

# **Environmental art**

**Student's worksheets**

**Sheila Jorge**

**October – December 2008**

Pupil's name:

Date:

**Lesson 1 activity 1**

*Look at the 9 artworks in your paper and circle those you think they are Environmental.*



*picture 1*



*picture 2*



*picture 3*



*picture 4*



*picture 5*



*picture 6*



*picture 7*



*picture 8*



*picture 9*

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Pupil's name:

Date:

**Lesson 1 activity 2** *Look at the 9 artworks in your paper and put a tick where you think it goes.*

WHERE IS THE ARTWORK?		HAS IT GOT...?							
INDOORS	OUTDOORS	WIRE	ROPES	WOOL	PEBBLES	GLASS	FRUIT	CARD	PLASTIC
1									
2									
3									
4									
5									
6									
7									
8									

Images from [www.flickr.com](http://www.flickr.com), [www.bancoimagenes.iftic.mepsyd.es](http://www.bancoimagenes.iftic.mepsyd.es)

Pupil's name:

Date:

**Lesson 1 activity 3**

I think	number 1	is Environmental art because it has got	<i>wire and wool.</i>
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**Word-bank**

wire ropes wool pebbles  
glass fruit card plastic

Pupil's name:

Date:

**Lesson 1 activity 4****GUESS WHAT IT IS**

**What do you  
think it is?**

**I think it's  
a/an *mouse,*  
*ant.***

**What's it  
made from?**

**It's made from  
*wool and card.***

**Word-bank***Nouns**adjectives*

card

big ↔ small

plastic

opaque ↔ transparent

fabric

short ↔ long

buttons

colourful ↔ plain

wool

soft ↔ hard

ribbons

**Sentence-bank**

I think it's a/an.....

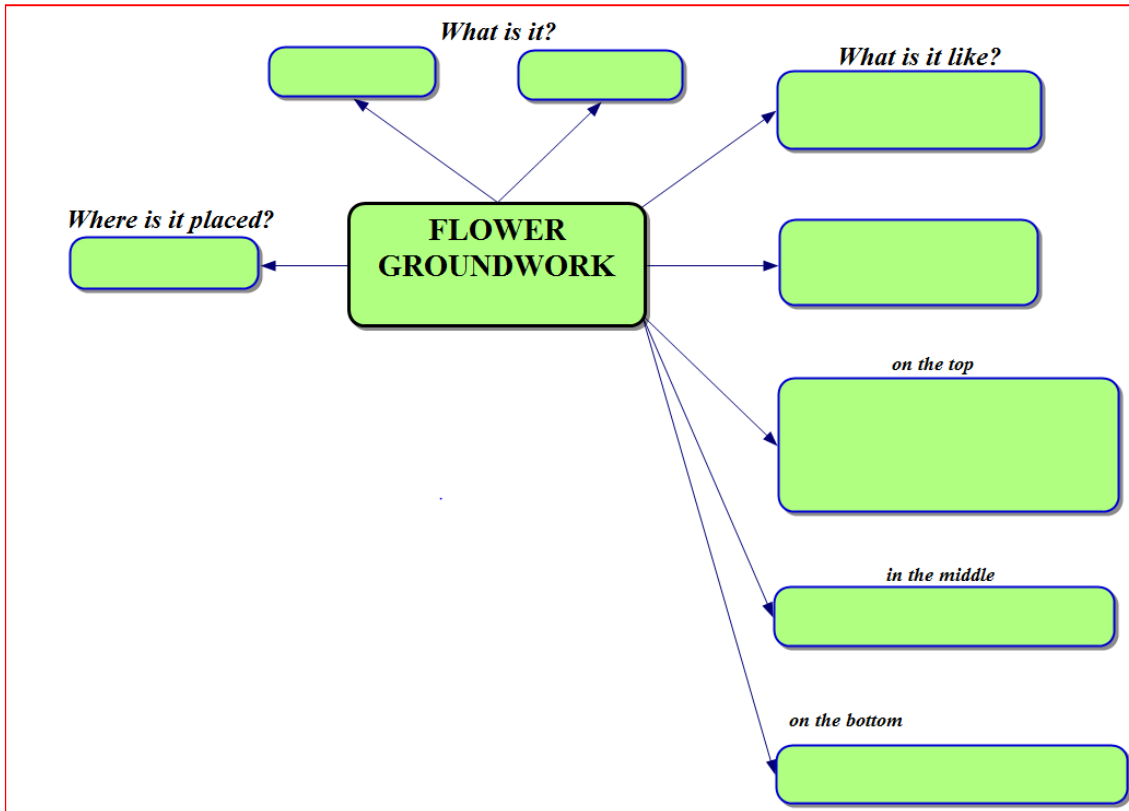
It's made from.....

**Pupil's name:**

**Date:**

**Lesson 2 activity 1** "Let's analyse the artwork".

*Label the map using the sentence bank if necessary.*



**Sentence bank**

a piece of art

It's got a round shape and bright colours.

on the ground.

it's got many plastic flowers, many plastic leaves and a few plastic tops.

it's got a metallic circle.

it's got a big plastic bag.

a 3D model.

