

Environmental art

Lesson plans

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LESSON PLAN 1: LESSON 1 SESSIONS 1 & 2

AIMS

- ✓ To get to know what Environmental art is
- ✓ To discriminate Environmental artworks from other pieces of art from different art movements

LEARNING OUTCOMES

- **will know:**
 - features of Environmental art
 - differences between a 2D and a 3D piece of art
- **will be able to:**
 - observe and comment on pieces of art
 - discriminate Environmental art pieces of work from others
 - identify material used by Environmental artists
 - create a 2D piece of art by using IT
 - convert a 2D piece into a 3D model
- **will be aware of:**
 - the value of different art movements
 - classmates' opinions and pieces of art

COGNITION	CONTENT	CULTURE
<ul style="list-style-type: none"> - understanding information - discriminating Environmental pieces of art from others of different art movements - analysing and classifying pieces of art - remembering vocabulary related to Environmental art - applying vocabulary in context - imagining objects transformation - generating ideas to create an artwork and developing them - converting a 2D design into a 3D model - reasoning what kind of material can be displayed outdoors 	<ul style="list-style-type: none"> - Environmental art features - material used by Environmentalist artists - 2D and 3D concepts 	<ul style="list-style-type: none"> - interest in knowing and value a new art movement - respect and value classmates' opinions and pieces of work

COMMUNICATION		
LANGUAGE OF LEARNING	LANGUAGE THROUGH LEARNING	LANGUAGE FOR LEARNING
<p>VOCABULARY</p> <p><u>Key vocabulary:</u> wire, wool, rope, pebble, glass, fruit, card, plastic, ribbon, button, fabric, outdoors, indoors,</p> <p><u>Adjectives:</u> big↔ small, opaque↔ transparent, short↔ long, colourful↔ plain, soft↔ hard, biodegradable, waterproof</p>	<ul style="list-style-type: none"> - language for carrying on worksheets - the use of dictionary for vocabulary extension - questions that are raised in the sessions 	<ul style="list-style-type: none"> - expressing opinions - giving reasons helped by speaking frames - questioning and answering - describing a 3D model - expressing possibilities
<p>STRUCTURES</p> <p>where is....?,has it got...? It's got ..., I think... is...because it has got, what do you think it is?, I think it's a/an...,what's it made from?, it's made from..., it's..., number...is...and...can be used... because it's..., it can't be...</p>		
ASSESSMENT CRITERIA Can the students...?		
<ul style="list-style-type: none"> - discriminate Environmental pieces of art others from different art movements - identify material used by Environmental artists - create a similar 3D model from previous 2D design - value other students' work - respect talking turns - work in groups 		

CONTRIBUTION TO COMPETENCES
<p>Communicative: expressing ideas orally and in written form</p> <p>Artistic and cultural: understanding and valuing a new art movement Making use of different resources of production (IT) to carry out group artistic activities</p>

ACTIVITIES

- Building up Environmental art words by following oral instructions
- Looking at Ppt presentation about Environmental art movement
- Identifying Environmental pieces of art among others belonging to different art movements
- Sharing opinions about previous classification with classmates
- Imagining transformation of daily objects into different ones
- Creating a 2D using IT
- Turning previous 2Dcreation into a 3D model
- Guessing what classmates' 3D model is and what it is made from
- Playing a dice game to revisit vocabulary related to material used by Environmental artists and say if it can be used inside or outside
- Reasoning why certain material can be displayed outdoors

LESSON PLAN 2: LESSON 2 SESSIONS 3, 4,5 & 6**AIMS**

- ✓ To make a 3D model, a flower groundwork by selecting material used by Environmental artists and suitable for outdoors
- ✓ To produce oral and written short texts following patterns
- ✓ To recognize textures

LEARNING OUTCOMES

- **Will know:**
 - different types of textures
 - collage technique
 - material suitable for outdoors
- **will be able to:**
 - describe own artwork
 - make a 3D model inspired on a genuine piece of art from a 2D design
- **will be aware of:**
 - responsibility in the use of tools and materials
 - the value of classmates' and own work

COGNITION

- analysing a 3D artwork
- memorizing and using key vocabulary and sentences
- identifying different textures
- interpreting maps and diagrams
- generating ideas to create an artwork and developing them
- converting a 2D design into a 3D model
- identifying suitable material for outdoors
- explaining works orally and written

