

A NEW FACE FOR THE EARTH  
ECOLOGY AND ART

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## LESSON PLANS

Although the project is developed throughout three units, there is also an **Introductory lesson** in Teaching notes section, to introduce Hundertwasser's theory: The five skins as a starting point to the project.

**Water and Art** focuses on how water is important in our planet; how water can change a landscape and water pollution.

When it comes to visual arts, it develops an understanding of: different styles of painting; how to analyse lines, shapes and colours; the techniques used to develop children's creations are watercolours, felt tip markers and wax colours.

**Environment and Art** is based on looking at some elements from the environment, finding criteria to classify them into pleasant or unpleasant, into art or antisocial behaviour.

The art proposals are: making posters with civic messages and creating visual poetry and graffiti, using both ICT tools and traditional techniques such as drawing and painting.

The last unit, **Recycled Art**, focuses on "the rubbish problem": What happens with all our rubbish? What can we do to help? The art proposal is looking at waste and found materials as a resource for the creation of art works using a range of techniques and taking into account the properties of the materials.

Learners create 2D or 3D work: 'A new face for the Earth', by designing and making characters mainly with metal, plastic, old clothes or cardboard and paper.

<b>UNIT:</b>	WATER AND ART		
<b>NUMBER OF SESSIONS:</b>	4- 6		
<b>LESSONS</b>	Water in our world	1	h
	How painters depict water :styles of painting	1-2	h
	A new landscape: protecting life	2	h
	Improving the world: presenting our works	1	h
<b>AIMS</b>			
<p><b>Environment:</b></p> <ul style="list-style-type: none"> <li>- Identify where we can find water in nature.</li> <li>- Recognise the importance of water in Earth and the need for saving water.</li> <li>- Be aware of the effects of drought and polluted water.</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>- Observe and recognise the main features of different styles of painting.</li> <li>- Apply painting techniques: watercolours and felt tip marker, waw colours.</li> <li>- Create a painting from a picture , improving the landscape .</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>- Learn vocabulary related to water in nature.</li> <li>- Notice structures used to classify, compare, give reasons etc orally and on written.</li> </ul>			
<b>CONTRIBUTION TO COMPETENCES</b>			
<ul style="list-style-type: none"> <li>- Can understand different cultural and artistic forms of expression.</li> <li>- Can apply the techniques, resources and conventions of the different artistic languages.</li> <li>- Can argue and draw conclusions on the consequences of different lifestyles.</li> </ul>			
<b>LEARNING OUTCOMES</b>			
What learners will be able to do at the end of the lesson			
<p><b>KNOW:</b></p> <ul style="list-style-type: none"> <li>- The importance of water.</li> <li>- How use of water affects our world.</li> <li>- Natural problems related to water (drought, floods) around the world.</li> <li>- Many artists represent water in their paintings.</li> <li>- Artists represent water in nature using different styles of paintings.</li> <li>- Main features of : Linear, Impressionist, Fauve style.</li> </ul> <p><b>BE ABLE TO:</b></p> <ul style="list-style-type: none"> <li>- Recall names and places where we can find water in nature</li> <li>- Reflect about the importance of water for life in the Earth.</li> <li>- Recognise problems related to water: floods, drought, pollution, rubbish and classify them into natural and non-natural .</li> <li>- Imagine what kind of changes can be made to improve or clean up a landscape.</li> <li>- Create a picture using the main features of one styles of painting.</li> </ul> <p><b>BE AWARE OF:</b></p> <ul style="list-style-type: none"> <li>- The effects of these problems on the landscape and alive beings</li> <li>- The need for changing some of our habits: saving water, avoid polluting rivers and the sea throwing rubbish or toxic waste etc</li> </ul>			