**Pupil's name:**

**Date:**

**Lesson 2 activity 2**

*Describe the Flower groundwork.*



**The Flower groundwork is** \_\_\_\_\_

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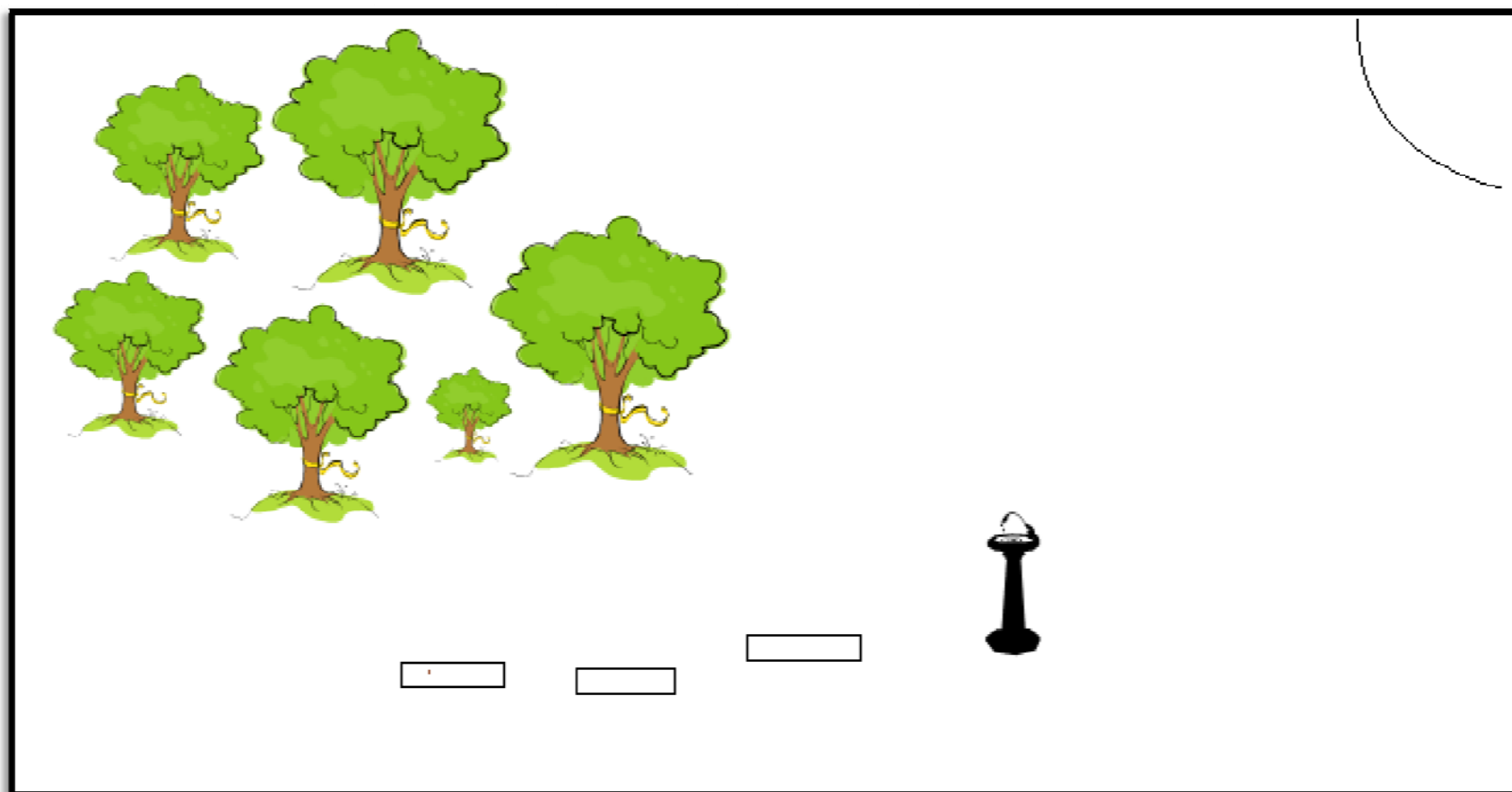
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Pupil's name:

Date:

**Lesson 2 activity 3**

*Locate on the map your future flower groundwork.*





Pupil's name:

Date:

**Lesson 2 activity 3** Follow-up**WHERE OUTSIDE?**

**Where will you  
place your  
flower artwork?**

**We will place it  
outside, in the  
playground.**

**On the ground,  
between the .....  
close to the.....  
next to the .....**

**Word bank**

<i>Nouns</i>	<i>prepositions</i>
ground	on
playground	in
tree(s)	between
fountain	close to
bank(s)	next to
entrance door	
wire fence	

**Sentence bank**

We will place it outside in the  
playground.  
between the....  
close to the .....

next to the .....

**Pupil's name:**

**Date:**

**Lesson 2 activity 4**

*Make a flower collage.*

**Pupil's name:**

**Date:**

**Lesson 2 activity 5**

*Make a fact file about your flower artwork.*

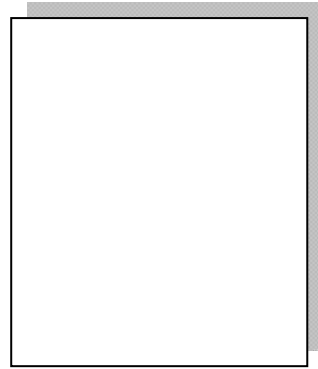
**NAME OF FLOWERGROUNDWORK:**

**NAME OF ARTISTS:**

**WHERE IT IS PLACED:**

**MATERIAL USED:**

**DESCRIPTION:**



**Word bank**

*Nouns*

*adjectives*

*prepositions*

ground

smooth ↔ rough

at the bottom

leaves

flat ↔ bumpy

at the top

flowers

big ↔ small

in the middle

petals

in

on

between

**Sentence bank**

A/some .....