CONTENT

- textures
- Collage technique
- material suitable for outdoors

CULTURE

- respect others' ideas and come to agreement
- value others' and own work

COMMUNICATION		
LANGUAGE OF LEARNING	LANGUAGE THROUGH LEARNING	LANGUAGE FOR LEARNING
<p>VOCABULARY</p> <p><u>Key vocabulary:</u> ground, leaves, flower, petal, a piece of art, a 3D model, playground, tree, fountain, bank, entrance door, wire fence, flower groundwork, plastic bag, circle, plastic tops, plastic bag</p> <p><u>Adjectives:</u> big↔ small, smooth↔ rough, flat↔ bumpy, metallic, bright, round</p> <p><u>Prepositions:</u> on the top, in the middle, on the bottom, on, between, close to, next to</p> <p><u>Quantifiers:</u> a few, many</p>	<ul style="list-style-type: none"> - language for carrying on worksheets - the use of dictionary for vocabulary extension - questions that are raised in the sessions 	<ul style="list-style-type: none"> - analysing and describing an artwork - locating an artwork in a diagram - questioning and answering - giving reasons (following speaking frames)
<p>STRUCTURES</p> <p>It's got..., what is it?, it's a/an, where is it placed?, where will you place your...?, we will place it ..., the flower groundwork is...</p>		

ASSESSMENT CRITERIA Can the students ...?
<ul style="list-style-type: none"> - design a flower collage using appropriate techniques - create a 3D model suitable to be displayed outdoors and using same materials as Environmental artists - identify different textures and material suitable for outdoors - produce short oral and written texts following patterns - value other students' work - work in groups - use tools and material sensibly

CONTRIBUTION TO COMPETENCES

Communicative: expressing thoughts and ideas in oral and in written form

Artistic and cultural: perceiving and valuing critically a different form of expression Applying the techniques and resources of making a 3D piece of art using reused and recycled materials

ACTIVITIES

- Analysing and describing a flower groundwork
- Locating children's own flower artwork in a diagram of the playground
- Talking with the others about the place they chose for their proposed artwork
- Drawing flowers while listening to music
- Making a collage of a flower artwork
- Guessing textures by touching
- Making a 3D model of an invented flower groundwork
- Filling in a fact file of own 3D model
- Describing own artworks to classmates

LESSON PLAN 3: LESSON 3 SESSIONS 7,8,9,10,11 & 12**AIMS**

- ✓ To identify and know about primary and secondary colours and tones
- ✓ To produce oral and written short texts following patterns
- ✓ To make a 3D model , a wire fence artwork, using appropriate techniques

LEARNING OUTCOMES

- **will know:**
 - primary and secondary colours
 - colour tones
 - different types of lines (straight and curved)
 - different kinds of landscapes
- **will be able to:**
 - use a colour wheel
 - describe landscapes in terms of colours, tones and lines
 - make a 3D model inspired by a 2D design
 - transfer information from one medium to another
 - describe own artwork
- **will be aware of:**
 - responsibility in the use of tools and materials
 - the value of classmates' and own work

COGNITION	CONTENT	CULTURE
<ul style="list-style-type: none"> - analysing an artwork - applying memorized vocabulary in different contexts - identifying colours and tones - predicting colours and tones - classifying colours into primary and secondary - identifying different types of lines - distinguishing different kinds of landscapes - generating ideas to create a piece of art and developing them - converting a 2D sketch into a 3D model 	<ul style="list-style-type: none"> - primary and secondary colours - tones - straight and curved lines - different landscapes 	<ul style="list-style-type: none"> - value own and other's work - respect other's ideas and come to agreement

COMMUNICATION		
LANGUAGE OF LEARNING	LANGUAGE THROUGH LEARNING	LANGUAGE FOR LEARNING
<p>VOCABULARY</p> <p><u>Key vocabulary:</u> colours, primary and secondary colours, colour wheel, tone, landscape, sea, rainforest, desert, cloud, whale, key, can, elephant, wire fence, plastic bag, raincoat, cellophane paper, line, strip</p> <p><u>Adjectives:</u> straight ↔ curved, light ↔ dark, big ↔ small, long ↔ short, outdoors</p> <p><u>Prepositions:</u> at the bottom, at the top, in the middle, between, in, on, out</p>	<ul style="list-style-type: none"> - language for carrying on worksheets - the use of dictionary for vocabulary extension - questions that are raised in the sessions 	<ul style="list-style-type: none"> - agreeing and disagreeing - questioning and answering - analysing and describing a 3D artwork. - describing 2D works
<p>STRUCTURES</p> <p>what it is, where it is placed, what it shows, in a ..., it's a ... made of strips of..., it shows..., what landscape have you got?, we've got a..., what colours has it got?, it's got... but the main colour is..., mixing... and... comes out..., let's call it..., yes ok, no let's call it..., it's got... lines</p>		

