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| **Unit Lesson Plan Template** | | | | | |
| Name: | Mrs. Williamson, Ms. Luskin | | | |
| Lesson Title: | | Earthwork Exploration | | | |
| Grade Level: | | High School (9-12) | Length of Lesson: | 4 days | |
| Description /Rationale: | | Students will reflect on the relationship between people and nature and have an increased awareness of the human impact on the environment. They will also be introduced to several contemporary artists of the Environmental Art and Land Art movements as inspiration in creating their own outdoor sculpture and to better understand how art can be created for environmentalism. Students will use natural materials found in the location of where the sculpture is created, so that over time when the sculpture erodes, the materials will remain in their natural environment. | | | |
| Essential Question: | | How do life experiences influence the way you relate to art?  How do objects, places, and design shape lives and communities?  What can we learn from our responses to creating art?  How does collaboratively reflecting on a work help us experience it more completely?  Is it disrupting nature when we move objects to create artwork? | | | |
| State Standards: | | **Content Standard 2 –** Creative Perception-  **Adv.VA:Cr2.1-** Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.  **Acc.VA:Cr2.3 -** Redesign an object, system, place, or design in response to contemporary issues.  Content Standard 6- Convey Meaning Through the Presentation of Artistic Work  **Acc.VA:Pr6 -** Make, explain, and justify connections between artists or artwork and social, cultural, and political history. | | | |
| Common Core  Standard: | | [**CCSS.ELA-LITERACY.CCRA.SL.1**](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/)  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | | | |
| Objectives | | Students will:   * create a site-specific outdoor sculpture using natural materials found in the environment. * identify an environmental issue and create a piece of work through collaboration and process. * will learn about artists who create environmental art * will use critical thinking and problem solving to create their sculptures using found materials * will explore the relationship between art, location, and the environment | | | |
| **Art History Connections:**  1.Historical Context/Movement  2. Artist Mentor: | | 1. Environmental Art, Process Art, Land Art  2. Andy Goldsworthy, Agnes Denes, Walter De Maria, Richard Serra, Robert Smithson, Michael Heizer | | | |
| Major Themes: | | Environmental art, site specific sculpture, climate change | | | |
| Elements/  Principles: | | space, texture, proportion, unity, pattern, balance, variety | Vocabulary: | sculpture, environmentalism, process, minimalism, urban, ecology, symmetry, abstract, aesthetic, earthwork | |
| Materials needed: | | Natural found objects, documentation device | | | |
| Anticipatory Set: | | Pairing activity - paper snowball fight with their names to pair off  Go on a hike/nature walk to explore natural materials and natural patterns | | | |
| Teaching Strategies | | | Student Activities | | |
| **Day 1 (50MIN CLASS)**  Anticipatory Set: Teacher takes students on a nature walk and in the beginning of the walk, asks everyone to sit or lie on their backs on the grass outside with the option to take their shoes off and do 4 minutes of “box breathing” while reflecting on their thoughts of their immediate environment.  Time: 4 min  ELL / SPED Accommodation: Hand out visual instruction worksheet and demonstrate for students to model after  Scaffolding Strategy: Introduce students to  “grounding” / “earthing”(when people find a sense of balance when connecting with the Earth’s energies by being outside and walking barefoot on grass).  Activity: Nature Walk with a grouping activity Time: 46 min  ELL Accommodation: Teacher will hold up signs with vocab words with pictures for identification  Scaffolding Strategy: Introduce students to nature, natural materials as objects for creating work, identifying sites for sculpture  **Day 2(50MIN CLASS)**  Scaffolding Strategy: Present artist examples/art history/ introduce environmental artist movements and introduce design project  Activity: Presentation/Video  Time: 15 min  Activity: Design Project/Brainstorm  Time: 25 min  Formative Assessment Activity: Presentation of ideas  Time: 10 min  **Day 3(50MIN CLASS)**  Scaffolding Strategy: Observe students during class while they create their sculptures in different sites  Activity: Supporting students through the sculptural building process Time: 50 min    ELL Accommodation: Display print-outs of native language with pictures for extra support  SPED Accommodation: assign roles in the group based on ability, expand number in groups  **Day 4(add/delete more days as necessary) (50MIN CLASS)**  Summative Assessment: Lead critique discussion, walkaround to each project, present questions for students to answer  Activity: Lead critique Time: 50 min | | | **Day 1(50MIN CLASS)**  Anticipatory Set: Students learn about “grounding/ earthing” by connecting with their environment through mindful breath exercise of box breathing meditation.  Time: 4 min  ELL / SPED Accommodation: Visual worksheet to follow instructions and teacher demonstration to follow  Scaffolding Strategy: Students are engaged to practice mindfulness and begin becoming aware of their environment.  Activity: Participate in a nature walk, pairing activity or discussion, guided mini outdoor sculpture lesson, collect materials  Activity: Nature walk with sculpture activity Time: 46 min  ELL Accommodation: vocabulary words with pictures, partners with bilingual  SPED Accommodation: ADA accessible trail, including descriptions of sights, pairing with a friend for extra help  **Day 2(50MIN CLASS)**  Scaffolding activity: Learn about artist examples and participate in a collaborative design process to brainstorm their sculpture  Activity: Presentation/Video Time: 15 min  Activity: Design/Brainstorm Time: 25 min  Formative Assessment Activity: Present ideas to the class  Time: 10 min  ELL Accommodation: Captions with presentation/video, include visual instructions  SPED Accommodation: Using large, bold font, including a print out of instructions  **Day 3(50MIN CLASS)**  Scaffolding activity: Build a site specific sculpture using natural materials on campus  Activity: Participate and collaborate in sculptural building process  Time:50 min  ELL Accommodation: Students can see print-outs of native language with pictures for extra support  SPED Accommodation: Have specified roles in the group based on ability, have access to more group partners for further support    **Day 4 (add/delete more days as necessary) (50MIN CLASS)**  Summative Assessment: Students will walk around to each project, present project, answer guided questions  Activity: Participate in critique Time: 50 min  ELL / SPED Accommodation: Students can choose one person in their group to talk about their sculpture to the class | | |
| **Assessment plan** | | 1- Formative Assessment, Day 2: process presentation and present ideas  2- Summative Assessment, Day 4: presentations of sculptures and group critique discussions  Aesthetics - environmentalism/sculpture | | | |
| **Closure:** | | Discussion about creativity and the environment, the impact that art has on the environment. As artists how can we refrain from negatively affecting the environment? | | | |
| **Adaptations/ Special Needs:** | | **ACCOMMODATIONS:**  ELL: Worksheets, signs and info in native language, pair with bilingual students  SPED: Large, bold fonts, increasing accessibility, pairing with groups and accommodating different abilities | | | |