CONTENT	COGNITION
<ul style="list-style-type: none"> <li>- Hundertwasser's ideas about water....</li> <li>- States of water in nature.</li> <li>- Places with water in our local environment.</li> <li>- Natural problems related to water: flood, drought</li>   <li>- Pollution: chemical products from factories, oil slick, rubbish, underground pipes into the sea...</li> <li>- Main features of three styles of painting: Fauve, Linear, Impressionist .</li> <li>- Colour: revision of pair of adjectives (dull-bright, dark-light...)</li> <li>- Lines: revision of pair of adjectives(straight-curved, thin-thick)</li> <li>- Shapes: how they are depicted.</li> </ul>	<ul style="list-style-type: none"> <li>- Matching pictures</li> <li>- Classifying pictures according to their own criteria</li> <li>- Justifying their classification</li> <li>- Deducing problems from observations</li> <li>- Imagining how water can change a landscape</li> <li>- Comparing styles of painting</li> <li>- Creating a painting using one of these styles</li> <li>- Giving reasons to justify their changes.</li> </ul>
	<p style="text-align: center;"><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>- Water around the world: differences amongst countries (social organisation ,public fountains, river..)</li> <li>- Developed and developing countries: wasting and saving water.</li> <li>- Different styles of painting from artists around the world.</li> </ul>
<b>COMMUNICATION</b>	
<b>Language of learning</b>	
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- <b>Vocabulary about environment:</b></li> <li>- <u>Places</u>: river, lake, sea, spring, waterfall, fountain, ice, snow....</li> <li>- <u>Problems</u>: pollution, drought, flood, toxic waste, underground pipes, landfill....</li> <li>- <b>Vocabulary about art:</b></li> <li>a) <u>styles of painting</u> (Fauve, Impressionist, Linear, Eclectic )</li> <li>b) <u>opposite adjectives</u> about colours (dull-bright, light-dark, warm-cool) lines ( straight-curved, thin-thick) and shapes ( defined-undefined)</li> <li>c) techniques of painting ( brushstrokes, spots, lines..)</li> </ul> <p><b>Communication structures</b></p> <ul style="list-style-type: none"> <li>- I can see...</li> <li>- There is/are.....</li> <li>- I have.../ Who has a...?</li> <li>- The main problem is.....</li> <li>- It's important because.....</li> <li>- The style I like the best is..... because of the colours/shapes/lines.</li> <li>- I will change.../I'm changing</li> </ul>	

- I changed the.....
- .....is ...../er than.....
- ..... is more .....than.....

### Language for learning

- Describing places or states of water
- Comparing differences and similarities between clear and polluted water
- Giving opinions (Asking and answering questions related to water problems)
- Justifying changes they did in their pictures
- Reporting back their artwork.

### Language through learning

- All vocabulary pupils need through the lessons, as tools and materials ( paintbrushes, acrylic paint, penmarkers, etc)

### ASSESSMENT CRITERIA

Can the students:

#### Environment

- Recall names and places where we can find water in nature?
- Recognise problems related to water: floods, drought, pollution, rubbish ?
- Classify pictures according to their own criteria?
- Explain what kind of changes can be made to improve or clean up a landscape?

#### Art

- Name the main features of : Linear, Impressionist, Fauve style (lines, colours, shapes)?
- Apply a range of painting techniques (watercolours....)?
- Recognise these styles of painting?
- Compare styles of painting (according to colours, shapes and lines)?
- Create a picture using the main features of one of these styles of painting?

#### Language:

- Understand the instructions?
- Use some of the language structures using the scaffolding?
- Describe their picture using the vocabulary learnt?

<b>EXTENSION ACTIVITY</b>	<b>WATER: A CHILD'S VIEW.</b>	<b>INDIVIDUAL TASK</b>
-	Draw what some children explain about the water.	Descriptions about water from children around the world. Provided in teaching resources. Worksheet 1.5

<b>UNIT:</b>	ENVIRONMENT AND ART	
<b>NUMBER OF SESSIONS:</b>	6-8	
<b>LESSONS</b>	The environment	1 h
	Our local environment (Optional outdoors session. It will take at least two hours)	2 h
	A civic message (ICT and art)	1-2 h
	Visual poetry	1-2 h
	Art on the walls: Graffiti	1 h