ASSESSMENT CRITERIA Can the students...?
<ul style="list-style-type: none"> - identify primary and secondary colours - Be aware of different tones and know how to get them - discriminate different types of landscapes - produce oral and written texts following patterns - create a 3D model using appropriate techniques - Work in groups - Value other's work - Use tools and material sensibly

CONTRIBUTION TO COMPETENCES

Communicative: Expressing and interpreting facts and ideas orally and in written form adapting to context

Artistic and cultural: Applying the techniques and resources of a specific artistic form of expression.
Valuing and perceiving a different cultural and artistic form of expression

ACTIVITIES

- Analysing a piece of art helped by sentence-bank and writing analysis on leaflet
- Filling in a colour wheel writing landscape picture numbers
- Talking about landscapes in terms of colours
- Experimenting with colours using primary colours cellophane papers
- Looking at a Ppt presentation about the theory of colour
- Colouring circles to find out which colours come out when mixing primary colours
- Experimenting with tones
- Putting original names to colours depending on their tone
- Making a quiz about colours and tones to check understanding
- Finding out and marking straight and curved lines on landscape pictures
- Locating in a playground diagram a place to display own wire fence artwork
- Making a 2D sketch in a squared wire fence sample of proposed piece of art
- Making a 3D model in a real chicken wire outdoors
- Making a fact file of resulting work

LESSON PLAN 4: LESSON 4 SESSIONS 13,14,15 & 16**AIMS**

- ✓ To know about shapes and their features
- ✓ To estimate and take measures
- ✓ To make a 3D artwork taking into account shapes, space, measures and position
- ✓ To produce oral and written texts following patterns

LEARNING OUTCOMES

- **will know:**
 - shapes and their features
 - measurement concepts
 - different positions
- **will be able to:**
 - estimate and take measures
 - describe own artwork
 - make a 3D model inspired by a genuine piece of art from a 2D design
- **will be aware of:**
 - responsibility in the use of tools and materials
 - the value of classmates' and own work

COGNITION

- analysing a 3D piece of art
- identifying and classifying shapes
- analysing shapes
- predicting measures
- matching positions
- interpreting maps and diagrams
- memorizing key vocabulary and sentences
- generating ideas to create an artwork and developing them
- converting a 2D sketch into a 3D model
- explaining works orally and written

CONTENT

- **shapes:** circle, semi-circle, triangle, square, rectangle and quadrant
- **geometry concepts:** side, corner, line, length, width, diameter and degree of decline
- **positions:** facing each other
↔ back to back, upright
↔leaning back

CULTURE

- value other's and own work
- respect other's ideas and come to agreement

COMMUNICATION		
LANGUAGE OF LEARNING	LANGUAGE THROUGH LEARNING	LANGUAGE FOR LEARNING
<p>VOCABULARY</p> <p><i>Key vocabulary:</i> cutlery (fork, knife, spoon), geometry (side, corner, length, width, diameter, degree of decline, line), position, shapes (circle, triangle, square, rectangle, semi-circle, quadrant), position, plastic, garden, pin fastener</p> <p><i>Adjectives:</i> straight ↔ curved, upright ↔ leaning back, facing each other ↔ back to back, big ↔ small, long ↔ short, indoors ↔ outdoors</p> <p><i>Prepositions:</i> in the middle, at the top, at the bottom, in, between, on, around</p>	<ul style="list-style-type: none"> - the use of dictionary for vocabulary extension - questions that are raised in the sessions - language for carrying on worksheets 	<ul style="list-style-type: none"> - analysing and describing a 3D piece of work - questioning and answering - describing shapes and pictures - giving opinion
<p>STRUCTURES</p> <p>I can see..., I think it's a/an..., what have you got ...?, we've got a/an..., they've got ..., it's got ..., it's got... made from..., what shapes can you see in...?, what is it?, what it shows?, what material is used?</p>		

ASSESSMENT CRITERIA Can the students...?
<ul style="list-style-type: none"> - create a 3D artwork taking into account shapes, space, measures and position - identify different shapes and their features in terms of geometry - discriminate different kinds of positions - estimate and take measures - produce oral and written texts following patterns - work in groups - value other's work - use tools and material sensibly

CONTRIBUTION TO COMPETENCES

Communicative: expressing ideas and interpreting thoughts orally and in written form in an appropriate way to context.

