

## LESSON 4

### LEARNING PURPOSE:

Explore how to use outdoor environments to enhance story telling.

• Use critical thinking to creatively express sections of a story.

• Consider staging techniques outside the classroom.

• Engage the audience with the outdoors through storytelling.

### NSW CURRICULUM LINKS

#### English

EN3 1A Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.

EN3 7C Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.

#### Creative Arts – Drama

DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.

### EQUIPMENT AND MATERIALS

- Copies of each section of your chosen story for the members of each group within the class.
- A range of resources that could be used to develop the scenes or used as props (optional)
- Ideas and images of outdoor theatres

### KEY LEARNING INTENTION

We are exploring how to use outdoor environments to enhance story telling.

#### Critical Thinking - creatively express sections of a story

- What perspective will the story be told from?
- Where do we want to be when we tell this story?

#### Plan - Consider staging techniques outside the classroom

- How does a chosen space create the atmosphere for the story?
- What props, sound techniques, position of the storytellers/actor can be used in this space?

#### Engage - Use the outdoor environment to help tell the story

- How will this choice of space engage the audience with the outdoors?

### FURTHER RESOURCES AND USEFUL WEBSITES

#### For teachers – Designing Spaces and outdoor storytelling

- [http://tw.rpi.edu/media/2016/03/08/14af0/Designing\\_StoryRooms-3A\\_Interactive\\_Storytelling\\_Spaces\\_for\\_Children.pdf](http://tw.rpi.edu/media/2016/03/08/14af0/Designing_StoryRooms-3A_Interactive_Storytelling_Spaces_for_Children.pdf)
- <http://www.pentagonplay.co.uk/news-and-info/the-wonders-of-outdoor-reading-areas-for-school-children>
- <http://creativestartlearning.co.uk/c/literacy-outdoors/>

#### Images for students

- google - images, outdoor performance spaces
- [www.natureplay.org.au](http://www.natureplay.org.au)



## 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.