Rubric

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| Elements of Art and Design | Work shows a lack of planning in design and composition and lack of elements of art and design | Work shows limited knowledge of elements of art and design | Work shows good composition of elements of art and design | Work shows excellent composition of elements of art and design |
| Technique | Work shows critical errors in use of materials and design | Work exhibits some errors in use of materials | Work exhibits some level of understanding of utilization of materials with no errors | Work shows no errors and excellent utilization of materials |
| Creativity/  Originality | Work includes an idea but lacks originality or technique | Artwork includes an original idea | Work includes several original ideas and exploration of creativity | Artwork includes several original ideas, applied technique in a creative, unique way and a unique perspective is evident. |
| Presentation | Artwork is incomplete and there was no collaboration | Artwork is completed with minimal effort and lack of collaboration and creative presentation | Artwork is complete with good effort and collaboration, and meets all requirements | Artwork shows substantial evidence of effort, collaboration, finishing touches and excellent craftsmanship |

Rationale

The goals of this lesson are to cultivate conscientious, critical thinkers who care for the natural environment and for students to learn how to create art eco-consciously. Students will learn about several contemporary artists of the Environmental Art and Land Art movements as inspiration in creating their own outdoor sculpture and to better understand how art can be created for environmentalism.

Earthwork is a form of “art that is made by shaping the land itself or by making forms in the land using natural materials like rocks or tree branches” (MoMA). In creating their own earthwork sculptures, students will use critical thinking and problem-solving skills to build artwork limited to natural found objects as their only source of material. By using site-specific found objects, the natural aspect of the environment is preserved in that when the artwork is left there and begins to erode or disassemble on its own, there will be no foreign man-made material left to disrupt nature.

The lesson begins with the anticipatory hook of having the students walk outdoors with the option to remove their shoes and stand barefoot on grass or dirt to “ground themselves” and connect with the earth. “Grounding, also called earthing, is a therapeutic technique that involves doing activities that ‘ground’ or electrically reconnect you with the earth. This practice relies on earthing science and grounding physics to explain how electrical charges from the earth can have positive effects on your body” (Lockett, MS). At the same time, students will participate in 4 minutes of box-breathing to aid in mindfulness and feeling present in their environment. Then, a guided nature walk will launch the lesson as the students will observe, research, think about choosing a location, and start gathering materials for their sculpture. Because students spend so much time in front of the computer or inside a classroom surrounded by man-made objects, bringing them outside for a self-awareness activity will immediately engage them in reflecting on their relationship with nature and being outdoors provides a multi-sensory experience.

Students will work in groups to encourage collaboration and a collectivist spirit in being mindful of the environment. Group-work also provides great support for students in special education and those who are ELL as specific appointed peers can be grouped accordingly to offer extra help. Collaboration is also a crucial skill for post-secondary (and post-college) life as it is important for students to have the ability to work well with others when starting a job in their careers.

There will be one formative assessment as students share their group ideas for the project so the teacher(s) can check for understanding and add more supplementary info to the lesson on the next day as needed. The summative assessment will be on the last day of the lesson in the form of group critique discussions and a grading rubric will be provided to students at the start of the lesson so they have a clear guide on how their projects will be assessed.

Overall, this lesson aims to broaden students’ respect for nature, recognition of ecological balance and sustainability, and to encourage environmentally responsible behaviors. Students will also practice collaborating in a group setting to achieve success in working on one project together incorporating team-building skills and team work.

References

Lockett, MS, Eleesha. “Grounding: Exploring Earthing Science and the Benefits Behind It.” *Healthline*, 30 August 2019, https://www.healthline.com/health/grounding. Accessed 6 April 2021.

MoMA. “Earthwork.” *MoMA*, https://www.moma.org/collection/terms/earthwork. Accessed 6 April 2021.



