

In this workbook you will:



Brainstorm



Reflect



Write
and Draw



Observe



COMPOSITION BOOK 5th Grade

Earths Systems

Environmental Engineer Land Art Workbook

Teachers
Edition

Name:

Date:

Class:

5 Reasons to Teach Kids About Land Art

Teacher Notes:

- **Encourages critical thinking about the environment.** Artists who use the landscape as their medium show the beauty and fragility of our world. Expose students to land artists to develop a deeper understanding of their environment and their relationship to it.

- **Refines creativity and problem-solving skills.** Artists often have to be innovative in their use of natural materials to create these works. Land art refines creativity and problem-solving skills when students explore new ways of working with nature and the environment.

- **Introduces interactive and immersive learning.** Rather than confined to a gallery or museum, land art invites the viewer to engage with the work on a deeper level; one can usually walk through it and touch it. This movement helps develop a more interactive and immersive approach to learning.

- **Promotes teamwork and collaboration.** Many land art projects involve working with a team to create and install the work. When students tackle large installations at their school, it teaches them collaboration skills.

- **Helps students develop a sense of place.** Many land art projects are site-specific, meaning they are created for and located within a specific place. As students explore the unique characteristics of their environment, they consider how their art can be a reflection.

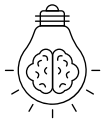
Teacher Notes:

Workbook Information for Teachers:

- Throughout the unit students will have many opportunities to make their own choices providing them agency in the process. Students will select the site and materials for their land art, they will have space for reflection in their Environmental Engineer Art books, and have the option to draw or write their responses in those books.
- Through brainstorming, planning and gathering of materials students will begin to form a personal connection with the content. Students will also be connecting the science content with things they see in their own environment, in their schools, neighborhoods and in the city of Baltimore.
- Outdoor space differs from school to school therefore materials could be brought from home or near the home they do not need to come from the actual school environment.
- Depending on class size and environmental constraints students can make land art individually, in groups or as a class.
- Teachers may opt for students to work as a group in this project. Group work is an important life skill but also one that can be new and challenging for 5th graders. To support the emotional climate of group work students will have roles within the group that will rotate throughout the unit allowing students to all play an important role in the group. Students will also have the opportunity throughout to reflect and adapt their works as a group.
- Students will need to return several times over the course of the unit to observe and record their observations so land art sites should be somewhat easily accessible within the class period.

Teacher Notes:

Teacher Notes:



Why do artists make land art?

List as many reasons as you can think of as to why artists might make land art.

1. _____

4. _____

3. _____

2. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

1. **Notice:** Take 30 seconds to just look at the picture below. Make a list of 10 things you see in the picture.



The Explanation Game





The Explanation Game

2. Question: What do you think is happening in this picture? Why is it that way? There are no right or wrong answers, just brainstorm an explanation for what you think might be happening in this picture.



Now that you know a lot more about Land Artists and Environmental Engineers, list some ways those two careers are similar and some ways they are different.





**Can your plan be successfully
implemented by you as a 5th
grader? Or will you need other
resources (people) to help you?**

Land Art:

Art Installation Site:

Land Art Materials:

Vocabulary:

Write or draw definitions for
the following vocabulary words:





Why do artists make land art?

List as many reasons as you can think of as to why artists might make land art.

After observing your land art and seeing the effects the earth's sphere and humans have had on your installation, do you think it would be best to preserve, restore, recreate or document your work? Why?





**Do you think the artists who made
the Ghost River public art exhibit
were trying to preserve, restore or
recreate with their artwork?**



**Draw or write about the materials
you are using for your Land Art?**



Draw or write about the site you have chosen for your Land Art?

In your own words define:



Preservation:

Restoration:

Recreation:

Ghost Rivers: A Public Art Project Rediscovering Hidden Stream in Baltimore



- “Ghost Rivers is a new 1.5-mile-long public art installation and walking tour by artist Bruce Willen that visualizes a lost stream buried below the streets of Baltimore. This project explores the hidden history and path of Sumwalt Run, which now flows through underground culverts beneath the Remington and Charles Village neighborhoods. Through a series of installations, wayfinding markers, and writings Ghost Rivers brings lost landscapes and histories to the surface. Along the way the project draws connections between Baltimore’s watershed, its social history, and the evolving relationships between natural and human environments.”
-from the Ghost Rivers website
- You can read more about this Baltimore Public art installation by visiting ghostdrivers.com or by visiting the exhibit in person.

 Land Art Observation 1:

Date:
Time:
Weather:



Reflect on the installation of your land art. What are the positives and negatives of your site?



