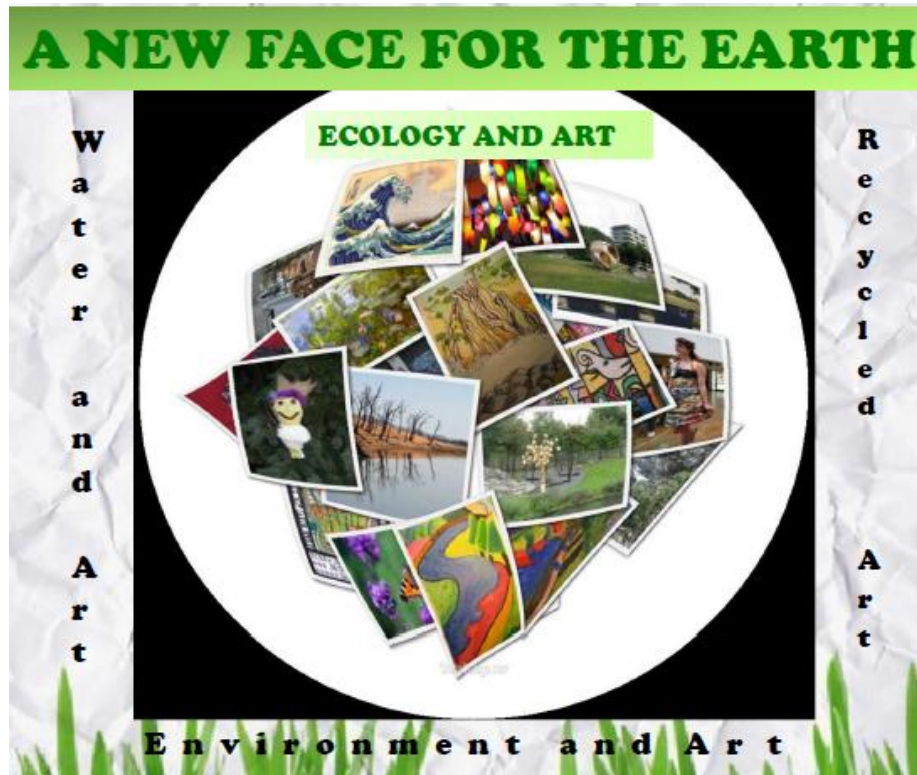


## INTRODUCTION



“A new face for the Earth: Ecology and Art”, is a cross-curricular project which includes both Environmental Education as part of Citizenship, and also Visual Arts which are both in the Catalan Curriculum. The project focuses on three key topics: water, environment and recycling. These three topics are developed in 16 lessons and are addressed to the 6<sup>th</sup> level of Primary. The timing of the project is about 15 hours although it is likely that some classes may take longer to complete the tasks.

The pedagogy throughout the project aims to develop learners’ understanding of personal, social and civic skills.. This learning involves: knowledge about facts and processes; predicting consequences; taking reflective actions to improve the environment, arguing and drawing conclusions about the consequences of different lifestyles. Furthermore, Artistic and cultural, linguistic and audio-visual transferrable skills are defined in the three units as well. As it is a CLIL project, the activities are sequenced in order to show progression: linguistic, communicative and cognitive demands increase throughout the project.

The main reason for developing this project is my concern about how to find an attractive and creative way to present content related to Environmental Education taught in a non-native language. Taking into account that Art is a powerful way of improving our environment, there are many activities learners can do through Visual Arts. The school where I work is involved in several projects to encourage children to protect the environment. This includes not only curricular subjects, such as science, art and citizenship, but also cross-curricular activities, such as festivals and assemblies. This project develops one part of the whole current CLIL project (The artist’s window: PELE 2009-2012. Escola Ginesta), which has as a starting point, Hundertwasser’s theory of ecology: The five skins. According to this theory, our fifth skin is The Earth,

which has to be preserved. Although this project is part of a CLIL project, it can be used independently. So, Hundertwasser is the reference in the introductory unit, but his work is not the central point of the project.

### **Environmental education**

The first unit, Water and Art, focuses on: how water is important in our planet; how water can change a landscape; and water pollution. The second unit: Environment and Art, is based on the observation of the local environment to identify positive and negative elements, to reflect on antisocial behaviour and to see Art as a way of spoiling or improving the environment. Finally, the third unit: Recycled Art, focuses on waste materials, reflecting on the throwaway culture, the responsible consumer and also looking at these materials as a resource for art creations.

### **Visual Arts**

The first unit develops an understanding of: different styles of painting; how to analyse lines, shapes and colours; techniques used to develop children's creations such as watercolours, felt tip markers and wax colours. The second unit is based on ways of perceiving and identifying elements in the environment, finding criteria to classify them into pleasant and unpleasant. The art work involves making posters with civic messages, creating visual poetry and graffiti, showing the power of words through Art as a way of expression and using both ICT tools and traditional techniques such as drawing and painting. The last unit focuses on waste and found materials as a resource for the creation of art work using a range of techniques and taking into account the properties of the materials. Learners also create 2D or 3D work: 'A new face for the Earth', by designing and making characters made mainly of metal, plastic, old clothes or cardboard and paper.

By the end of this project, learners will have a better understanding of the need to look after our environment, an awareness of the differences between countries. They will have developed both oral and written skills to communicate their ideas in English through new vocabulary and language structures to: ask and answer questions; describe facts; give opinions... They will have learnt to analyse some styles of painting, street art or recycled art, and applied a range of techniques( including IT) to create their own compositions.

In summary, this is a project to enjoy Art by reflecting on Ecology as global citizens, and looking for ways to improve the Earth: our fifth skin.