creative, artistic way to tell a compelling story about this social issue.
3. Campaign design includes a way to engage local and global communities.
4. Assignment draws inspiration from a minimum of two global peers' artistic campaigns and tags those peers' assignments.
5. Assignment references 2-3 resources of global art movements.

ASSIGNMENT 4: #EVERYDAYACTION

SAMPLE ASSIGNMENT #4

An important issue to me is economic inequality. A lot of my classmates drop out of school to start working and help their family make ends meet. Many students in my community need to drop out of school so they can work and earn money for their family. I wish that families could have what they need so that children can go to school. With my classmates who have dropped out of school, I want to craft a found poem to bring awareness to their circumstances and hopefully help them and their parents learn our language. I will interview these former students and ask them to share their stories with me. From their stories, we will craft a poem and at school, we will organize a community event where we will recite this poem. I will have pictures of the children, so people can connect with them--portraits that show into their souls through their eyes. I would like to have them involved with me in the event, but if I can't, I will make sure to make their voices heard.

CONGRATULATIONS! YOU HAVE COMPLETED STUDENT TO WORLD: ART IN ACTION

By completing the Student To World: Art in Action curriculum, you join over 1,000,000 students and educators in over 60 countries on all 7 continents who have participated in Global Nomads Group programs. We welcome you to our community of curious and compassionate people who work together to address the world's most complex challenges.

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