Pupil's name:

Date:

**Lesson 3 activity 1** *Observe the artwork and fill in the leaflet.* Sunrise at a wire fence by Sheila Jorge

<p><b>SUNRISE AT WIRE FENCE</b></p> 	<p><b>What it is</b></p> <p><b>Where it is placed</b></p>	<p><b>What it shows</b></p> <p>in a playground wire fence</p> <p>outdoors</p> <p>a 3D model made of strips of plastic</p> <p>it shows <i>clouds</i>,....</p>
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**Pupil's name:**

**Date:**

**Lesson 3 activity 2**

*Look at the pictures and focus on their colours. Fill in the colour-wheel with numbers of images.*



Images from [www.flickr.com](http://www.flickr.com), [www.wikipedia.com](http://www.wikipedia.com)

Pupil's name:

Date:

**Lesson 3 activity 3** Follow up

*Talk about the colours of the images you have got. Look at speech bubbles and word and sentence banks, they may help.*

What landscape have you got?

We've got a ....

What colours has it got?

It's got *greens*,....  
but the main colour of our landscape is....

**Word bank**

<i>Landscapes</i>	<i>colours</i>
sea	yellows
desert	oranges
rainforest	reds
	purples
	blues
	greens
	whites
	browns

**Sentence bank**

My landscape is a *desert*

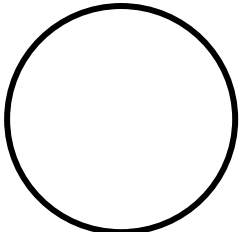
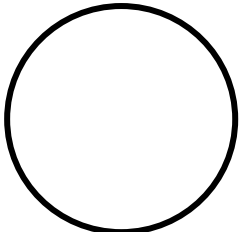
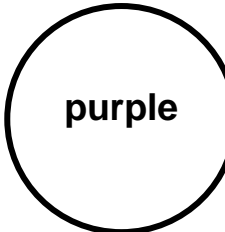
The main colour(s) of my landscape is/are.....

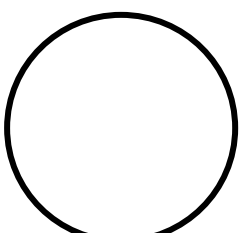
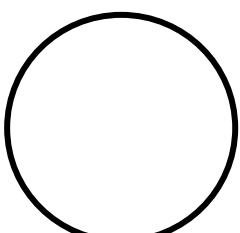
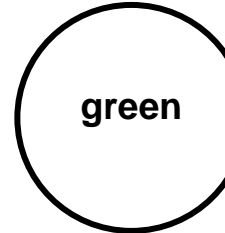
Pupil's name:

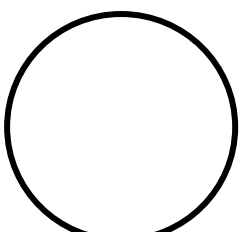
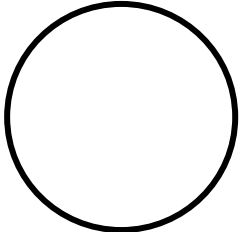
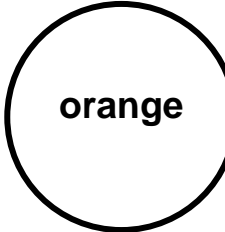
Date:

**Lesson 3 activity 6**

*Let's experiment with colours of landscapes. How can we make purple, green and orange?.*

• *Mixing*  *and*  *comes out*  **purple**

• *Mixing*  *and*  *comes out*  **green**

• *Mixing*  *and*  *comes out*  **orange**



Pupil's name:

Date:

**Lesson 3 activity 7**

*Playing with tones. Mixing greys. A. Drop diluted black paint into white paint and use a little of the mixture to paint the sample below. B. Drop diluted white paint into blue and do the same as above.*

*The number below each box is the number of drops of black or white paint you add to white (in A) or to blue (in B).*

**A**

1	2	3	4	5	6

**B**

1	2	4	8	16	32

**Pupil's name:**

**Date:**

**Lesson 3 activity 8 Follow up**

*Discuss your mixing blacks and whites experiment. Put a name to the darkest and lightest grey and to the darkest and lightest blue. Look at sentence bank, it may help.*

**A**

Let's call it *light* .....

**B**

Yes, ok

**A**

Let's call it *dark* .....

**B**

No, let's call it *light/dark*  
.....

**Sentence bank**

Let's call it light whale blue.

dark ocean blue.

light cloud grey.

dark elephant grey

Yes, ok.

No, let's call it *light/dark* ...