<b>AIMS</b>
<p><b>Environment:</b></p> <ul style="list-style-type: none"> <li>- Identify “positive” and “negative” elements in the environment.</li> <li>- Represent elements in the environment by drawing some more positive images</li> <li>- Identify public and private spaces in town.</li> <li>- Recognise the importance of looking after our environment.</li> <li>- Be aware of the effects of vandalism.</li> <li>- Imagine how to change or improve the antisocial effects on public spaces.</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>- Learn to use some applications of an image processor: Paint Shop Pro</li> <li>- Learn the concept of visual poetry as an artistic expression.</li> <li>- Observe and differentiate graffiti as an art style or as antisocial behaviour.</li> <li>- Experiment with different art techniques: digital images, print with sponge, paper collage with words, graffiti styles.</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>- Learn vocabulary to create a visual poem and an environmental poster.</li> <li>- Use language structures with the scaffolding to express their ideas.</li> </ul>
<b>CONTRIBUTION TO COMPETENCES</b>
<ul style="list-style-type: none"> <li>- Can make use of the aesthetic different resources of production and performance to carry out individual or social artistic activities.</li> <li>- Can access and communicate information using different supports including ICT tools to learn.</li> <li>- Can understand the social context where she/he lives and engage effectively with others in its improvement.</li> </ul>

<b>LEARNING OUTCOMES</b>
What learners will be able to do at the end of the lesson
<p><b>KNOW:</b></p> <ul style="list-style-type: none"> <li>- There are public and private spaces in our environment.</li> <li>- How people can spoil the environment.</li> <li>- That many artists use public spaces to place their works of art</li> <li>- Hundertwasser and other artists’ were concerned about protecting the environment.</li> <li>- Different styles of urban art: graffiti, sculpture, environmental art.</li> <li>- How the image processor works .</li> </ul>

**BE ABLE TO:**

- Recall names of places in the local environment such streets, squares, parks. Identify pleasant or unpleasant elements in our environment
- Reflect about the importance of looking after the environment.
- Recognise problems related to antisocial behaviour.
- Think of ways to improve our environment.
- Take pictures of the local environment and download them.
- Create a poster with a civic message both using an Image Processor (Paint Shop Pro) and traditional techniques such as drawing and painting
- Create a visual poem .
- Tell the difference between graffiti as a work of art or as vandalism.
- Create artistic graffiti or decorate a worksheet either using felt tip markers or Paint Shop Pro (Extension activity)

**BE AWARE OF:**

- We perceive pleasant and unpleasant sensations from our environment with all our senses.
- How important our environment is as it can affect our feelings
- We must protect our environment because it concerns all of us.
- The need for changing some of our habits : throwing rubbish in the streets, cutting down our amount of waste by recycling some goods....

CONTENT	COGNITION
<ul style="list-style-type: none"> <li>- Hundertwasser's ideas about protecting the environment</li> <li>- Concept and examples of public places.</li> <li>- Concept of antisocial behaviour that spoils public spaces.</li> <li>- Effects of this behaviour in public places.</li> <li>- Digital pictures: upload</li> <li>- Paint Shop Pro: use of layers.</li> <li>- Civic messages.</li> <li>- Visual poetry. Acrostics</li> <li>- Main features of street art. Graffiti</li> <li>- Knowledge about Paint Shop Pro tools and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- Comparing and contrasting pictures of decoration and spoilt public spaces.</li> <li>- Giving reasons for comparisons.</li> <li>- Classifying pleasant and unpleasant elements in our environment</li> <li>- Giving reasons for their classifications.</li> <li>- Identifying problems in public spaces from their local environment and from their own observations.</li> <li>- Comparing styles of street art</li> <li>- Creating graffiti or a wall decoration.</li> </ul>



	<b>CULTURE</b>
	<ul style="list-style-type: none"> <li>- Graffiti around the world.</li> <li>- Differences between environments around the world.</li> </ul>

<b>COMMUNICATION</b>
<b>Language of learning</b>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- <b>Vocabulary about environment:</b></li> <li>- Places: street, square, avenue, park, building, public space, vandalism, antisocial behaviour,</li> <li>- <b>Vocabulary about art:</b></li> <li>- a) environmental art, visual poetry, visual poem, acrostic, print, sponge, background, tear up papers, cut out papers, stick</li> <li>- b) graffiti : some vocabulary about graffiti styles.</li> <li>- b) ICT tools: (link to Suffolk website to find instructions.)</li> </ul> <p><b>Communication structures</b></p> <ul style="list-style-type: none"> <li>- I'm drawing.... What are you drawing?</li> <li>- The/a/an.....and the/a/an.....have the same</li> <li>- This/ the.....is similar to.....because.....</li> <li>- The.....are to..... ???</li> <li>- Where is.....?</li> <li>- This is (not) a decoration on the wall because.....</li> <li>- This.....is better/worse/(etc) than.....because /because of.....</li> <li>- There is/are.....next to/behind/in front of/opposite/ the.....</li> <li>- I will crop/ select/change..../I'm cropping/selecting/changing</li> </ul>
<b>Language for learning</b>
<ul style="list-style-type: none"> <li>- Locating places in their local environment by reading a map.</li> <li>- Identifying positive and negative elements in public spaces.</li> <li>- Deciding what they want to take the pictures of.</li> <li>- Comparing similarities and differences between the pictures taken.</li> <li>- Suggesting improvements to both public spaces and walls of buildings.</li> <li>- Describing their artwork.</li> <li>-</li> </ul>
<b>Language through learning</b>
<ul style="list-style-type: none"> <li>- Language related to the environmental message for the poster.</li> <li>- Vocabulary that can arise during the lessons, especially in the outdoors session, to interpret the map instructions</li> </ul>

