



Quarrybrook

EXPERIENTIAL EDUCATION CENTER

Program Title: **Art from the Earth**

Audience: 5th-12th grade students

Program Theme: Students will learn about environmental artist Andy Goldsworthy, and the routine he follows when creating his art. Students will then use the natural environment to create their own piece of environmental art.

Program Goals: To understand what environmental art is, we will learn about the movement, as well as create our own piece of art in nature.

PreK-12 Visual Arts Connections:

Learning Standard #1: Methods, Materials, and Techniques: Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

Connections Strand #7: Roles of Artists in Communities: Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.



Teachers are always welcome to make any classroom-connecting comments that contribute to student understanding.

Program Outline:

Activity 1: INTRO TO ENVIRONMENTAL ART (30 min.) – Why did art that has a connection to the environment become a way of expression and a movement? We'll observe and share our opinions about various pieces of environmental art. Then we'll learn about British artist Andy Goldsworthy and investigate how he collaborates with nature to create his masterpieces.

Objective: Students will be introduced to environmental art, and the environmental artist Andy Goldsworthy.

Intended Outcome: Students will understand that the natural environment is a place to create art.

Activity 2: CREATE ART IN NATURE (70 min.) – After walking through the Quarrybrook forest to a trailside artspot, students will have the opportunity to create their own work of art, using only natural materials.

Objective: Students will create their own piece of environmental art using natural materials.

Intended Outcome: Students will be able to display and share the piece of environmental art they created.

Activity 3: REFLECTION (20 min.) – Ephemeral art needs to be documented! We'll see how Goldsworthy often documents his work in a poetic way, including information about his process, the weather, materials used, challenges encountered.... Then students will have the opportunity to reflect on and document their art piece.

Objective: Students will write about the art they made and the process they used.

Intended Outcome: Students will have a documentation of their art through a photograph and a journal entry.

Conclusion/Wrap-up: Students will have the opportunity to share some of their responses from their reflections.