**Word bank**

*adjectives*

*nouns*

light ↔ dark

sea

key

clouds

can

whale

elephant



**Pupil's name:**

**Date:**

### **Lesson 3 activity 9**

*Think of colours and tones. Circle the right answer.*

#### **1.- Mixing blue and yellow comes out...**

- a. green
- b. orange
- c. pink

#### **2.- Dropping some black paint in blue comes out ...**

- a. light blue
- b. dark blue
- c. same blue as before

#### **3.- Mixing yellow and red comes out...**

- a. green
- b. pink
- c. light red

#### **4.- Dropping some white paint in green comes out...**

- a. dark green
- b. light green
- c. yellow

#### **SCORES**

- 1- 2 points
- 2- 3 points
- 3- 2 points
- 4- 3 points

**Pupil's name:**

**Date:**

**Lesson 3 activity 10**

*Mark straight lines*



*in black and curved lines*



*in red on landscapes.*



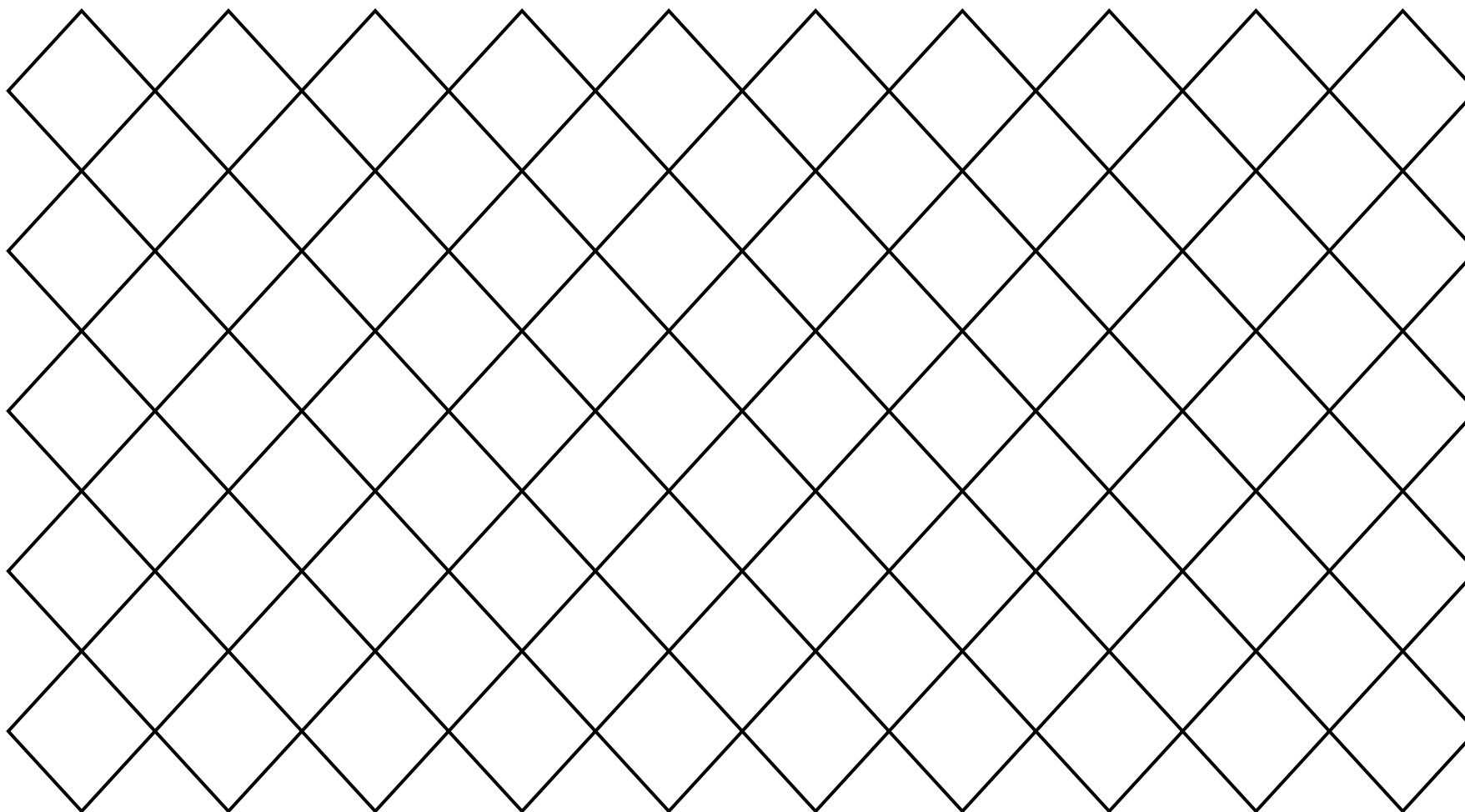
Images from [www.flickr.com](http://www.flickr.com)

**Pupil's name:**

**Date:**

**Lesson 3 activity 12**

*Make a sketch of your artwork in the squared wire fence below.*



**Lesson 3 activity 13**

*Make a fact file about your wire fence artwork.*

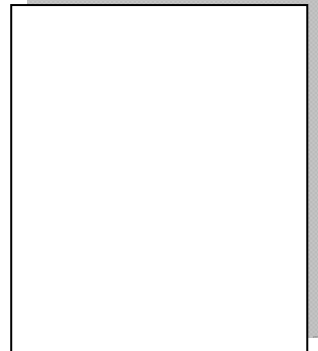
**NAME OF WIRE FENCE ARTWORK:**

**NAME OF ARTISTS:**

**WHERE IT IS PLACED:**

**MATERIAL USED:**

**DESCRIPTION:**



### Word bank

#### *Nouns*

plastic bags

old raincoats

cellophane paper

strips (of)

#### *adjectives*

straight ↔ curved

light ↔ dark

big ↔ small

long ↔ short

colours (red,yellow,...)

#### *prepositions*

at the bottom

at the top

in the middle

between

on

in ↔ out

### Sentence bank

It's a sunrise made of strips of dark blue plastic bags.

It's got *yellows*, *reds* and *browns*.

It's got dark *reds* and light *yellows*.

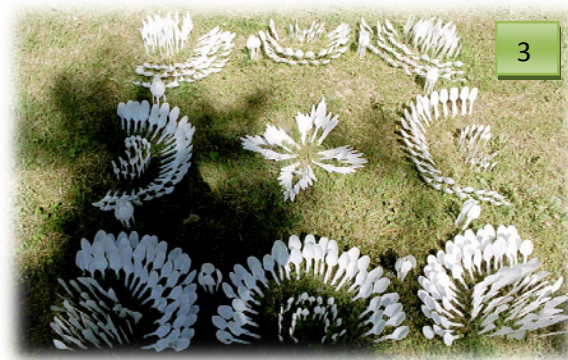
It's got *long/short straight/curved* lines.

Pupil's name:

Date:

**Lesson 4 activity 2**

What shapes can you see in the plastic garden by Lea Tulo?





Pupil's name:

Date:

**Lesson 4 activity 2** Guessing game

*Ask your classmates what geometrical shapes you see in the plastic garden by Lea Tulo using the word and sentence bank below.*

**A**

I can see two lines of big squares and some rectangles. Which picture is it?

