

# **Environmental art**

**Teaching notes**

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**October – December 2008**

**LESSON: 1 INTRODUCTION****SESSIONS: 1 & 2****TIMING: 2 hours****DEVELOPMENT****WARM-UP ACTIVITY “The alphabet game”**

Give out a flashcard to each child or to every two. Each card has got a letter on it. All the letters build up the word: ENVIRONMENTAL ART. Children put the letters in order following teacher’s instructions. e.g. *a letter before/after/between.....*. Give a clue for repeated letters, saying the material the letter has got in it could be an option.

RESOURCES: Flashcards provided in support teaching resources section.

**INTRODUCTION**

Introduce the Environmental art movement through a PowerPoint presentation. Basis of art movement, resources used and artists belonging to this art movement are included in the presentation.

RESOURCES: PowerPoint document supplied in support teaching resources section.

**ACTIVITY 1 “Let’s identify which artworks are Environmental”**

Give out the worksheet with photographs of different art work on it. Children identify which work belongs to Environmental artists. There is a grid to fill in. Children put a tick where they can see the art then another tick under the materials used in each.

Web images from [www.flickr.com](http://www.flickr.com), [www.wikipedia.com](http://www.wikipedia.com), [www.marjahakala.net](http://www.marjahakala.net), [www.davidgosling.com](http://www.davidgosling.com), [www.eco-art.org](http://www.eco-art.org), [www.bancoimagenes.iftic.mepsyd.es](http://www.bancoimagenes.iftic.mepsyd.es)

RESOURCES: activity 1 and 2 worksheets.

**ACTIVITY 2** “*I think it is...*”

Children share their opinions about which artworks they think they belongs to the Environmentalist (to the whole) group. Before speaking, there is a worksheet with a sentence table and a word bank to complete. e.g. *I think number 6 is Environmental art because it has got plastic and ropes.*

RESOURCES: Activity 3 worksheet.

**ACTIVITY 3** “*Let’s train your imagination*”

Show three pictures (clothes pegs, a hose and a roll of wool) and children guess what they could be. After that, show the children modified pictures.

RESOURCES: document with the three images and their corresponding modifications is provided in support teaching resources part.

**ACTIVITY 5** “*Be creative at the computer*”

Children look at three pictures, in pairs they choose one and think what it can be changed into. Modifications are done through Paint programme.

RESOURCES: images are supplied in support teaching resources section. Computers supplied with Paint programme.

**ACTIVITY 6** “*Turn your 2D creation into a 3D model*”

Children turn their previous creation on the computer into a 3D model. Teachers should provide material for the children to do the activity. Children work in small groups.

RESOURCES: plastic, ribbons, fabric, buttons, paper, card, glue, scissors, felt-pens, pens and rubbers.

**ACTIVITY 7** *“I think it is...”*

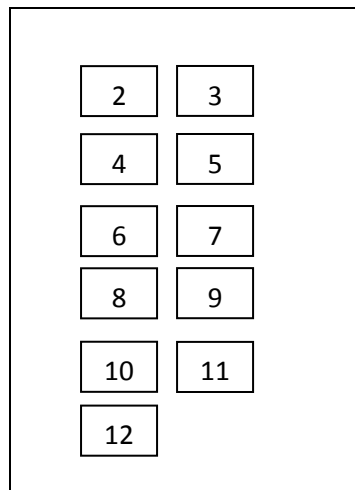
Children show their classmates their 3D model and they have to guess what it is and what it is made from. A worksheet with language support is provided.

e.g. *What do you think it is? I think it's a/an.....; What's it made from? It's made from wool and ribbon.*

RESOURCES: Activity 4 worksheet.

**ACTIVITY 8** *“Dice game”*

Every two children are given 2 dice and one set of cards. Cards are labelled with numbers from 2 to 12. Children put the cards face down in two columns. They throw the dice one at a time, add the two numbers on the dice then turn over the card with that number. They then say the name of the material on the card, if it can be used outside or inside and why.



RESOURCES: many dice. Play cards are provided in support teaching resources part.

**ACTIVITY 9** “*What can be outside*”

With the help of the teacher, children reflect on what material from the activity before can be displayed outside. Reasons such as: *it's waterproof*, *it's biodegradable* and *it can't be dissolved* should be encouraged.

Children and teacher build up a concept map while discussing.

