



LESSON SUMMARY

Students will learn about the natural world around them through the creation of land art and identification of materials used in their creations.

Activity Information

Grade Level:	Primary
Estimated Duration:	Two class periods (one for land art creations; one for literacy)
Materials:	Camera, printer, paper, portable labeller, pencils, glue, bristol board, scissors, ID charts
Setting:	Outdoors/Indoors
Key Vocabulary:	Land Art, Haiku, Literacy

Teacher Background

Before beginning this activity, the teacher must have previously looked into the history of Land Art, defining for themselves the main characteristics or commonalities of pieces of art in this genre. Potential artists that can be looked into are Bill Vazan from Ontario, as well as Andy Goldsworthy from the United Kingdom.

The teacher must be familiar with the structure and history of a Haiku, which will be the focus of the second day's lesson. If modification is necessary for some students in the classroom, an additional appendix for identification (ID chart) may be used for the literacy lesson.

Teacher Preparation

Before this activity begins, the teacher must have an ideal area for students to create their Land Art – preferably a field that is within close walking distance containing a small wooded area. Students need to have space to roam as well as have natural materials available to them (i.e. pine cones, branches, leaves, flowers, grass, rocks). The first day of activities is centered on student creation and exploration of the world around them, as well as allowing students to expand their personal definitions of what art encompasses.

After students have completed their Land Art creation, it is recommended that the teacher rotates, taking pictures of every group by their piece – ideally in a Gallery Walk fashion. These pictures can be printed off and displayed around the classroom, or added into student portfolios. With the use of bristol board and a portable labeller, these printed pictures can also be made into stiff backed frames including the names of the group members as well as their titled work. These pictures will be needed for the second day's lesson.

The second day of activities takes place in the classroom and is centered on creating connections between their outdoor art activities to literacy. Students will be involved in a writing based lesson, where they are asked to write their own patterned poem, Haiku, to accompany or enhance their group's creation. Students will refer to their group's photo from the previous day. If resources allow, it is recommended that the teacher prepare a slideshow to display on an overhead, displaying the class' work from the previous day. If accommodations or modifications are necessary, students who require may focus their efforts on filling in the Land Art ID Chart.

Activity
Day One**Step 1**

- Take the class to a nearby area which has plenty of room for the class to roam, as well as natural materials they can work with.
- Have students sit together in a circle in a field and discuss the following question:
“What do you consider to be art?”
 - In this discussion, be sure to use the following probes: Does it have to be painted or sculpted? Does it have to be found in a Museum?
 - Have the class look around the area and describe the things that they see.
 - Pass around a few pictures of pieces by Bill Vazan, a Land Artist from Ontario, as well as Andy Goldsworthy, a Land Artist from the United Kingdom, asking students if they believe this is art and to defend their responses – what characteristics make it or consequently don’t make it art.

Step 2

- Divide students into groups of 3 depending on the class size.
- Task: Groups are to create a piece of land art using materials from the natural world around them – twigs, feathers, acorns, branches, rocks – do not encourage students to pick flowers to add to their masterpieces unless they have already become loose.
 - If students are having trouble getting started, prompts such as spirals, stars, circles and outlines may be necessary.
 - An additional extension to this activity would involve the class making their own piece before groups divide to create their own.
- Groups should be given between 15 and 20 minutes to create their piece and NAME it.

Step 3

- After all groups have created and named their pieces, conduct a Gallery Walk.
 - Starting at one end of the section you are working in and moving towards the other, ask the groups to briefly present their pieces to the class, and discuss the reasoning behind the naming of their piece.
- Take pictures of every group by their work of art.
 - For the next lesson, have these printed off for the students to admire and refer to when they enter the classroom.

- An additional alternative to this is with the use of Bristol board as backing, cut pictures out to create frames – using a label maker, print out the names of students in the groups as well as their work of arts title, allowing students to take home their work or choose to enter it into their student portfolios.

Day Two

Step 1

- Students will be introduced to the concept of a Haiku and patterned poems. The teacher will read a few examples of Haiku's, asking the students if they can find the pattern.
 - Weeping Willow Tree
 - Cascading branches
Majestic and beautiful
Silently it weeps
- Prompts for counting the syllables will be necessary. After students have discovered the pattern, the teacher write this memory trick on the board:
 - I am first with five
Then seven in the middle
Five again to end

Step 2

- The class will have a short discussion on their experiences yesterday and work together towards creating a class Haiku.

Step 3

- Task: Students will be given a picture of their Land Art from the day before and a small sheet of paper. Students are asked to create their own Haiku, while encouraged to incorporate the materials they used in their creation in their poems.
 - Land Art ID Chart can be used if required

Land Art ID Chart

	
	
	
	
	