**B**

I think it's picture *I*

**Word bank***adjectives*

big ↔ small

*nouns*

square(s)

rectangle(s)

triangle(s)

semi circle(s)

circle(s)

quadrant (s)

**Sentence bank**

I can see	<i>a</i>	<i>big</i>	<i>square(s)</i>
	<i>some</i>	<i>small</i>	
	<i>a few</i>		

I can see *two* lines of *squares* and *some rectangles*.

I can see a flower with *a big circle* and *many triangles* in the middle.

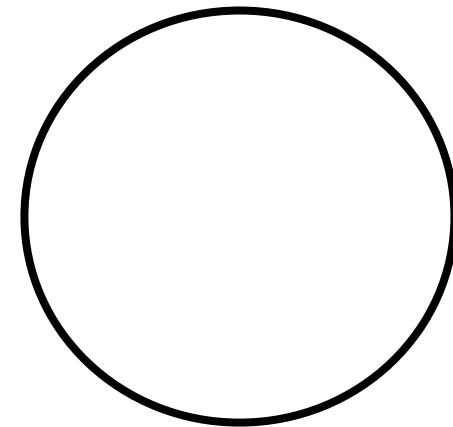
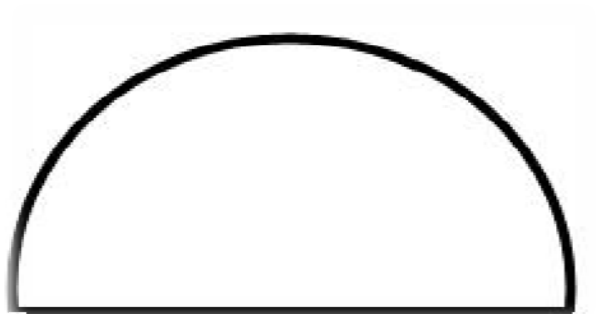
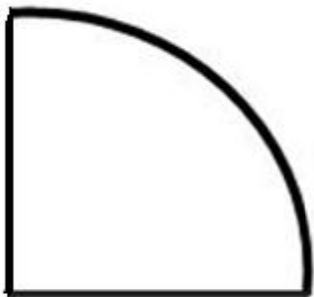
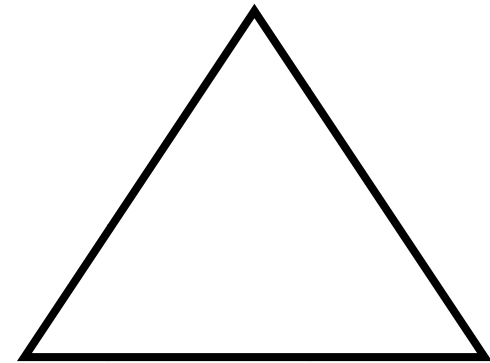
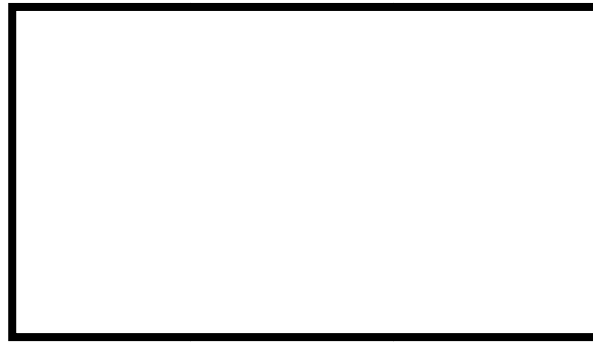
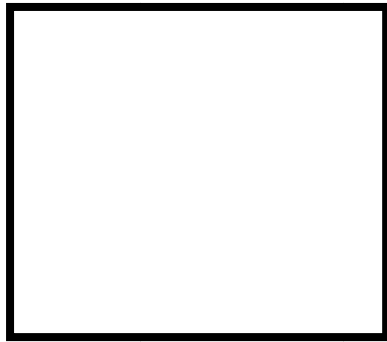
I think it's picture *I*

**Pupil's name:**

**Date:**

**Lesson 4 activity 3**

*Find shapes around you. Observe shapes from nature and/or school objects and write their names into their corresponding geometrical shape.*



Pupil's name:

Date:

**Lesson 4 activity 3** Follow up

*Tell other groups what natural elements and/or school objects you have in each geometrical shape.*

**A**

What have you got in the *square*?

**B**

We've got a *floor tile* and a *rubber*. They've got 4 equal and straight sides and 4 corners.

**Word bank***Nouns*

square  
rectangle  
triangle  
semi-circle  
circle  
quadrant

**Sentence bank**

We've got a/an....