It is important for children to know the material that can be used outside because all artworks proposed in the project are to be displayed outdoors.

RESOURCES: flashcards with names and images of elements and a sketch of the resulting map are provided in support teaching resources part.

**LESSON: 2 FLOWER GROUNDWORK****SESSIONS:** 3,4,5 & 6**TIMING:** 4 hours**DEVELOPMENT**

*Present the first art project to children: a flower groundwork (see Support teaching resources section). Children analyse it, decide a place outdoors to locate it, design their own flower groundwork, do their 3D piece of art in small groups and finally, do a brief oral presentation of their work.*

**ACTIVITY 1 “Let’s analyse the artwork”**

Children analyze the flower groundwork in small groups by labelling a concept map using sentences from the sentence-bank. After that, groups compare their answers. Teacher should show the correct answers to children at the end.

RESOURCES: activity 1 worksheet, flower groundwork picture and labelled concept map in support teaching resources part

**ACTIVITY 2 “describe the flower groundwork”**

Children write a short description of the flower groundwork in small groups. Looking at previous activity (concept map) should help.

RESOURCES: activity 2 worksheet.

**ACTIVITY 3 “Locate on the map your future groundwork”**

Ask the children to explore the school setting but outdoors. Children should find a place for their “future” piece of art on the provided diagram of the playground. Children should work in small groups.

RESOURCES: activity 3 worksheet

**ACTIVITY 4** Follow-up “*Where outside?*”

Once children locate their artwork on the map. They explain to other groups where they will place it. Use the sentence patterns and word-bank to support the speaking activity.

RESOURCES: activity 3 Follow-up worksheet.

**ACTIVITY 5** “*Let your imagination flow*”

Teacher gives a piece of A3 paper to each child. Children draw in pencil three different flowers while listening to the piece of music “El matí de Peer Gynt” by Edward Grieg. This activity takes 3 – 4 minutes.

RESOURCES: 3 halves of an A3 per child, recording of “El matí de Peer Gynt” by Edward Grieg.

**ACTIVITY 6** “*Make a collage of your flower groundwork*”

Children get into small groups. Each child cuts out his/her three flowers and pastes them on an A3 sheet. Each group will have its own flower collage. The artwork should be in pencil as it is not necessary to be coloured. The same piece of music as in activity 4 can be played while working.

RESOURCES: an A3 sheet per group, scissors and glue.

**ACTIVITY 7** “*Get to know the material we will work with*”

Bring to class three labelled boxes: school material, house & natural objects and plastics of many types and colours. Put different material in each box. Focus on texture, particularly on *smooth* ↔ *rough* and *flat* ↔ *bumpy*.

Present these textures by letting children see and touch a box where smooth, rough, flat and bumpy material is glued. e. g. *A smooth material is glued on a side of the box, a rough material on another side and so on.* Children should guess the differences after experimenting with material provided by the teacher.

RESOURCES: 3 labelled boxes (school material, house & natural objects and plastics of many types and colours). In school material box: permanent felt-tips, cellophane paper, sellotape and glue. In house & natural box: feathers, buttons, kitchen foil, wool, ribbons, broken necklaces, head seeds. In plastic of many colours and types: plastic bags, bubble wrap, acetate.

For the multi-texture box: feathers, little twigs, bubble wrap and plastic.

**ACTIVITY 8** “*Artist time*”

Give children a piece of plastic bag 50x50cm. Children take their previous collage and make a similar one but with different material provided. Each child makes a minimum of 3 flowers. They can have more than one layer as in the flower groundwork by author of the project, Sheila Jorge. After that, children display their artworks in their chosen place outdoors.

RESOURCES: one piece of plastic bag of 50x50cm. per group and same boxes with material inside from activity 6.

**ACTIVITY 9** “*Fill in the fact file*”

Children fill in a fact file of their artwork in small groups. They take a picture of it and add it to fact file or simply draw it.



RESOURCES: worksheet of fact file, digital camera, felt-tips, coloured pencils.

**ACTIVITY 10 Follow up** “*Art tour at the playground*”

Children show their pieces of art to others. Fact files can support their speaking.

