

Art in the Wild

Thank you for participating in 'Art in the Wild' at the Etobicoke Outdoor Education Centre! We hope you and your students enjoyed yourselves and found ways to connect with your creative sides while enjoying the beautiful outdoors at Albion Hills Conservation Park.

Please see the lesson provided here to help you continue your outdoor art education at your school.

Upcycled Landscapes

Lesson Plan

Learning Goals:

- ✓ I will be able to identify the elements of design used in my art and the elements present in nature.
- ✓ I will use the elements of design to create a mixed media art piece that depicts an outdoor landscape.
- ✓ I will use critical thinking and planning skills to gather appropriate materials and compose a piece of art.
- ✓ I will develop an understanding of the impact of over-consumption, waste, and pollution on the natural world.

Lesson Plan:

<i>Activity</i>	<i>Description</i>	<i>Materials Needed</i>
<p><i>Part 1:</i></p> <p><i>Materials Collection & Research</i></p>	<p>Materials Collection: Have students collect materials from their home and classroom/school recycling bins to incorporate into their art pieces. Remind students that all materials should be clean and safe (i.e. no food products, nothing with sharp edges, etc.).</p> <p>All students will need a surface to create their piece on. This could be canvas board, or pieces of sturdy cardboard cut to an appropriate size.</p> <p>If you would like to go more in-depth with this project, have your students conduct research about the impacts of waste, pollution, and over-consumption on the natural world using the following guiding questions:</p> <p>Guiding Research Questions:</p> <ol style="list-style-type: none"> 1. What would happen to the materials that you have chosen if they became part of your region’s waste management system? How would they be sorted or disposed of? 2. Choose 1 item that you collected and research how long that item would take to fully decompose. 3. Choose 1 item that you collected and investigate how it may impact the environment (animals, plants, etc.). 4. Choose one item and research in detail the process of recycling it would undergo 	<p>→ <i>extra recycled materials</i></p> <p>→ <i>internet access for research</i></p> <p>→ <i>Cardboard boxes</i></p>

<p><i>Part 2:</i></p> <p><i>Planning</i></p>	<p>As a class, go for a community walk. A green space is preferable, but if there is no access, urban environment will work just as well. Have your students sketch a chosen landscape for inspiration for their art piece. You can also use an electronic device for this and take a photo. Students may bring in a landscape photo that they have taken or, if it is more accessible, students may find a photo online. Students should then create a plan of how they will create their piece. You may wish to.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What elements of design will I incorporate? 2. What materials will I use to convey different elements of the original landscape? 3. What message do I want to convey with this piece? How can I use the elements of design to help convey my desired message? 	<p>→ <i>Scrap paper</i></p> <p>→ <i>Pencils</i></p> <p>→ <i>Erasers</i></p>
<p><i>Part 3:</i></p> <p><i>Creation of Piece</i></p>	<p>Time to create!</p> <p>Tips for Success:</p> <ol style="list-style-type: none"> 1. Before attaching any of the recycled materials, students should paint the background with the appropriate colours from their landscape. This will help to fill in the gaps that are created when recycled materials are glued on. 2. Hot glue guns will be more effective for attaching items than white glue or glue sticks. 3. Ensure that all recycled items are clean and dry before using them. 4. This task can be modified in many ways to suit different needs (i.e. incorporate certain 3D shapes, should include elements of biodiversity, done in the style of a specific artist, etc.) 	<p>→ <i>Paint</i></p> <p>→ <i>Paint brushes</i></p> <p>→ <i>Hot glue gun and glue sticks</i></p> <p>→ <i>Stapler (optional)</i></p>

Part 4:

*Writing or
Sharing of
Artist
Statement*

After completing their pieces, have your students write a short artist's statement based upon the following questions:

Guiding Questions:

1. What is the name of your piece?
2. What message were you trying to convey to the audience with your piece?
3. How did the materials you chose to use help you to convey this message?
4. How does your piece connect you back to the natural environment?

As an alternative, or in addition to completing an artist's statement, a gallery walk may be completed to allow students to view their classmates' work. This can be followed by a class or small group discussion using the guiding questions above.