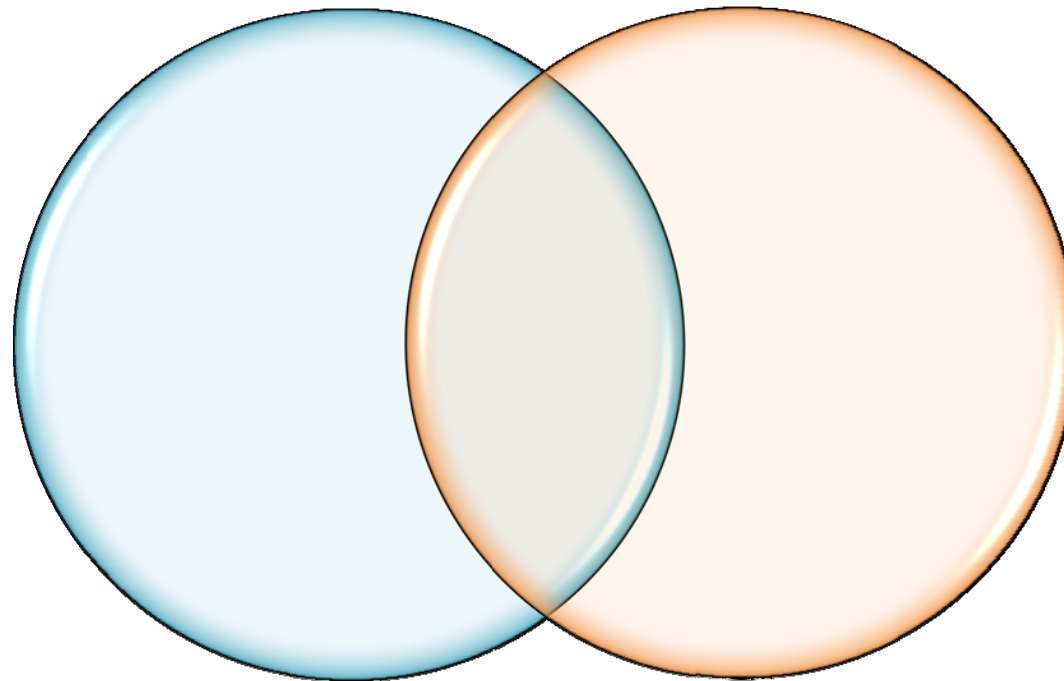
It's	got	4 equal and straight sides and 4 corners
They've		3 straight sides and 3 corners
		4 straight sides but 2 are longer than the other 2 and 4 corners
		a curved side, a straight side and two corners.
		a curved side with no corners and no straight lines
		a curved side, two straight sides a three corners

**Pupil's name:**

**Date:**

**Lesson 4 activity 4**

*Look at previous shapes (square, triangle, rectangle, circle, semi-circle and quadrant) and put your own classification into this Venn diagram. After that, tell the others the criteria you used to classify the shapes.*




**Pupil's name:**

**Date:**

**Lesson 4 activity 5**

*Complete your shape card. Remember to measure the shape at the top of your card.*

**A**



**name:**


**sides:**

**corners:**

**length:**

**width:**

**B**



**name:**

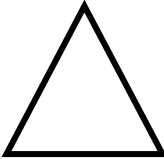
**sides:**

**corners:**

**length:**

**width:**

**C**



**name:**

**sides:**

**corners:**

**length:**

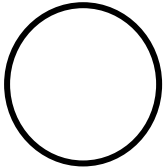
**width:**

**Pupil's name:**

**Date:**

**Lesson 4 activity 5**

**D**



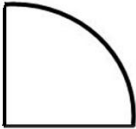
**name:**

**sides:**

**corners:**

**diameter:**

**E**



**name:**


**sides:**

**corners:**

**length:**

**width:**

**F**



**name:**

**sides:**

**corners:**

**length:**

**width:**


**diameter:**

**Pupil's name:**

**Date:**

**Lesson 4 activity 10**

*Do a sketch of your plastic cutlery artwork. Look at the key at the bottom of the page.*



.... fork  
— knife  
) spoon  
( ) facing each other  
) ( back to back  
↑ upright  
↖ ↗ leaning back

**Lesson 4 activity 12**

*Make a fact file about your plastic cutlery artwork.*

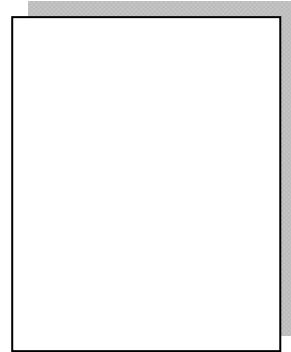
**NAME OF PLASTIC CUTLERY ARTWORK:**

**NAME OF ARTISTS:**

**WHERE IT IS PLACED:**

**MATERIAL USED:**

**DESCRIPTION:**





### Word bank

<i>Nouns</i>	<i>adjectives</i>	<i>prepositions</i>
cutlery	straight ↔ curved	in the middle
spoon(s)	big ↔ small	at the top
fork(s)	long ↔ short	at the bottom
knife-knives	upright ↔ leaning back	in
circle	facing each other ↔ back to back	between
semi-circle	plastic	on
quadrant		around
triangle		
rectangle		
square		
line(s)		

### Sentence bank

It's a *flower* made from plastic cutlery.

It's got a *big circle* in the middle made from *big plastic spoons* facing each other.

It's got some *triangles* around the *circle* made from small plastic *forks* leaning back.

It's got two *long/short straight/curved* lines of *squares*.

**Pupil's name:**

**Date:**

**Lesson 5 activity 1** "I think it is..."

*Discuss with your classmates what the "tree net" artwork suggests to you.*

**A**

What do you think it is?

**B**

I think it's a/an.....

**B**

It could be a/an.....

