



Greening Arts Education

More ideas to share?
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Green your arts room

- conserve energy - lights and computers off, unplug your appliances, air vents free of obstructions, kiln use minimal
- reduce consumption -
- reduce waste – practice the 3Rs, buy green consumables, re-usable hand towels, use found objects for art projects
- minimize toxins – adequate ventilation, no oil paints/inks or aerosols, proper disposal of paint and waste, use of natural cleaning solutions

Greening your arts program

- expose students to natural and/or built community = get them outside!
- model environmental practices or activism
- teach environmental concepts and values through arts themes, materials or locations
- reframe arts lessons with environmental concepts or actions in mind
- show and discuss exemplars of eco-arts with your classes
- invite an eco-artist/musician/performer to do a project with your class(es)

Greening your pedagogy

- ‘everything is connected’ – all parts are connected to the whole
- think local - make it place-based
- make it experiential; interactive; dialogic
- activate learners through inquiry or discovery-based learning
- frame art-based learning with an environmental lens
- integrate learning in, through and for the environment
- ground on the values of empathy, sustainability and respect
- involve the head, the heart, the hands and the spirit
- consider age-appropriateness

Greening your School and Community

- share your students' efforts in eco-art through exhibits and websites
- host eco-arts exhibit/performances for students, parents and the community
- model greening practices for others in and outside of the school
- encourage age-appropriate student activism outside of arts classes (writing letters, posters, stewardship, etc.)
- link to community groups

Strategies for Eco-Art Ed:

- take it outside – get learners out of the confines of their classroom and into their communities
- frame art-based learning with the environment in mind
- look to professional artists for inspiration
- think local - make it place-based
- make it collaborative – involve a range of community members
- integrate learning in, about and for the environment
- consider age-appropriateness carefully