

Creating & Making

Year: 5 & 6 **Level:** 4

Standard:

At Level 4, students create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings. They select and combine a range of arts elements, principles and/or conventions, and use a range of skills, techniques and processes, media, materials, equipment and technologies. They show evidence of arts knowledge when planning arts works for different purposes and audiences and identify techniques and features of other people’s works that inform their own arts making. They refine their work in response to feedback and self-evaluation.

Lesson 1: Are natural materials art?

Activity: Collect ideas and a range of materials that could be used to make an ephemeral art piece

1. Prior to going into yard show students a video from 00:00 – 4:00.
2. Ask students what they saw him using to create his artwork – make a list of some of the things they saw.
3. Talk about how artwork is ephemeral. What does that mean? Do we see it in the 4min clip? How could we keep it? (Camera)
4. Students will need a clipboard, pencil and paper or sketchbook.
5. Once in the park/playground ask students to find own space and stand there quietly taking in surrounds using their sense. This gives them time to connect with the environment and take in surroundings.
6. Now ask them to walk around with a partner (**you choose**) and take note of the dead natural material they could use and get both partners to make a sketch

Assessment

What are we assessing?

- Has the student understood ephemeral art?
- Are they choosing materials that are natural, sustainable and non-living?

How are we assessing this?

- By listening to students in discussions
- Have a look at their sketchbook
 - Have they drawn natural materials that are sustainable and natural

If linking to curriculum area:

- Is it relevant to what we are studying?
- Is there a connection, are they displaying knowledge of both learning areas.

Resources for lesson

Teacher

- Video link:
<http://www.youtube.com/watch?v=kGFOLChNOak>

Students

- Clipboard
- Plain paper or sketchbook
- Pencil

<p>of them.</p> <ol style="list-style-type: none"> 7. Meet back as a group and discuss what was seen, heard, smelt and felt. (Students can take notes if need be) 8. Once back in classroom students can begin to sketch their own artwork that they would like to create labelling and describing the materials they would use. 9. It might be good to give them a theme such as sustainability, or something linking it back to what is being covered in another subject area currently. This will give students more direction. 		
<h2 style="color: red;">Lesson 2: The earth is our canvas</h2>		
<p>Activity: Using natural materials and the outdoors to create a piece of ephemeral land art inspired by Andy Goldsworthy</p>	<h3 style="color: red;">Assessment</h3>	<h3 style="color: red;">Resources</h3>
<ol style="list-style-type: none"> 1. Talk to the students about Goldsworthy. <ul style="list-style-type: none"> - Particularly his connection to the land and nature, how he feels when he is creating his work and how they feel about creating their work and using the environment and earth as a canvas. 2. Ask the students to revisit their sketches from previous lesson. Give them 5 minutes to recap add or change anything prior to heading back outside. 3. Go back into playground/park and ask students to move in their pairs to where they would like to create their artwork. 4. Once all in own space give each pair a camera (if possible) then give them time to create their artwork. As they are working walk around with a camera and take some photos of them producing their work. 	<p>What are we assessing?</p> <ul style="list-style-type: none"> - The process they go through to create the artwork - The final product - Can they work effectively in a partnership - Insightfulness of reflection <p>How are we assessing this?</p> <ol style="list-style-type: none"> 1. Process, Product & Teamwork <ul style="list-style-type: none"> - Using a rubric (scroll down to find rubric) 2. Reflection <ul style="list-style-type: none"> - Have they thought deeply about task? - Has their view of art changed? - Does it help us understand where the artwork has come from? 	<p>Students</p> <ul style="list-style-type: none"> - Park/playground - Cameras - Sketches from previous lesson <p>Teacher</p> <ul style="list-style-type: none"> - Reflection questions - Rubric

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| <ol style="list-style-type: none">5. Once all artwork is completed walk around and take a photo of the final products.6. Once completed meet back as a whole group in the park/playground and have a quick discussion about challenges they faced, what they enjoyed, what they created and how they felt. Has their view of nature or using nature to create artwork changed?7. Return to the classroom and ask students to individually reflect on what they created and experienced. You can write some prompts on the board.<ul style="list-style-type: none">- Prompts: What did I create? How did I feel? How was I challenged? What inspired my artwork? Did anything influence my final product? (weather, materials etc.) Was my final product what I wanted? Did my idea change from my sketch to final product? (Why did that happen?) Have my ideas of art now changed? | | |
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