

Facilitation Guide

Making Land Art SABES Chapters 1 – 4



EXPERIENCE OVERVIEW

In chapters 1 – 4 of the SABES curriculum, students learn about each of the four Earth's spheres:

- Hydrosphere, Geosphere, Biosphere, and Atmosphere.

In Making Land Art, students gain hands-on experience with these four spheres and observe firsthand how those spheres interact over time.

In this activity, students will create an outdoor land art piece as a group. Using their Environmental Engineer Artist Workbook as a guide, students will revisit and observe their Land Art installation multiple times over the remainder of the unit.

Standards

SCIENCE

- SEP 2: Developing & Using Models
- ESS2.A: Earth Materials & Systems
- CCC 4: System Models

MARYLAND STATE ARTS STANDARDS

- I:3–5:1: Make judgments and decisions to justify which works of art express ideas about self, other people, places, and events that will be meaningful in presentations.
- I:3–5:1: Make judgments and decisions to determine ways in which works of art express ideas about self, other people, places, and events.
- E:3–5:1: Analyze components in visual imagery that convey messages and compare personal interpretations.

Getting Ready

SABES LEARNING OBJECTIVES:

- Obtain and combine information from an interactive journey through the Amazon Basin to define and describe the Amazon Rainforest.
- Develop a diagram using evidence from a virtual field trip to compare the layers of the Amazon Rainforest.
- Make observations during an interaction tour to serve as the basis for evidence for who and what lives in the Amazon Rainforest.
- Construct an argument with evidence about the impact of deforestation on living organisms.
- Develop a model to demonstrate how water is distributed on Earth.
- Investigate the movement of water through the water cycle by acting as water molecules in a simulation.
- Make predictions about what will happen if different amounts of soil cover are used, to test soil erosion and the effects that would occur in the Amazon Rainforest.

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RECOMMENDED MATERIALS

- Environmental Engineer Artist Workbook
- Land Art slides
- Items collected from local biosphere/geosphere: Rocks, mud, seed pods, leaves, flowers, plants, bark, sticks.

STUDENT PREREQUISITES

Students should have some general knowledge that artists often make art that is **ephemeral**, meaning that it is made to last only for a short period of time. Like performances, pieces of music and Land Art.

ACCESSIBILITY SUGGESTION

- Offer students the option to draw or write their observations in their Environmental Engineer Land Art Workbook.

ARTS INTEGRATION MATERIALS



↓
**CONCEPT
MAP**



↻
SLIDES



↻
**VIDEO
PLAYLIST**



↓
WORKBOOK
TEACHER EDITION



↓
WORKBOOK
STUDENT EDITION



↓
RESOURCES

TEACH

Engage

- Students will select a site for their land art and use the materials collected to make a sculpture. Students can decide how they want to place the materials on their site and what kind of sculpture they want to make.
- Having seen some images of Land Art might help them to have an idea, but if they are having a hard time deciding what to do, students can think about how to create a pattern or design with their materials.



VIDEO TUTORIAL



SLIDES



WORKBOOK

Experience

- After completing their Land Art sculpture, students will observe and document their installation in their Environmental Engineering Land Art Workbook. This will help them to observe the effects and changes over time.
 - Page 7: Initial Observation – Documentation of land art (drawing, photo, or description)
 - Page 8: Reflect on the installation of your land art. What are the positives and negatives of your site?
 - Page 9: Second Observation– Students should return to the site of their Land Art to observe changes that have occurred.
 - Page 12: Optional Third Observation

Apply

- Throughout observations, students should connect their land art to the main concepts learned in this SABES unit:
 - Page 10: What is the Geosphere? Draw the items in your Land Art that are from the Geosphere.
 - Page 11: What is the Biosphere? Draw the items from your Land Art that are from the Biosphere.
 - Page 14: What is the Atmosphere? How does the atmosphere affect your land art?
 - Page 15: What is the Hydrosphere? How does the hydrosphere affect your land art?
 - Page 13: Infographic of the 4 Earth's Spheres.
 - For assessment, review students' contributions to their Land Art Workbook.