**LESSON: 3 LANDSCAPES FOR THE PLAYGROUND****SESSIONS:** 7, 8,9,10, 11& 12**TIMING:** 6 hours**DEVELOPMENT**

*Present the second art project to children: a wire fence artwork (see Support teaching resources part). Children analyse it, work on colours, tones and lines. Decide a place outdoors to locate it, design their own wire fence artwork, do their 3D piece of art in small groups and finally, do a brief oral presentation of their work.*

**ACTIVITY 1 “analysis of artwork”**

Children analyze the wire fence artwork in small groups by filling a leaflet using sentences from the sentence bank. After that, groups share their answers with classmates and teacher.

RESOURCES: activity 1 worksheet, wire fence artwork picture in support teaching resources section. Beamer to project images of piece of art.

**ACTIVITY 2 “What colours do landscapes have?”**

Make four groups and give one image each. Children look at landscapes, carefully focusing on colours. Fill in the colour-wheel with numbers of images. Some numbers can go in more than one box.

RESOURCES: activity 2 worksheet.

**ACTIVITY 3** Follow up *“Let’s talk about colours in landscapes”*

Children, in same groups as in previous activity, talk about the landscape they have describing it in terms of colours. Word and Sentence bank provided in worksheet may help oral exchange. Teacher asks and small group answers or groups ask each other.

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

RESOURCES: activity 3 Follow up worksheet, pictures of landscapes projected (see support teaching resources part).

**ACTIVITY 4** *“Deep into colours”*

Every two children overlap 2 pieces of cellophane paper on the window and see the colour that comes out. Children follow teacher’s instructions: *overlap red and yellow, overlap blue and yellow, overlap blue and red, what colour can you see?*

RESOURCES: 3 pieces of cellophane paper (blue, yellow and red) to every two children.

**ACTIVITY 5** *“The theory of colour”*

Teacher shows a Ppt about the theory of colour to children. Primary and secondary colours are explained through visuals.

RESOURCES: Ppt about “The theory of colour” in support teaching resources section

**ACTIVITY 6** *“Let’s experiment with colours of landscapes”*.

Children think of colours they may mix to get purple, green and orange which are some of the main colours that are in landscapes provided.

RESOURCES: activity 6 worksheet and coloured pencils.

### **ACTIVITY 7** “*Playing with tones*”

Show landscape images (with scale tones) and the two charts below showing two scales of different tones (see support teaching resources part) and explain to children they will do the same with greys and blues.

Scale A will be for greys and B for blues. In A, greys will get darker by adding diluted black paint and in B, blues will get lighter by adding white. Numbers below boxes are number of drops children add to white (in A) and to blue (in B).

Children mix the paint in a separated pot then take some of it and paint boxes.

RESOURCES: activity 7 worksheet. Blue, white and black diluted paint. A dropper for every two children. Tiny paintbrushes and small pots/trays to make mixtures. Landscapes with scales of tones charts below in Support teaching resources.

### **ACTIVITY 8** Follow up “*Put an original name to colours*”

Children discuss possible names to call the darkest and the lightest blue and grey of previous scales. Look at speech bubbles and sentence and word banks to help oral communication.

RESOURCES: activity 8 worksheet.

### **ACTIVITY 9** “*Quiz time*”

Children answer questions in small groups. Teacher says right answers and children check results and count scores.

RESOURCES: activity 9 worksheet

**ACTIVITY 10** *“Straight and curved lines”*

Children mark straight lines of landscapes in black and curved lines in red. Individual or pair work.

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

RESOURCES: activity 10 worksheet

**ACTIVITY 11** *“Where will you place your wire fence display?”*

Children in groups find a place to display their wire fence work. A diagram of playground can be provided as in lesson 2

RESOURCES: diagram of playground (lesson 2)

**ACTIVITY 12** *“Make a sketch in a squared wire fence sample”*

In groups, children draw a 2D sketch in a squared wire fence sample of their proposed artwork. Images of landscapes provided may be a help. Number of children per group should be from 4 to above as artwork is quite elaborated.

RESOURCES: activity 12 worksheet

**ACTIVITY 13** *“Make a fact file of resulting artwork”.*

Children fill in a fact file of artwork in groups of work. Word and sentence banks may help.

RESOURCES: activity 13 worksheet

**LESSON: 4 PLASTIC GARDEN****SESSIONS:** 13,14,15,16**TIMING:** 4 hours**DEVELOPMENT**

*Present the third project to children: **the plastic garden** artwork by Lea Turto (see support teaching resources part).*

**ACTIVITY 1 “analysis of artwork”**

Children analyse the plastic garden artwork in small groups by completing three cutlery cards -*a spoon, a knife and a fork*- (see support teaching resources part). Children cut out cutlery samples and complete them using sentences from the sentence bank. After that, groups share their answers with classmates and teacher. Finally, put cards together using a pin fastener.

