

**Marsh-Billings-Rockefeller National Historical Park
Park Research Partnership
Creating Sculptures from Natural Materials
Developed by Katrina Jimerson, Art Teacher, Woodstock Union High School**

A Place-Based Understanding by Design (UbD) Unit Template v2.0¹

Stage 1-Desired Results		
<p>Established Goals</p> <p>1. Create natural material site-specific sculpture that encourages or challenges viewers and visitors to look more closely and notice what is unique in the nature environment. (Visual Arts Skill Development APHS:10 Students show skill development when creating art by selecting appropriate techniques for representation, controlling media and processes with skill, confidence and sensitivity so that their intentions are carried out)</p> <p>2. Students will connect to a place in the MBRNH Park, and understand the basic principles of interdependency (Making Connections (APHS:16: Students make connections between/among the arts and disciplines outside the arts creating art work to show understandings of a discipline))</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Become stewards for the environment through developing a sense of place. • create visual arts can impact both human and natural communities 	
	<p>ENDURING UNDERSTANDINGS: Students will understand that...</p> <ul style="list-style-type: none"> • connections can be made between art and nature/place. • Materials chosen have both environmental and visual impact/effects. • Creating art can lead to a deep understanding of place. • Visual art is a language to tell important stories, and can inspire viewers to question/think. 	<p>ESSENTIAL QUESTIONS: Students will keep considering ...</p> <ul style="list-style-type: none"> • Why should I care about this place? • How can I look deeply to notice unique features/places in the park? • How can I positively impact viewers and encourage them to notice what they might otherwise overlook?
	<p>Place Prompts:</p> <p>Collaboration will happen through students working together in small groups and between the class and the park as they develop their sculptural ideas.</p> <p>Students will make a difference by applying what they've learned/discovered into public art piece that engages park visitors</p> <p>Students will address real world issues through considering their impact on the environment, creating public site-specific art for a national historic park, integrating interdisciplinary understandings, and collaborating with a diverse group.</p>	

<p>3. Students will learn that art can be about connecting to an audience, as they propose and build a sculpture to and for the park, and to benefit visitors (AAHS:11 Students demonstrate PERFORM/ COMMUNICATE skills in visual arts by assembling and displaying objects or works of art as part of a public exhibition)</p>	Acquisition		<p>Students will use park resources and learning sites when they learn about the features of the park’s landscape from park personnel, discuss their proposals with park staff, and when they build their structures using found resources on the park property.</p>
	<p>Students will know...:</p> <ul style="list-style-type: none"> • Their role/place in relation to the park/forest • How to observe/look closely at their environment • How to use all of their senses, to recognize patterns, designs, colors, and textures • How to translate deep observations into authentic/meaningful art. • How to work collaboratively to make art that has a positive impact on the park. • How to propose a creative idea to community members. • That reflecting on one’s intentions, challenges and successes contribute to more meaningful work. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Drawing, mapping, and interpreting observations and discoveries • Identifying what makes aspects of the park “special” • Describing/discovering how they depend on natural places and how natural places depend on them. • Working collaboratively • Identifying materials/processes of building with natural materials that do not harm the natural environment • Considering how natural material sculptures could benefit the environment and consider how art can acknowledge and bring attention to features of natural places • Understanding how to manipulate natural materials to create visually and structurally successful sculpture • Presenting design ideas, and intentions to the park service/community members • Considering multiple ideas/possibilities, experimenting, revising, rethinking, and reflecting • Verbal presentation/explanation/assessment and Writing an artist’s statement outlining ideas/intention 	

Stage 2-Evidence

Code (goals)	Evaluative Criteria	Performance Tasks
3	Sketchbook assignment	Conduct independent research in order to understand the role of ecological-art, and it's potential to transform a landscape, and inspire others
2	Work in sketchbook at park and during class	Sketches that show evidence of observation (sketches, maps, notes)
1	Small explorations of natural materials sculpture possibilities	Demonstrate/practice techniques/ideas for using natural materials to create sculpture
3	Verbal presentation	Articulate understandings of ecological artist in class
3	Written/drawn ideas/proposal	Collaboratively plan, and present to park service
1	Teacher/student observation	Collaboratively work on sculpture
1, 2, 3	Individual and group written and verbal reflections	Create an artist statement, reflection, and assessment

OTHER EVIDENCE:

Students will show how they have achieved Stage 1 goals by...

- Students draw from observation in class and at the park, with patience, creativity, and focus using a variety of learned and explored techniques
- Students explore a variety of ways to combine/manipulate natural materials, and can identify what “works” and what could be done differently
- Students conduct independent research using the internet/books
- Students can identify qualities of successful sculpture, and understands “ephemeral” art
- Students actively participate throughout process/asks meaningful questions/think critically/collaborates with group
- Students take the time to write a truthful, well-written artist statement and assessment
- Students participate in his/her group verbal presentation/sharing to park personnel and class

Stage-3-Learning Plan

In the classroom: September: "Awareness"

- Week 1: Intro to ecological art/using unusual materials (Pre-Assessment: questionnaire asking students about knowledge of art, ecology and eco-art)
- Week 2-4: Introduction to eco-art. Practice drawing expressively from observation, begin to discuss/consider the significance place (sketchbook assignment #1 Due Sept 13: to identify a place near their home)
- Week 3: Sketchbook #2 homework and independent research: Each student considers one eco-artist who uses natural material. Student findings become impetus for discussion: What is eco-art? Why does eco-art matter? Who is the audience? What is the intention? How is eco-art different from most art?

Trip to Park: September 27

Goals: To answer:

- Why should I care about this place?
- How am I connected/dependent on what I experience in the forested landscape? (and visa versa).
- How can I observe a place deeply? How I can notice what most people might overlook?
- How can sculpture add to a visitor's experience of the park?

Student will find places that they believe have unique characteristics/features. They'll work independently in sketchbooks... sketch, map, make notes. They will persuade/share with the group... what did they discover? What makes their place unique/worth stopping and observing? What materials could be used for building a sculpture? What places/"natural canvases" make sense? What might harm the environment? What materials and sites would be ok to use? What types of sculpture might even be beneficial to the forest/park? (**Discussion with park personnel would be helpful). Document possible sites, and maybe even materials in sketchbooks and on digital cameras.

October: In class

- Practice/explore working with natural materials, discuss what makes a sculpture successful (Individual assessment/rubrics to small group challenges)
- Form groups and brainstorm ideas for how to impact place positively through sculpture/how to inspire others to notice/look more closely.
- Decide on 3 sites (reviewing notes/images from park visits), develop a specific sculpture idea (intention, location, materials, size, design, etc.)
- Develop a proposal (verbal, visual work)
- Invite park personnel into classroom for presentation
- Present, revisit and revise ideas as need

Nov 1 or Nov 3: 2nd trip to Park

Work on construction of project in groups. Trouble-shoot as necessary. Document process with digital cameras. Informal sharing with park personnel and classmates when complete.

November: In class

Individual and group: critique, assessment, reflection sharing

As a group: Write artist statements (possibly these can accompany sculptures in the park?)

Make a drawing: How do you think your sculpture look in the winter and In the Spring?