

Facilitation Guide

Land Art Changes SABES Chapter 5



EXPERIENCE OVERVIEW

Students will use their observations of their land art sculptures to develop creative ways to restore or adapt their artwork in order to teach others about environmental impact. They will respond to the arts integration question: *How can we adapt and innovate to prevent damaging effects from environmental change?*

Drawing on their understanding of environmental engineering and land art, students will design a plan for the future of their installation. To support this process, they will learn about the **Ghost River Public Art Installation in Baltimore** as an example of how artists communicate environmental issues through their work.

Using their Environmental Engineer Artist Workbook, students will then decide whether they want to preserve their piece, document its decay or transformation, or alter it in a purposeful way to highlight environmental impacts for others.

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 information about the atmosphere and the layers within it using video and other media.
- Create a model to show how different Earth systems interact to affect local and regional weather.
- Analyze the appearance of clouds to determine the type of cloud, how it was formed, and the type of weather it will bring.
- Model the process of carbon dioxide release and use observations made during the investigation to determine the impact of the Amazon on the world's atmosphere.

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SABES LEARNING OBJECTIVES:

- Obtain information about the geosphere using video and text to create a model of the layers of the Earth.
- Plan and carry out an investigation to collect data on the impacts weathering and erosion have on the health of the environment.
- Develop a model using an example to describe ways the hydrosphere and biosphere interact to support life on Earth and how the hydrosphere and atmosphere create weather.
- Develop a model using an example to describe ways the geosphere and hydrosphere interact to shape land.
- Develop a model using an example to describe ways the geosphere and biosphere interact to support plant growth.
- Construct a model that represents how all four of Earth's spheres interact together.
- Construct an argument supported with evidence for how humans affect the interactions between Earth's spheres.

RECOMMENDED MATERIALS

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

PREREQUISITES

- Teachers should have an understanding of **The Ghost River Public Art Installation**.
 - Teachers can visit the site in person in Remington and read the signs for more information or check out the [website](#) for additional images, historical facts, and background information.
- Students should have some general knowledge that artists make art to show others an idea. Just as scientists conduct research to learn and teach others, artists make art to learn and teach others.

ARTS INTEGRATION MATERIALS



↓
**CONCEPT
MAP**



↗
SLIDES



↗
**VIDEO
PLAYLIST**



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WORKBOOK
TEACHER EDITION



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WORKBOOK
STUDENT EDITION



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RESOURCES

TEACH

Engage

- Look at Ghost River- Baltimore public art installation
- Discuss if these artists are preserving, restoring or recreating in their art.



VIDEO TUTORIAL



SLIDES



WORKBOOK

Experience & Apply

- Workbook page 17: Final observation - Document land art after time (drawing, photo, or description)
- Workbook page 18: Learning about Ghost Rivers: A public art project rediscovering hidden streams in Baltimore.
- Group discussion about Land Art installation: *Would it be best to preserve, restore, or recreate your land art? Why?*
- Workbook page 16: *Think about your land art sculpture. How did humans affect your land art?*
- Workbook page 19: *In your own words, define preservation, restoration, and recreation.*

Reflect

- Workbook page 20: *Do you think the artists who made the Ghost River public art exhibit were trying to preserve, restore, or recreate with their artwork?*
- Workbook page 21: *After observing your land art and seeing the effects the earth's spheres and humans have had on your installation, do you think it would be best to preserve, restore, recreate, or document your work? Why?*
- *Can your plan be successfully implemented by you as a 5th-grade student at your school, or will you need other resources (people) to help you?*
- Assessment: Environmental Engineer Land Art Workbook