RESOURCES: picture of *the plastic garden* by Lea Turto and cutlery samples (see support teaching resources part). One pin fastener per group.

**ACTIVITY 2 “What geometrical shapes can you see?”**

In small groups, look at four pictures of *the plastic garden* and discuss with other groups and teacher what geometrical shapes they can see. Speech bubbles and word and sentence bank provided may help oral communication.

RESOURCES: activity 2 and activity 2 follow up worksheets.

**ACTIVITY 3** “*Find shapes around you*”

Children, in same groups as before, make a short tour around the school (indoors and outdoors) and write down natural objects and/or school objects that have same geometrical shapes as the ones on worksheet. Put words into each corresponding shape. After that, groups tell the others what they have. Sentence bank provided.

RESOURCES: activity 3 worksheet.

**ACTIVITY 4** “*Make your own classification in a Venn diagram*”

In small groups, children make their own classification of geometrical shapes (*square, rectangle, triangle, circle, semi-circle and quadrant*). Straight and curved lines should come out. Children tell the others the criteria they used to classify the shapes.

*Web images from*

RESOURCES: activity 4 worksheet.

**ACTIVITY 5** Measures revision. Concepts such as: length, width, diameter and radius are supposed to be known in L1. Revise these concepts before the next activity if concepts are not clear.

**ACTIVITY 6** Children in 6 groups complete A, B, C, D, E or F shape cards. Every group should complete a different one. Teacher can decide which group works on each shape card. When shape has not got any corners children should put *none*. After that, share answers with teacher and other groups.

RESOURCES: activity 5 worksheet in an A3 paper and rulers

**ACTIVITY 7** Show pictures of *Plastic garden* by Lea Turto and focus on how cutlery is displayed. *Facing each other* ↔ *back to back* and *upright* ↔ *leaning back* should come out.

RESOURCES: images of *Plastic garden* by Lea Turto (see support teaching resources part) and a beamer

**ACTIVITY 8** Show what facing each other ↔ back to back and upright ↔ leaning back mean by stacking plastic cutlery in these positions on a piece of plasticine.

RESOURCES: some plastic spoons and a piece of plasticine



**ACTIVITY 9 “Exploring the outdoors”** Children go to the playground and choose a place to display their proposed artwork. After that, they locate their place on a diagram of playground and put a mark on it.

RESOURCES: diagram of playground (lesson 2)

**ACTIVITY 10 “Do a 2D sketch of your plastic cutlery work”** Children in groups do a sketch of their proposed piece of work taking into account the key at the bottom of worksheet. When doing their sketches, children should think about: type of cutlery and position. Position symbols can be represented on paper behind cutlery symbols.

RESOURCES: activity 10 worksheet in a A3 paper

**ACTIVITY 11 “Shoulders to the wheel”** Children turn their 2D sketch into 3D model. First, they should trace shapes with chalk. Teacher can let them work freely but always supervising or giving children some instructions about distance between cutlery or degree of incline. Degrees of incline should be given if children already know in L1.

RESOURCES: plastic cutlery of different sizes if possible, a tape measure per group, protractors, chalks, big classroom compasses, ribbon, scissors

**ACTIVITY 12** *“Make a fact file of resulting artwork”.*

Children fill in a fact file of artwork in groups of work. Word and sentence banks may help.

RESOURCES: activity 12 worksheet

**LESSON: 5** **TREE NET** (*name of piece of art: Rename it by Marja Hakala*)

**SESSIONS:** 17,18 , 19,20,21 & 22

**TIMING:** 6 hours

## DEVELOPMENT

*Lesson 5 is mainly a revisit of previous lessons. An assessment activity at the end is provided.*

*Take pictures if possible of children's artwork process, from analysis of artist's work until 3D model creation (see activity 11 in teaching notes).*

### **WARM-UP ACTIVITY** “Arms game”

Spell name of artwork “**tree net**” by using a right/left/together code. Each letter of the alphabet has got an R, L or T written below. R stands for right, L stands for left and T stands for together (both arms). Children raise the arm that is below the letter that teacher says. Letters and *R,L,T code* should be in different colours to avoid confusion. Vowels should not all have same letter code.