### ASSESSMENT CRITERIA

Can the students:

#### Environment:

- Identify pleasant or unpleasant elements in the environment?
- Represent by drawing ways to improve our environment?
- Identity problems related to antisocial behaviour?
- Suggest improvements to our environment?

#### Art and ICT

- Take pictures of the local environment and download them?
- Create a poster with a civic message both using an Image Processor (Paint Shop Pro) and traditional techniques such as drawing and painting?
- Create a visual poem using the words learnt during the unit?
- Tell the difference between graffiti as a work of art or as vandalism?
- Create artistic graffiti or decorate a worksheet either using felt tip markers or Paint Shop Pro (Extension activity)

#### Language:

- Use the vocabulary learnt to create the visual poem and the poster?
- Use the language structures with the scaffolding to express their ideas?

### EXTENSION ACTIVITY

- Decorate a wall of a building using Paint Shop Pro tools. (There are some samples in teaching resources section)

<b>UNIT:</b>	A NEW FACE FOR THE EARTH: RECYCLED ART	
<b>NUMBER OF SESSIONS:</b>	5-6	
<b>LESSONS</b>	Looking at our world with different eyes	1 h
	Looking with our hands	1 h
	Creating a new face: recycling materials	3-4 h

<b>AIMS</b>	
<p><b>Environmental education</b></p> <ul style="list-style-type: none"> <li>- Identify waste materials as a resource to create works of art.</li> <li>- Be aware of how waste material is used as an easy or affordable resource to create works of art all around the world.</li> <li>- Be aware of the need for recycling waste as a way of looking after our local and global environment.</li> <li>- Reflect about our “throwaway culture” as something we need to change to look after the global environment.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- Be aware of the importance of recycled art in latest design trends.</li> <li>- Develop creativity by being inspired by the properties of materials.</li> <li>- Experiment different art techniques to create 3D works: cut, make holes, sew, stuff, glue with stick glue and with silicon gun...</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>- Learn new vocabulary used both in environmental issues and art .</li> <li>- Notice structures for speaking and writing skills related to the concepts and processes used during the unit.</li> </ul>	
<b>CONTRIBUTION TO COMPETENCES</b>	
<ul style="list-style-type: none"> <li>- Can make use of the aesthetic different resources of production and performance to carry out individual or social artistic activities.</li> <li>- Can understand, perceive and value, critically, different cultural and artistic forms of expression.</li> <li>- Can create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.</li> </ul>	
<b>LEARNING OUTCOMES</b>	
What learners will be able to do at the end of the lesson	
<p><b>KNOW:</b></p> <ul style="list-style-type: none"> <li>- The concept of landfill as a place to leave rubbish.</li> <li>- Differences between ways countries manage their rubbish.</li> <li>- The concept of creating art using waste material.</li> <li>- Latest trends for designs using recycled material.</li> <li>- Waste materials are used as a resource to create works of art and recycled objects around the world.</li> </ul>	

