

Nature Creations Lesson Plan

SAS Fall 2020

Lead Teacher: Cassidy Sullivan

Unit Title: eARTh Explorations

Lesson Title: Nature Creations

Grade Level: 3rd-5th

Number of Students: 17

I. UNIT OVERVIEW (RATIONALE)

In the wake of a global climate crisis, it has never been more imperative for students to learn about the environment and how to create in a more sustainable way that serves to improve society and our Earth. *eARTh Explorations* is a curriculum based on environmental and sustainable concepts and is important because these issues will be a fundamental and significant part of the students' futures.

II-A. LESSON OVERVIEW (RATIONALE)

This lesson involves creating art with nature as a source of material. Prior to class, students will collect nature items based on provided guidelines, such as searching for a variety of colors and sizes. During class, we will get inspired by looking at the works of Andy Goldsworthy, Richard Long, and Walter Mason, and learn about why creating with nature materials is sustainable and fits in with this curriculum. Students will then use this information to create their own artwork out of their found materials. They will utilize knowledge of the elements of art to create assemblages that consider line, color, and shape.

This lesson connects to the eARTh Explorations curriculum because the students are using untraditional, sustainable materials to create an art piece. Andy Goldsworthy's art involves creating *with* the earth, rather than disrupting it. This is emphasized in the collection guidelines, by asking students to not damage nature in the process of foraging. This lesson will teach students how to create art in a way that is not harmful to the environment, but that adds natural beauty.

II-B. ESSENTIAL QUESTIONS:

- Why is creating with nature materials a sustainable art option?
- How can I use the elements of my items (color, shape, line) to create a cohesive art piece?
- How will my artwork change with time?

III-A. LEARNER OBJECTIVES/OUTCOMES

- Students will be introduced to and learn about the artwork of Andy Goldsworthy and other relevant artists.
- Students will learn how to create artwork nature items as the material
- Students will develop their knowledge of art elements art to create a cohesive, intricate design.
- Students will gain an understanding of the importance of creating with sustainable materials.

III-B. NATIONAL ART STANDARDS

- VA: Cr1.1.3a: Elaborate on an imaginative idea
- VA:Cr1.1.4a: Brainstorm multiple approaches to a creative art or design problem
- VA:Cr1.1.5a: Combine ideas to generate an innovative understanding for art-making
- VA:Cn10.1.3a: Develop a work of art based on observations of surroundings

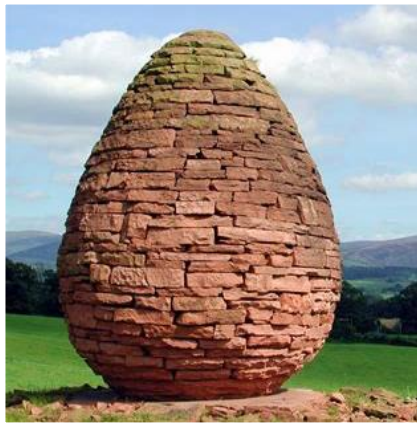
III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

- 9.1 A: Know and use the elements and principles of each art form to create works in the arts and humanities
- 9.4.3 C: Recognize that the environment of the observer influences individual aesthetic responses to works in the arts

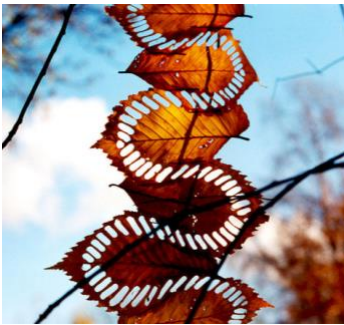
IV. ART / ARTIST(S) OF RELEVANCE:

- Andy Goldsworthy





- Walter Mason



Teacher Examples:





V. PREREQUISITES:

- Students can follow instructions.
- Students can create a unique design / idea.
- Students can manage their time and complete the scavenger hunt before class.
- Students have a basic understanding of color, and patterns to create their own design

VI. INTERDISCIPLINARY CONNECTIONS:

- **Science:** This lesson involves science by discussing the change natural materials go through throughout time. For an experiment, I will recommend students keep their final products where they are to observe how it changes through time. This lesson also connects to science because using nature materials is an environmentally sustainable medium that connects to reducing climate change.
- **Language Arts:** Students will verbally reflect on both the Nature Creations lesson and the Sustainable Cities lesson from last week by answering prompts.
- **Reading:** Students will read the information provided on the PowerPoint about relevant concepts and elements of art.
- **Writing:** Students will write a brief reflection about their sustainable cities project from last week explaining why their rationale for creation.