RESOURCES: an example of *R, L, T code* is provided in support teaching resources part

### **ACTIVITY 1** “*I think it is...*”

Show a picture of last art project “**tree net**”( *name of piece of art: Rename it*) by Marja Hakala. Ask children what the artwork suggests and what they think it is. They discuss it in small groups and after that, groups share their opinions with the others. Sentence patterns are provided to support oral communication.

RESOURCES: activity 1 worksheet

### **ACTIVITY 2** “*Let's analyse the tree net artwork (Rename it)!*”

Give out a blank mind map and a paper with labels with sentences labels. They complete the mind map by cutting out labels and pasting them in the correct boxes. Children should work in small groups. Check answers at the end.

RESOURCES: beamer, activity 2 worksheet (blank mind map and labels), scissors and glue.

**ACTIVITY 3** “*Describe Marja Hakala’s piece of work*”

Children write a short text about Marja Hakala’s artwork. If necessary they can use labelled mind map (activity 2) to help writing.

RESOURCES: activity 3 worksheet

**ACTIVITY 4** “*Revisiting concepts of length, width and height*”

Revisit concepts of length, width and height. Children worked on length and width on previous lesson and they should know the concept of height in L1. If necessary, measure some classroom objects to check understanding.

RESOURCES: a tape measurer

**ACTIVITY 5** “*Estimate measures then check them*”

Divide class into 5 groups and give out two cards to each group. Each card says name of object and specifies if they should measure length, width and height or diameter. Children should first estimate measures and after that, check their answers by measuring. Children complete grid. Give out tape measurers once children do their estimations. En each group children compare estimation with real measurements to see who is most accurate.

RESOURCES: a tape measure per group, activity 5 worksheets

**ACTIVITY 6** “*What have you got?*”

Same groups as in activity 5 explain to other groups their results, estimated measurements and real ones then look to see who had the nearest estimate. Worksheet with sentence patterns may help oral communication.

RESOURCES: activity 6 worksheet

**ACTIVITY 7** “*Find a place outdoors to display your piece of art*”

Children in groups find a place to display their tree artwork. Using A3 paper, they make their own diagram of side of playground where trees are. Check they do not choose same space. Children take notes of length, width and height of chosen place and fill in a grid. Take care area is not too big (about 2 m x 2m is a maximum area). Number of children per group should be from 4 to above as artwork is quite complex.

RESOURCES: A3 papers, pencils, chalks and tape measurers

**ACTIVITY 8 “Do a 2D sketch of your proposed artwork ”**

Children in same groups as before do a 2D sketch of their proposed artwork on A3. Remind them they can choose between shapes they have worked on and that there is no need to make same shapes all the time.

RESOURCES: A3 papers

**ACTIVITY 9 “Turn your 2D model into a 3D”**

Children do their 3D models in same groups as in previous activity. They should go back to the place where they will build their piece of work to decide on the amount of material they need.

RESOURCES: old T-shirts on different sizes and colours, ropes, scissors, tape measurers, compasses, rulers, felt tips

**ACTIVITY 10 “Make a fact file of resulting artwork”.**

Children fill in a fact file of artwork in groups of work. Word and sentence banks may help.

RESOURCES: activity 10 worksheet

**ACTIVITY 11 “Think about how you made your piece of work”.**

Give out a worksheet to each child with 4 pictures of their artwork process. Children write what they are doing under each image. Picture actions should be ordered on worksheet in chronological order. Be aware of taking pictures of steps while children work. Steps will be: analysis of artist’s work, finding a place outdoors to display artwork, doing 2D sketch and doing 3D model.

No language support is provided as it is an assessment activity.

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

RESOURCES: sample of worksheet provided in support teaching resources section

**ACTIVITY 12 “Final assessment”**

Children put a tick on Environmental pieces of art. After that, write a short description for each of them. The reason why they think they are Environmental should appear on description.

For children whose English is weak give them a language frame to support writing (see support teaching resources part)

RESOURCES: activity 11 worksheet, adapted activity in support teaching resources section

**ACTIVITY 13 “Self-assessment”**

Children reflect on what they have learnt during the Environmental art unit. They think of what they can do, what they can almost do and what they can't do. They read sentences and put a tick on the box they feel.

RESOURCES: activity 12 worksheet