<p><b>BE ABLE TO:</b></p> <ul style="list-style-type: none"> <li>- Recall vocabulary related to waste materials.</li> <li>- Reflect about the importance of using recycled materials as a resource to create new objects.</li> <li>- Recognise problems related to “throwaway habit”</li> <li>- Reflect about how we could improve our environment.</li> <li>- Create a 2D or 3D mask using waste materials and different techniques.</li> </ul> <p><b>BE AWARE OF:</b></p> <ul style="list-style-type: none"> <li>- Our throwaway society must change into a culture which recycles materials to solve the problems caused by rubbish.</li> <li>- There are different ways to recycle rubbish round the world.</li> <li>- The responsible consume is a good way of helping our environment.</li> </ul>		
<b>CONTENT</b>	<b>COGNITION</b>	
<ul style="list-style-type: none"> <li>- Hundertwasser's ideas about recycling.</li> <li>- Concept and examples of landfill sites.</li> <li>- Concept of healthy and unhealthy conditions as a result of living near a landfill.</li> <li>- Effects of the throwaway culture in our planet.</li> <li>- Materials’ properties (visual and tactile)</li> <li>- Techniques to use with plastic, metal and cardboard: cut, make holes, glue with silicon gun, paint...</li> <li>- Techniques to work with fabric: cut, sew, stuff, tie , ...</li> <li>- Main features of recycled art all around the world.</li> </ul>	<ul style="list-style-type: none"> <li>- Comparing and contrasting pictures of landfills in different countries.</li> <li>- Identifying problems caused by the “throwaway culture”.</li> <li>- Deciding on improvements to these areas.</li> <li>- Comparing styles (techniques) of recycled art.</li> <li>- Creating a 2D or 3D work using waste materials and different techniques.</li> </ul>	
	<b>CULTURE</b>	
	<ul style="list-style-type: none"> <li>- Recycling art around the world. Social background.</li> <li>- Differences between environments around the world</li> </ul>	

<b>COMMUNICATION</b>
<b>Language of learning</b>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- <b>Vocabulary about environment:</b></li> <li>- Places: landfill site, "throwaway culture", toxic waste, packaging, metal cans, foil, crumpled papers, plastic (bags/bottles...) bottle tops, etc</li>   <li>- <b>Vocabulary about art:</b></li> <li>- a) Recycled art, fashion, design..... trends.</li> <li>- b) Techniques to work with – Plastic , metal or cardboard: cut, make holes, glue with silicon gun, paint...             <ul style="list-style-type: none"> <li>- Fabric: cut, sew, stuff, tie , ...</li> </ul> </li> <li>- c) Materials' tactile properties: smooth/ rough, even/uneven surface, soft/hard, warm/cold, thin/thick.....</li> </ul> <p><b>Communication structures</b></p> <ul style="list-style-type: none"> <li>- What can we draw in the first/second/ third.....box.</li> <li>- I'd like to draw (the first one, the second one..) Which one would you like to draw?</li> <li>- I'm writing.... Which one are you writing?</li> <li>- This is round/flat/square/irregular...(shape)+ soft/hard, flexible/rigid, warm/cold, smooth/rough....</li> <li>- I've made ..... I've used .....(materials).</li> <li>- I changed .....from my initial project. I added..... I didn't .....</li> <li>- Let's change the..... Why don't we.....?</li> <li>- First, second, then, next...</li> </ul>
<b>Language for learning</b>
<ul style="list-style-type: none"> <li>- Suggesting improvements.</li> <li>- Making questions and answers : to decide what they 're drawing.</li> <li>- Deciding and ordering a story sequences.</li> <li>- Writing a story using time expressions .</li> <li>- Describing properties of materials orally .</li> <li>- Describing the steps in their creative process, explaining the changes made to the original design in writing.</li> <li>- Telling a story both written and orally talking as if they were the object (I was..... I lived in..... I was thrown away to..... I was (happy, sad.) Now I'm ..... etc)</li> </ul>
<b>Language through learning</b>
<p>Vocabulary related to material features or techniques that could arise during the unit.</p> <p>Ex: I need more glue, I dropped all the paint, I stained my clothes...</p>

### ASSESSMENT CRITERIA

Can the students:

#### Environment

- Name several waste materials that could be used as a resource to create works of art?
- Give some reasons for recycling waste as a way of looking after our local and global environment?
- Explain how the “throwaway culture” is something we need to change so we start look after the global environment?

#### Art

- Recognise and name the main properties of the waste materials?
- Apply a range of art techniques to many types of materials?
- Create a 2D or 3D mask using waste materials and different techniques?
- Generate their own ideas drawing a sketch and making changes during the process to improve it?

#### Language

- Make questions and answers, using the scaffolding to develop the activities?
- Write a storyboard following the sequences coherently?
- Understand the content of listening activities (sound story, dictation, description)?
- Explain their creative process coherently?