

Art and Nature

Introduction, Lesson 3

Lesson Summary: Students will use art as a way of looking closely at the natural world.

Suggested Timing: 10 minutes in previous class, 1 hour (assuming 10 minutes to walk to and from the arroyo)

New Mexico State Standards

Arts Standards:

Anchor Standard #6. Convey meaning through the presentation of artistic work.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Content Objectives and Daily Learning Targets	<p>Objectives:</p> <ul style="list-style-type: none"> ● I can use art techniques and materials to better understand the world around me. ● I can look closely and carefully at the world around me.
Focus Question	How can making art help me better understand the world around me?
Language Objectives	<ul style="list-style-type: none"> ● Students can verbally explain why they made specific artistic choices.
Vocabulary	<ul style="list-style-type: none"> ● Botanical art - art whose goal is to depict whole plants or parts of plants in a manner that is both aesthetically pleasing and scientifically accurate. ● Landscape - all the visible features of an area of countryside or land, often considered in terms of their aesthetic appeal.
Materials	<ul style="list-style-type: none"> ● Pencils ● Pens ● Watercolor sets ● Watercolor paper ● Water bottles ● Brushes ● Clipboards ● Optional: hand lenses or microscopes ● Optional: Buckets to carry materials and then sit on ● Optional: plant anatomy diagrams
Preparation before class	<ul style="list-style-type: none"> ● Print materials
Assessments (Formative/ Summative), Rubrics, Success criteria	<ul style="list-style-type: none"> ● Students create art inspired by the arroyo ● Art is detailed and demonstrates effort. (The works should not be graded on artistic ability, but rather on effort.) ● Success Criteria: <ul style="list-style-type: none"> ○ Students are able to explain why they made the choices they did and connect it to their personal experience



EL Supports	<ul style="list-style-type: none"> ● Students are able to express their thinking visually.
Culturally Relevant Strategies	<ul style="list-style-type: none"> ● Students are sharing what they notice. Students are applying academic knowledge to a new task.
Special Education Modifications	<ul style="list-style-type: none"> ● Students are able to represent their thinking through art.

Lesson Plan Details

In class the day before the arroyo field trip ENGAGE (~10 min):	<ul style="list-style-type: none"> ● Introduce what you will be doing in the next class ● Review rules for being outside ● Let students know they will be making botanical art ● Discuss the purpose of botanical art ● Discuss that there are several different aspects to consider when doing botanical art <ul style="list-style-type: none"> ○ Shape ○ Color ○ Texture ○ Scale/Size ○ Different parts of the plant ● Show students one plant outline at a time and have them guess what it is. Then show the actual plant. ● Discuss how they knew what the plant was. ● Show a couple of examples of botanical art and nature journals.
EXPLORE (~30 min):	<ul style="list-style-type: none"> ● Walk to the arroyo. ● Ask students to find one plant they want to investigate in more detail and one landscape they want to capture. ● Share the materials that are available. ● Ask them to take time to make their art. ● The botanical illustration should show the same plant three times. <ol style="list-style-type: none"> 1. The whole plant 2. A detailed drawing of a part of the plant (a whole leaf, flower, etc) 3. Either an extreme close up using a microscope or hand lens or a zooming out to show the plant in the context of what is growing around it. ● Create a landscape showing the context of the arroyo, including soil color, layers, plants, buildings, animals, people, etc
EXPLAIN (~10 min):	<ul style="list-style-type: none"> ● Have students come together to share what they created and discuss what they learned from looking closely.
ELABORATE (~5 min):	<ul style="list-style-type: none"> ● Give students five additional minutes to add to their drawings and add notes and questions.
EVALUATE (~15 min):	<ul style="list-style-type: none"> ● Have students leave their art next to the plant they investigated and do a gallery walk to see the plants and admire the art of others.