Multi Arts Lesson Plan

Grade 4

Overview: I teach K-5 Art in Brockton MA in an urban trauma sensitive school. My students have limited access and experience outdoors. Most students are not allowed to play outside. I wanted to bring nature into the classroom in order to give them experience to play with natural materials and show how artists are inspired by nature and that art can be made from anything.

Day 1 (30 minutes) 20 students, inclusion group

Objectives: Students will learn about artist Andy Goldsworthy. Students will arrange natural and synthetic materials using the table as the “canvas” for their nature inspired art experience. Students will work cooperatively in groups.

Motivation: Students gathered on rug to start ...cd playing nature sounds...on the table are trays of materials to be used...We are going to do something different today...when you think of sculpture you probably think clay, metal, wood, etc..some artists like to use things they find in nature... show Goldsworthy...what are these made from...what do you see...this artist uses the things around him in a particular outdoor place...what do you think will happen to these sculptures in different weather...these sculptures will blow away or melt or tumble or crack...his work can change in minutes so Andy Goldsworthy takes a photograph of his work to remember and show others...we are going to bring nature to us in the art room today...listen to the cd...what sounds do you hear...where do you think we are...today you are going to work in assigned groups to create your own “tablework” (artwork using table as canvas)...on the table are things I found outside by my house and some other things from other places like shells, another table has things that are synthetic/manmade but look like real nature like gourds and fabric leaves...today the table is your canvas or background...demo..(students gather round table to see)...you will as a group create a “tablework”... (remind students to use materials gently and carefully)... when your group is finished I will come over to photograph it and then you can make something else...then we will switch tables to work with different materials...

Before Clean up ask the students to share a word to write on the board about the experience today or what they felt or what they made,
**Vocabulary:** synthetic, sculpture, design, color, pattern, texture, environmental art

**Materials:** natural found materials (rocks, leaves, shells, etc.) synthetic gourds, leaves etc., digital camera, nature cd, CD player

**Resources / Art History:** Andy Goldsworthy images, Scholastic Arts Magazine April/May 2014

**Assessment:** Did each student use the given materials (natural/synthetic) to create a “tablework”?

Were students able to work cooperatively in groups?

(Words captured on the board before exit: nature, beautiful, proud, sap, surprised, inspired, Mother Nature, god)

**National Art Standards**
1. Understanding and applying different media and techniques
2. Using knowledge of structures and functions
3. Evaluating subjects, symbols, and ideas

**National Music Standards:**
6. Listening to, analyzing, and describing music
8. Understanding relationships between music, the other arts, and disciplines outside the arts

**Lesson 2 (30 minutes same group)**

**Objectives:** Student will listen to a forest nature sounds cd. Students will participate in a group movement activity to the music. Students will create a group/individual poem about the experience and/or the idea of everything in the universe dances.

**Materials:** nature cd, CD player, pencils, erasers, writing paper, and photographs of artwork created in previous lesson

**Motivation:** nature cd on in background students in a circle around standing around the rug…close your eyes and listen to the music…I know that some of you are secret dancers….who dances when they are alone…well I do …in fact everything dances…not just people but everything in the whole universe dances…science tells us that the universe is in a state of constant motion…this motion is regular, repetitive and often circular…regular repetitive motion is rhythmic…rhythmic body motion is called DANCE…everything is constantly moving rhythmically…therefore everything in the universe is dancing...(planets,
today we are going to listen to the music...I am going to start a movement to the count of four...everyone will echo my movement and then the person next to me will create a new movement that we will echo...etc. until we have gone around the whole circle...no talking ...only I will talk...respect each other’s movements and personal body space...after our group dance has finished students will sit on the rug...as a group record word/phrases about the experience...demo how to add a word or two in between to stretch your imagination...to create a poem...think how do words dance ...in a book , poem ...on a page,...how do leaves dance...where do they dance...now I want you to go to your tables and think about some of these words and start them to put them together with some of your own words ( think about the sounds in the cd ...think about the natural materials we used in class to make “Tableworks”) to form a poem...it does not have to rhyme...it may be a string of words or a sentence...read example from student or book....students may work as a table group to write or individually... if time read aloud with permission

Vocabulary: movement, poem, motion, rhythmic, repetitive, echo

Resources [www.morningearth.org](http://www.morningearth.org), Creating Meaning through Literature and the Arts by Claudia E. Cornett, student poem source sheet

National Dance Standards: 1. Identifying and demonstrating movement elements and skills in performance dance 7. Making connections between dance and other disciplines

National Music Standards: 6. Listening to, analyzing, and describing music 8. Understanding relationships between music, the other arts, and disciplines outside the arts

National English Language Arts Standards: 6. Apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, discuss print and nonprint texts 11. Use spoken, written, and visual language to accomplish their own purposes

Assessment: Were the students able to listen closely to the music noticing what sounds/animals they heard?

Were the students able to follow the directions appropriately to participate in group movement activity?

Were the students able to create a poem or sentence inspired by these experiences?
Student Work
Student Work
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