Land Art Final Observation 4:

Date:

Time:

Weather:



Think about your land art sculpture, how did humans or people effect your land art?



Land Art Observation 2:

Date:

Time:

Weather:



What is the Geosphere? Draw the items in your Land Art that are from the Geosphere.



What is the Hydrosphere? How does the Hydrosphere effect your land art?



**What is the Atmosphere? How does
the Atmosphere effect your land
art?**



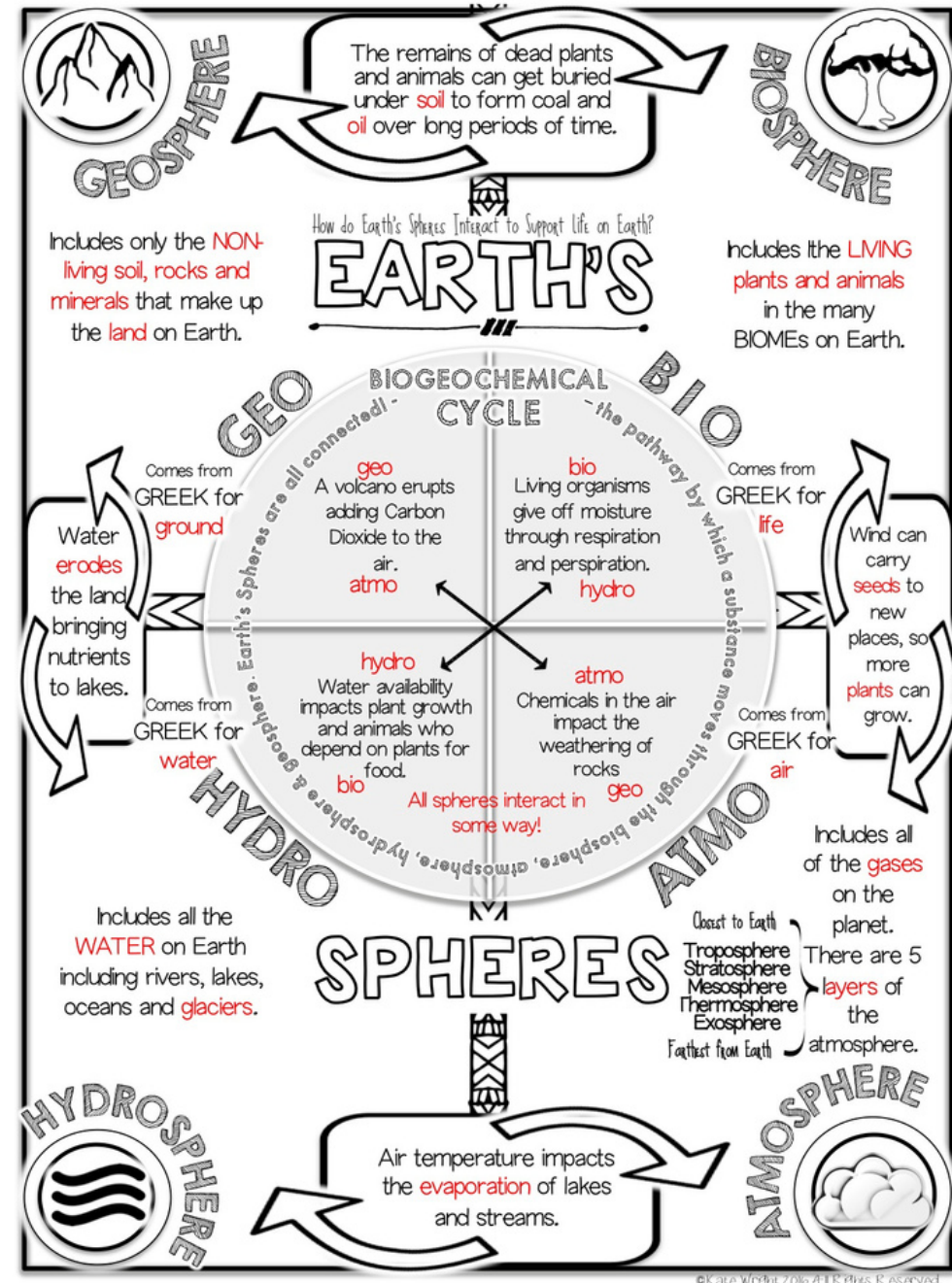
**What is the Biosphere? Draw the
items in your Land Art that are
from the Biosphere.**



Land Art Observation 3:

Date:**Time:****Weather:**

The Earth's 4 Spheres



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