**Word bank**

*adjectives*

*nouns*

big ↔ small

spider net

normal ↔ strange

marquee

new ↔ old

sky

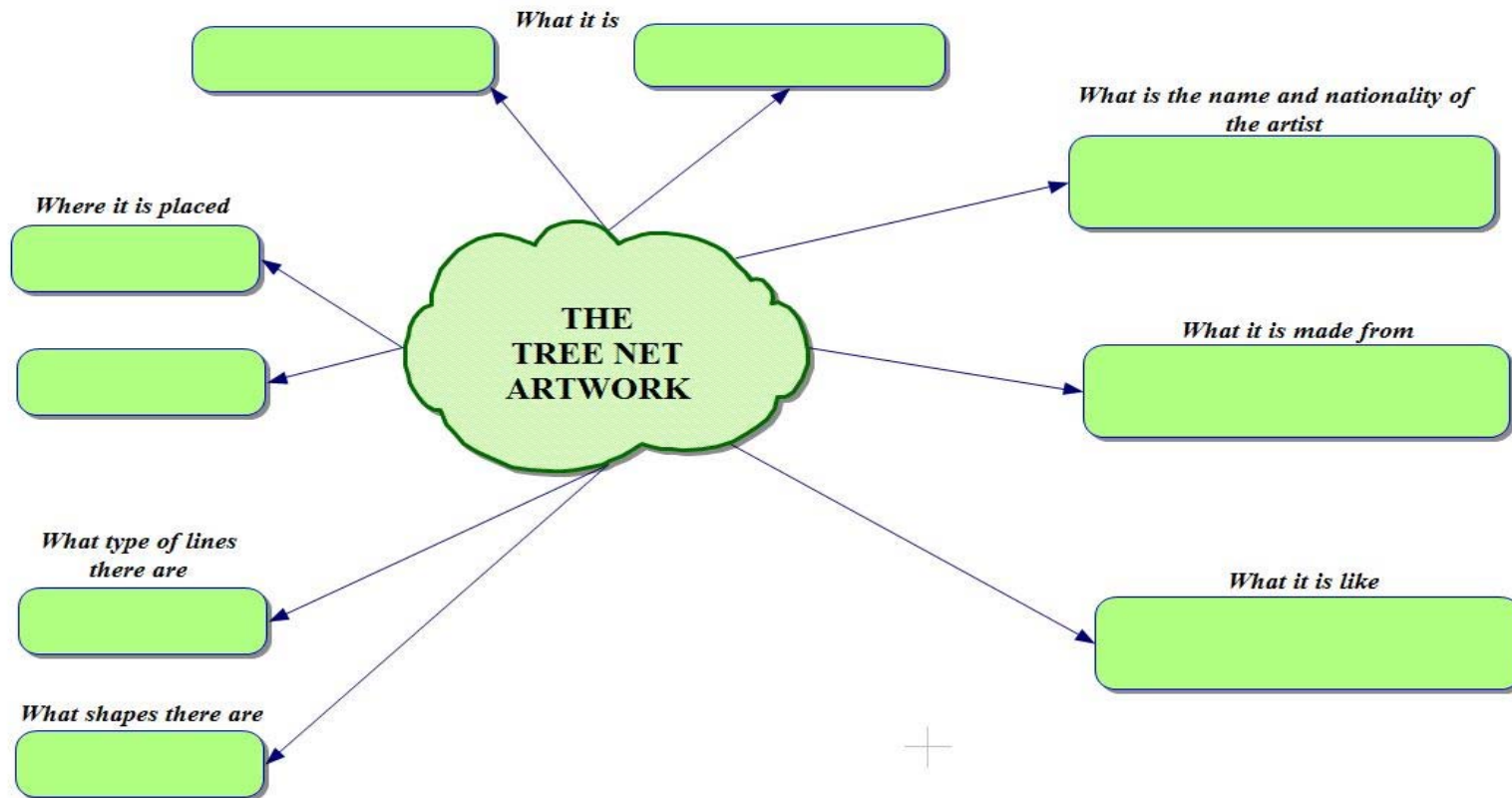
parachute

**Pupil's name:**

**Date:**

**Lesson 5 activity 3** *“Let's analyse the tree net artwork!”*

*Complete the map using the sentence bank if necessary*



**Pupil's name:**

**Date:**

**Lesson 5 activity 3** *Cut out the labels and put them in their corresponding boxes on the tree artwork mind map.*

**in the playground**

**Marja Hakala. She's Finnish**

**straight**

**round pieces of old red T-shirts are tied  
to ropes to form a pattern similar to a net**

**hanging on the trees**

**circles and triangles**

**it's made from old red T-shirts and red ropes**

**it's a piece of Environmental art**

**it's a 3D model**

Pupil's name:

Date:

**Lesson 5 activity 5** *“Estimate the measurements then check them”*

	a desk	an upright book	a blackboard	a chair	teacher's table
	length width height	length width height	length width height	length width height	length width height
estimation					
real measure					

*\*measures should be in cm. and/or m.*

**Pupil's name:**

**Date:**

**Lesson 5 activity 5** *“Estimate the measurements then check them”*

	a can	a plate	a frisbee	a sellotape	a clock
	diameter	diameter	diameter	diameter	diameter
<b>estimation</b>					
<b>real measure</b>					

*\*measures should be in cm. and/or m.*

Pupil's name:

Date:

**Lesson 5 activity 6** Explain your results to your classmates. Look at the speech bubble and sentence bank below.



Our object is this/that ...

We think it was ...

the diameter measured...

But it is ...

Who has the nearest estimate?

A

Anna was the nearest

B

### Sentence bank

It's 15 cm. high. What's the height?

It's 12 cm. wide. What's the width?

It's 10 cm. long. What's the length?


30 cm.

