



## LESSON 3

### LEARNING PURPOSE:

Explore how to use outdoor environments to present and share artworks.

- Create a gallery of outdoor environmental art.

- Understand more about local setting.

- Engage others with the outdoors through interacting with art space.

### NSW CURRICULUM LINKS

#### Creative Arts – Visual Arts

VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.

VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.

### KEY LEARNING INTENTION

We are using our school grounds to present and share artworks.

#### **Create** - create environmental artworks think about:

- Where we are now
- Where we want to be.

#### **Plan** - Use the local outdoor environment

- How can I influence how people engage with the school outdoor environment?
- How can we get there?

#### **Reflect** - Increase the audience's engagement with the outdoors

- What do I need to change?

### FURTHER RESOURCES AND USEFUL WEBSITES

#### **Andy Goldsworthy:**

- <http://www.artnet.com/artists/andy-goldsworthy/>

#### **Bronwyn Bancroft:**

- <http://www.abc.net.au/news/2016-06-02/bronwyn-bancroft-artist-and-activist/7468688>

#### **Diana Boyer:**

- <http://www.nma.gov.au/collections/highlights/diana-boyer-environmental-art-collection>

#### **Environmental Sculpture:**

- <http://www.bethgalston.com/AboutEnvSculpt.htm#>
- [www.natureplay.org.au](http://www.natureplay.org.au)

### EQUIPMENT AND MATERIALS

- Examples of work by environmental artist such as Andy Goldsworthy
- Containers for holding collected materials
- Design and make tools such as strong scissors
- Other useful resources found outside such as dried seed heads, pebbles, composted bark, leaves, clay to mould
- Large sheet of white plastic and tent pegs
- Pieces of card for mounting of artwork

## INTRODUCTION

**Creating sustainable artworks that reflect the environment and its needs helps to promote positive thinking about the importance of the outdoors.**

Presenting our environmental artworks in an outdoor gallery inspires others to think about the importance and beauty of our surroundings. It encourages wellbeing through being outside, moving around and considering a positive future through a well-cared for environment.

### PREPARATION:

#### ACTIVITY 1: WHOLE CLASS WORK

##### Discuss

- If you have visited an art gallery recently, use this experience to talk about how artists create work and how the space in which they display their work is important. Look too at displays around your own school. Discuss these exhibitions and share how you like to view art.
- Discuss the work of environmental artists such as Andy Goldsworthy with the students. Show examples and talk about how they were made, how long they might last and why they are sustainable.

### PREPARATION:

#### ACTIVITY 2: SMALL GROUP WORK

##### Experiment

- Remain outside or bring into the classroom some of the natural materials you know are to be found in your grounds at this time of year (leaves, stems, petals, grasses).
- Experiment with these - talk about their colours and textures, grind them up to make powders of colour, make drawings of potential ideas.

#### ACTIVITY 3: WHOLE GROUP DISCOVERY

##### Explore

- Explore the school grounds as a potential art gallery space in which to make and exhibit environmental art. You may want to limit this to a particular part of the grounds- for example, where you know the art will be safe from trampling or where parents will see it when they arrive to drop off or collect. Discuss the best places to exhibit work.

#### ACTIVITY 4: SMALL GROUP WORK

##### Create

- Organise small groups to collect natural materials. You may want to add to these other items found off-site such as larger branches, pieces of bark, rose petals or pebbles.
- In your chosen 'gallery' area, ask each group to create a piece of artwork using their found objects. Where necessary, the artwork should be arranged on white card so it can be re-positioned for exhibition.
- Lay out a white plastic sheet as your 'gallery floor' and talk about how to best arrange the pieces for other people to view.
- Organise a gallery tour for class (and invited guests). Talk about each piece and ask for comment. Use vocabulary that helps describe these pieces of artwork.

### GOING BEYOND:

- Take photographs of all the work, both individually and as a whole.
- Design a catalogue recording the name of the piece, the artist, the materials used, the size of the artwork and some comments from the artist.