Artistic and cultural: valuing and understanding a different form of expression. Applying the techniques, resources and conventions of a different artistic language

ACTIVITIES

- Analysing a 3D piece of art helped by sentence-bank and writing analysis
- Finding out geometrical shapes in pictures of a 3D artwork
- Finding out objects that remind you shapes
- Classifying shapes in a Venn diagram
- Revisiting measurement concepts
- Filling in shape cards
- Miming what facing each other ↔ back to back and upright ↔ leaning back mean
- Locating artwork outdoors
- Doing a 2D sketch of proposed plastic cutlery artwork
- Turning previous 2D sketch into a 3D model
- Completing a fact file of resulting work

LESSON PLAN 5: LESSON 5 SESSIONS 17,18,19,20,21 & 22**AIMS**

- ✓ To revisit previous lessons
- ✓ To make a 3D model using appropriate techniques
- ✓ To produce oral and written sentences helped by language frames

LEARNING OUTCOMES

- **will know:**
 - different types of textures, shapes, measures, material, colours, tones and lines
- **will be able to:**
 - describe Environmental pieces of art without patterns' help
 - describe their own 3D artwork
 - make a 3D model, inspired by a genuine piece of art from, a 2D sketch
 - cooperate when creating a 3D model
- **will be aware of:**
 - responsibility in the use of tools and materials
 - the value of classmates' and own work

COGNITION	CONTENT	CULTURE
<ul style="list-style-type: none"> - analysing a 3D piece of art - memorizing and using key vocabulary and sentences - generating ideas to create an artwork and developing them - applying imagination - predicting possible problems - suggesting improvements - inferring from observation - explaining works orally and written - hypothesising - converting a 2D design into a 3D model - evaluating 	<p><i>Revisiting contents from previous lessons</i></p> <ul style="list-style-type: none"> - textures - colours and tones - lines - shapes - material - position - measures 	<ul style="list-style-type: none"> - respect others' ideas and get to agreement - value others' and own work

COMMUNICATION		
LANGUAGE OF LEARNING	LANGUAGE THROUGH LEARNING	LANGUAGE FOR LEARNING
<p>VOCABULARY</p> <p><u>Key vocabulary:</u> marquee, sky, parachute, spider net, estimation, real measure, measurements, metre, centimetre, blackboard, chair, teacher's table, desk, plate, clock, book, tree net, length, width, height, diametre, can, sellotape, types of shapes, types of lines, positions, material</p> <p><u>Adjectives:</u> normal ↔ strange, new ↔ old, big ↔ small, upright, curved ↔ straight, long ↔ short</p> <p><u>Prepositions:</u> in, on, between,</p>	<ul style="list-style-type: none"> - language for carrying on worksheets - the use of dictionary for vocabulary extension - questions that are raised in the sessions 	<ul style="list-style-type: none"> - questioning and answering - describing a 3D piece of art - expressing opinions - locating an artwork in a diagram - estimating measures - describing classroom and daily objects in terms of measures
<p>STRUCTURES</p> <p>Who do you think it is?, I think it's a/an..., it could be a/an..., what is the name and nationality of the artist?, what it is, what it is made from, what it is like, where it is placed, what type of lines there are, what shapes there are, she's <i>Finnish</i>, it's hanging on the trees, are tied to.... to form a pattern similar to a ..., it's made from..., it's a 3D model, it's a piece of ..., our object is this/that..., we think it was... and the diameter measured... but it is..., who has the nearest estimate?, <i>Anna</i> was the nearest, it's ... cm <i>height/ width/ length</i> , what's the <i>height/ length/ width?</i>, The height is ..m ...cm, the place of our artwork measures...</p>		

ASSESSMENT CRITERIA Can the students ...?

- produce short oral and written texts using patterns and vocabulary from previous lessons
- write artwork steps without help of word neither sentence-banks
- cooperate with classmates to create a 3D model using proper techniques
- consolidate knowledge about Environmental art

CONTRIBUTION TO COMPETENCES

Communicative: Expressing and interpreting facts and ideas orally and in written form adapting to context

Artistic and cultural: Valuing and perceiving a different cultural and artistic form of expression Applying the techniques and resources of a specific artistic form of expression.

ACTIVITIES

Spelling game

Telling what Marja Hakala's artwork suggests you

Analysing **the tree net** (*name of piece of art: **Rename it***) 3D work

Describing the 3D artwork

Revisiting concepts of length, width and height

Estimating measurements

Checking estimated measurements and real ones and finding out who had the nearest estimate

Locating a place outdoors to display own 3D model

Making own diagram of side of playground where trees are and marking where resulting artwork will be displayed

Doing a 2D sketch of own **tree net** piece of art

Making a 3D using previous 2D sketch

Completing a fact file of resulting artwork

Writing steps of resulting own piece of art (helped by images)

Final assessment activity

Self-assessment worksheet