1 m. 25 cm. height

**Pupil's name:**

**Date:**

**Lesson 5 activity 7** *Complete the grid below with the measurements of the place for your artwork.*



*The place of our artwork  
measures...*

- ..... **length**
- ..... **width**
- ..... **height**

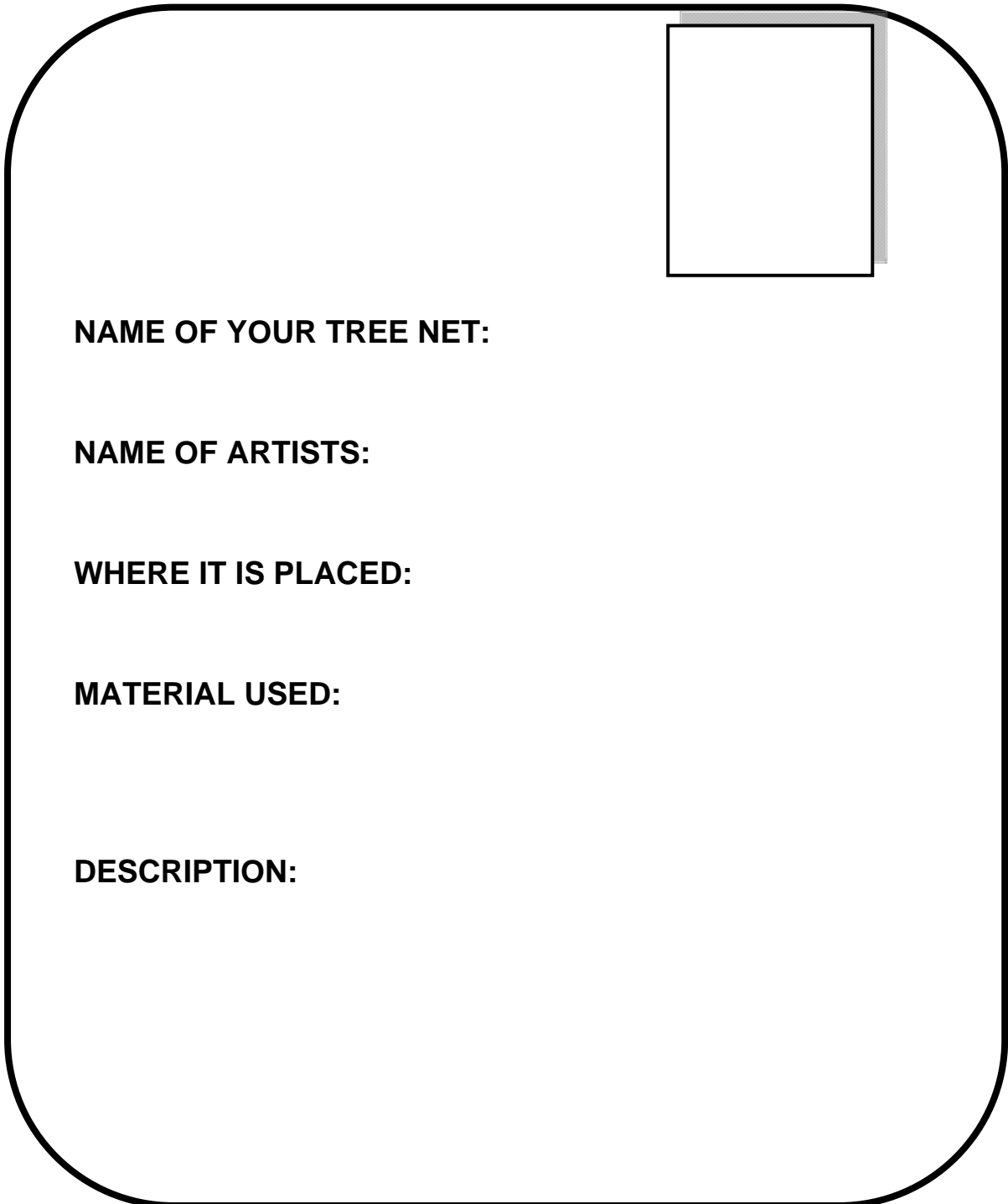


**Pupil's name:**

**Date:**

**Lesson 5 activity 10**

*Make a fact file about your tree net artwork.*



**NAME OF YOUR TREE NET:**

**NAME OF ARTISTS:**

**WHERE IT IS PLACED:**

**MATERIAL USED:**

**DESCRIPTION:**

Pupil's name:

Date:

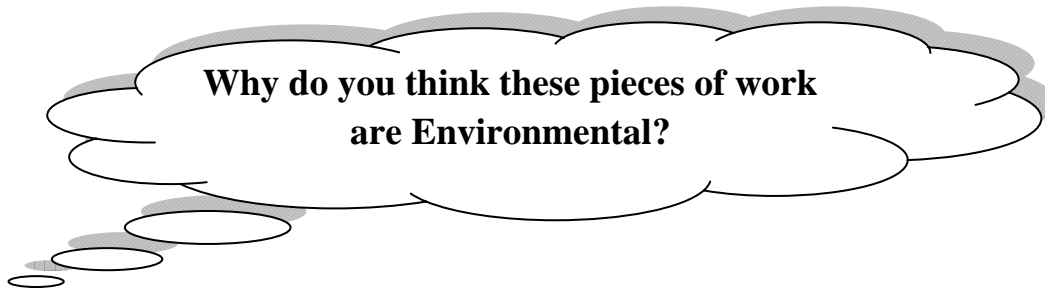
**Lesson 5 activity 11** *“What do you know about Environmental art?”*  
*Look at the pieces of art below and tick those that are Environmental*



Images from [www.marjahakala.net](http://www.marjahakala.net), [www.wikipedia.com](http://www.wikipedia.com), [www.environmentalart.net](http://www.environmentalart.net)

**Pupil's name:**

**Date:**



**Write a short description for each piece of Environmental of art.**

**Pupil's name:**

**Date:**



**Lesson 5 activity 12** Think of what you can do , you almost can






do

and you can't do



.

Can you...?	 Yes, I can	 I almost can	 No, I can't
use tools and material responsibly			
work in groups			
distinguish Environmental pieces of art from others			
make a 3D model from a 2D sketch			
identify the material used by Environmental artists			
describe a 3D artwork			
write a short description about a piece of art			
create a 3D Environmental artwork at home			