

Lesson Title: A Journey Outside

Grade Level: 5th

Estimated Completion Time: 1 session

Lesson Overview:

Students' knowledge of the elements of art will be reinforced and will learn new knowledge about observational drawing through John Muir Laws' Nature Journaling examples. In this lesson, students will journey outside of the classroom to find and examine the elements of art, line, shape, value, texture, and color, through the natural elements and be asked to document their findings.

Enduring Ideas/Essential Questions:

Place; How can we learn more about the places we inhabit?

How are art and nature connected?

National or State Learning Standards:

NAEA:

VA:Cr1.2.5a; VA:Cr2.1.5a; VA:Cr2.3.5a; VA:Cn10.1.5a

Next Generation Sunshine State Standards:

VA.5.C.1; VA.5.S.2; VA.5.O.3; VA.5.H.1; VA.5.H.3

Lesson Objectives:

Students will (1) review the elements of art: line, shape, value, color, and texture and (2) observe how these can be found in nature; (3) draw and describe natural elements through keen observation and examination outside.

Tools & Materials:

Paper

Pencils

Powerpoint presentation ready with overview of the elements of art, picture examples of them in nature, and images of John Muir Laws' Nature Journaling examples

Introduction:

Begin with projecting the first slide of the presentation that shows the elements of art: line, shape, value, and texture. Mention to students where they have used these elements in their projects already and how they use the elements of art all the time. Then, project a slide with images of natural elements (leaves, flowers, trees, rocks, etc) and ask the students if they can identify any of the elements of art here. After this brief discussion, introduce students to John

Muir Laws and his process of Nature Journaling. Display images of his work and work inspired by his process on the board. Describe to students how through observation and documentation through art, John Muir Laws acts as a scientist and an artist in his everyday life.

Procedure:

1. Begin the class period with the Introduction.
2. Once the Introductory lesson is finished, students will be invited to line up and grab their materials (worksheet, pencil, and clipboard) and venture outside with the teacher.
3. Students and the teacher will venture outside the classroom to the courtyard, or contained outside area.
4. Instruct the students to explore, within eyesight, the natural elements of this area and observe the five elements of art previously discussed.
5. Emphasize to students that once they have found an element of art within the natural surroundings, they should document (sketch) it and write what they found and the connection to art they have discovered onto their worksheet (Attachment A).
6. When there is five minutes left of class, instruct students to line up and return to the classroom where they will stack up their papers and other materials.

Distribution & Clean-Up:

If possible, have the necessary materials for the activity (clipboards, paper, pencils) ready for the students prior to them entering the classroom. For clean-up, students can stack their worksheets and clipboards in separate piles on the tables for a quick pickup and place the pencils in a cup/container.

Assessment:

Questions to consider when assessing students' learning and performance/participation in the activity and lesson include: How successful were the students in finding the elements of art within the natural elements? To what extent were students able to sketch and describe what they found?

Artists or Works of Art Studied:

John Muir Laws: excerpts from "Guide to Nature Journaling" and his website:
<https://johnmuirlaws.com/portfolio/>

References:

John Muir Laws "Guide to Nature Journaling"
<https://johnmuirlaws.com/portfolio/>