VII. MATERIALS NEEDED FOR LESSON

- Nature materials:
 - Students will find nature items ahead of time. Instructions for collection are as follows:
 - Collect nature items while avoiding harming nature
 - Pick up leaves and pedals that have already fallen rather than pulling them off
 - Find at least 10 different types of items, and at least 50 items total
 - Find items in multiple bright colors, a variety of sizes
 - Some ideas that you can use: leaves, flower pedals, acorns, pine cones, sticks, etc.
- Laptop/computer

VIII. SAFETY HAZARDS:

- Avoiding hazard nature materials
 - “When collecting, avoid dangerous items such as poison ivy and very sharp, plants.”

IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
10:05-10:20 (allotting 5 minutes to move into the class through breakout rooms)	<p>Greet students</p> <p>Instruct students to finish up their Sustainable Cities while everyone arrives</p> <p>Talk about chat: used for conversations and questions with the teacher</p> <p>Talk about lesson from last week</p> <ul style="list-style-type: none">• More work time if needed• Reflective questions from that lesson:• <i>How was this experience? What did you learn about sustainable cities? Do you think your own community is sustainable? Why or why not? How could your community become more sustainable?</i>• Instruct students to write a summary in their sketchbooks of what they created and why• Instruct students/parents to take photos of their sustainable city and reflection and submit to the google sheet	<p>Greet me and other students</p> <p>Students finish their Sustainable Cities project</p> <p>Students verbally answer reflective questions</p> <p>Students write reflection on their first project</p> <p>Take photos of their sustainable city and reflection</p>

10:20-10:25	<p>Introduce warm up activity for Nature Creations lesson:</p> <ul style="list-style-type: none"> • “In your sketchbook, draw one of your nature items doing your favorite activity! (ex: my acorn is hiking) Pay attention to the color, line, and shape of your items” • If anyone has not collected their nature items, they should now <p>Complete warm up activity</p>	<p>Students listen to instructions</p> <p>Students complete warm up activity by drawing in their sketchbook</p>
10:25-10:30	<p>Introduce nature creations lesson</p> <p>Show photo examples (PowerPoint)</p> <ul style="list-style-type: none"> • Andy Goldsworthy • Walter Mason <p>Some reflective questions: (exit PowerPoint) <i>Why do you think these artists create with nature materials? How do you think this connects to sustainability?</i></p> <p>Explain why it is relevant</p> <ul style="list-style-type: none"> • Using nature materials = not causing new things to be produced, which takes up energy and uses harmful fossil fuels • No waste: left over materials can be put back outside where they will provide nutrients for Earth so nothing needs to be trashed <p>Explain what they will be doing (Powerpoint)</p> <p>Brief “demo”: Explain why I made the choices I did for my examples</p> <ul style="list-style-type: none"> • How can I use color? Shape? Line? <p>Encourage creative thinking: alteration of materials, building three dimensionally, using materials to paint, etc.</p>	<p>Listen to lesson and look at PowerPoint</p> <p>Verbally answer reflective questions</p> <p>Listen to relevancy</p> <p>Listen to demo</p>

10:30-10:55	<p>Watch students work on their Nature Creation projects</p> <ul style="list-style-type: none"> • If they finish one, have them photograph it, take it apart, and make a second <p>Answer questions throughout and check for progress / understanding</p>	<p>Students create their Nature Creation project</p> <p>Students ask questions throughout and show / talk about their progress</p>
10:55-11:00	<p>Ask students reflective questions:</p> <ul style="list-style-type: none"> • Would anyone like to talk about what they created? Why did you do it this way? • Did you like creating with nature as a material? Why? • Why is this a sustainable art method? 	<p>Students verbally answer reflective questions</p>

X. ENDING THE LESSON

X-A. Closure of Lesson:

What will you do to end this lesson and check for understanding?

- Remind students to photograph their final works and email to me
- Encourage them to leave them if possible to watch how their artwork changes
- Ask the reflective questions above

X-B. Transition to Next Lesson:

How does what happens in this lesson set the stage for what will occur in the following lesson?

- Briefly introduce next lesson:
 - “This week we created art using found nature materials, but next week we are going to create our materials from scratch by making our own paint and brushes!”

XI. REFERENCES TO MATERIALS CONSULTED

Relevant artist links:

<https://theartofeducation.edu/2019/03/27/10-amazing-artists-to-inspire-nature-related-art-projects/>

<http://www.artnet.com/artists/andy-goldsworthy/>

<http://www.richardlong.org/>