

## **Eco Unit Lesson Plan**

**Tessa Sutton**

**Elementary - 6, 55 min. lessons**

**Main Objective:** Students will investigate current ecological issues involving, studying and painting endangered bugs and animals, exploring the diversity of trees by making an installation of a faux stained glass tree to hang in the cafeteria. They will also make a mixed media piece about a researched bird in its habitat with a song they added, real or imagined. Younger students will explore symmetry in painted bugs.

**Level or Course: Elementary (2nd-5th grade) Time Needed: 4-5 classes**

- **Overall Goals: Students will problem solve and generate artwork from observing nature and researching endangered animals while learning about symmetry, color mixing and sculpture creation.**

- **Big Ideas: Ecology, Imagination, Contemporary Artists working in these issues, Problem Solving, Thinking through materials, Empathy**

### **MN Standards:**

Create: Generate and develop original artistic ideas: Incorporate personal choice into devising a solution for a creative art problem, 5.4.2.2.2.

Present: Develop and refine artistic techniques and work for performance: Identify considerations for presenting art in various locations, 5.4.3.5.1.

Respond: Analyze and construct interpretations of artistic work: Describe aesthetic characteristics of the natural world and constructed environments, 5.4.4.7.1.

Connect: Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, 5.4.5.9.1.

### **Objectives:**

TLW research insects using Google in order to create a painting of a symmetry bug, paint an endangered animal of choice and make a bird with a song.

TLW consider the placement of the stained glass tree in the cafeteria using tissue paper layering.

TLW observe trees, insects and animals in order to appreciate the natural

world and its fragility caused by global warming and create these in art. TLW learn about eco artists and how they shape our ideas of eco artwork and environmental issues.

**Visuals:**

**INTRO: Olafur Eliasson**

[https://www.youtube.com/watch?v=Tpe4o9\\_n8AM&ab\\_channel=UNClimateChange](https://www.youtube.com/watch?v=Tpe4o9_n8AM&ab_channel=UNClimateChange)

**BUGS: Link to Endangered Insects Doc**

<https://docs.google.com/document/d/192y3gH34giwAsXLtYK6m1m1e-qTz3xWu72mmYOZiDYs/edit>

**Symmetry Video** <https://youtu.be/YFzktJNmnPU>

**ANIMALS: Lucienne Rickard**

<https://www.abc.net.au/news/2019-09-14/artist-lucienne-rickard-draws-extinct-species-only-to-erase-them/11502682>

Rickard Video: <https://vimeo.com/393838689>

**Eco Materials:**

[https://www.youtube.com/watch?v=HSKyHmjyrkA&ab\\_channel=BBC](https://www.youtube.com/watch?v=HSKyHmjyrkA&ab_channel=BBC)

**Theo Jansen-Strandbeests Stained Glass Tiffany Panels**

<https://www.stainedglassinc.com/gallery/nature/>

**Vocabulary:** symmetry, stained glass, layering, ecology, color mixing, contrast, installation art, emphasis

**Supplies, Materials and Resources Needed: Symmetry Bug:**

Gold and various colors tempera/acrylic

Paint brushes

Water cup/water

Heavy paper

Color Mixing Palette

Computer

Pencil

Paper

**Endangered Animal Painting: watercolors/acrylic  
Brushes**

Water cups Watercolor or heavy paper Computer pencils

**Birdsong Project:**

Construction paper  
Scissors  
Glue  
Pencils, colored pencils  
Larger cardstock paper

**Stained Glass:**

Tissue paper  
Liquid starch  
Wax paper  
Modge Podge  
Scissors  
Black or colored construction paper  
Glue  
pencil/white colored pencil

**Food Tray/Cereal Box Sculpture:**

1 cafeteria cardboard fruit tray (for apples or other items) per kid  
Scissors  
Hole punches  
Strong  
White glue

**TEACHING PROCEDURE PLAN**

**A. Launch: Motivation/Hook/Introduction/Play:** Eliasson's iceberg video of icebergs in Paris/Lucienne Rickard's, *Extinction Studies*.

**B. Instruction or Demonstration with Problem:** Discussion about ecological issues each day relevant to topic. Outline exit list and learning targets for the day.

**C. Create: Practice and Work Period.** Supply distribution using the kids' jobs in class (paper passer, etc.) Work time. Kids can walk and check other's work and elicit feedback. Gallery walk in middle of class.

**D. Closure: (Respond & Present).** Reviewing what they learned. Writing it on a sticky note as exit ticket. Clean up.

**E. Rubric/Assessments/Evaluation/Feedback:**

**Formative:** Informal--Thumbs up checking for understanding during questioning/discussion time. Informal or Formal--Checking each child's artwork to see if they know what to do and what the learning target is. Listening to their

questions and answering them. Gallery walks with verbal peer feedback or written three point feedback.

**Summative:** Artifacts include their art projects and having them self-assess using the rubric and reflection sheet.

## **F. Accommodations, Enrichments & Extensions**

- **Students who may have difficulty with this lesson:** Can ask three before me. They can use a brush holder tool if they have trouble holding a brush. They may need help with using the computer for research. Research doc is provided in simplified levels for special needs learners.

- **Advanced learners:** Can layer colors and add more detail in their drawings. Can experiment more with background composition in the tissue paper activity.

- **Students who finish early:** Can make an additional one or draw another endangered animal or draw trees.