



Andy Goldsworthy: *Art From the Earth*

**Grade: 5 and up Time: 2 hours
1-2 sessions**

Designed by: Barbara Short, Art Specialist



<p>KIT INCLUDES:</p> <ul style="list-style-type: none"> • lesson plan • books: <i>Hand to Earth</i> and <i>Andy Goldsworthy, A Collaboration with Nature</i> • boards: <ul style="list-style-type: none"> --biography, vocabulary --journal questions --artform boards: arches, balanced constructions, circles, cracks, holes, lines, spirals, boulders 	<p>MATERIALS:</p> <ul style="list-style-type: none"> • camera <ul style="list-style-type: none"> -- digital or polaroid • journals or journal page • pencils • tape (photo in journal) • outdoor area, preferably with diverse vegetation • 2nd adult to assist
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LESSON DESCRIPTION:

Students study Andy Goldsworthy, a British artist who transforms nature into art, photographs it, and lets it return to nature. They then go outside to create art from only nature—no tools allowed! When done, they photograph their work and write about the art they made and the process they used.

<p>VOCABULARY:</p> <p>environmentalist sculptor photographer earth-forms: arches, balanced constructions, circles, cracks, holes, lines, spirals</p>	<p>ART ELEMENTS:</p> <p><input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape/Form <input checked="" type="checkbox"/> Color <input type="checkbox"/> Value <input checked="" type="checkbox"/> Texture <input checked="" type="checkbox"/> Space/Perspective</p>	<p>ART PRINCIPLES:</p> <p><input checked="" type="checkbox"/> Pattern <input checked="" type="checkbox"/> Rhythm/movement <input type="checkbox"/> Proportion/Scale <input type="checkbox"/> Balance <input checked="" type="checkbox"/> Unity <input type="checkbox"/> Emphasis</p>	<p>CONTENT CONNECTIONS:</p> <p>--natural sciences --thinking outside the box</p> <p>THEMES:</p> <p>--nature --art</p>
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OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

1. learn about the British sculptor, photographer and environmentalist Andy Goldsworthy.
2. reflect on his unique ideas.
3. develop art from nature alone or with a partner.
4. document the process with a photograph and journal entry.

PREPARE: Teachers: If you have time, try this first so you understand the lesson better.

Students should have:

--pencils and journals (or copy Art from the Earth journal page included with lesson plan)

Teacher should have:

--camera: digital is great, especially if you have a printer handy; Polaroid is wonderful but expensive (students have instant photo)

ENGAGE AND EXPLORE:

Note: this lesson should take up to 2 hours, so teacher can divide the engage/explore and create sessions as best fits the classroom schedule. If on a field trip/camp out, plan for plenty of time.

Using the biography board, introduce Andy Goldsworthy:

Andy Goldsworthy works with nature to make sculptures. He is famous for his unique ideas and fascinating earth-forms. He is British and lives in Scotland, and travels all over the world to make art. He has even worked in Alaska.

Goldsworthy works outside. When Andy goes outside to create art he explores the area—looking at everything there, playing with the materials, finding out how to deal with the weather, and just being curious. Eventually he develops an idea and often experiments with it before making the art. He has many earth-forms that he often repeats in different places and with different materials, for example: cracks, holes, lines, spirals, etc.

He uses materials that he finds in the place he is working, but it isn't easy. He has to plan. He may work with branches, leaves, moss, grass, dirt, stones, and even water. He often tries things many times before he has success. He takes no tools with him but finds his tools in nature. For example:

If he needed a hammer he might use _____.

If he needed to tie something he might use _____.

If he needed to glue something he might use _____.

If he needed to pin something he might use _____.

If he needed to prop something up he might use _____.

Not only is Goldsworthy known as a sculptor, but he is also a photographer. The pictures he takes capture the art that he makes before the sun, wind, tide or rain destroys them. He doesn't use any fancy cameras or filters, although he does compose his photographs to feature the art in the best possible way.

Lastly he titles his art in very creative, poetic ways. When you look at the boards and the book, read his interesting titles. They often tell of the weather, problems he encountered or what materials he used. They often explain the process and they always have the date and the place. For instance, one title is:

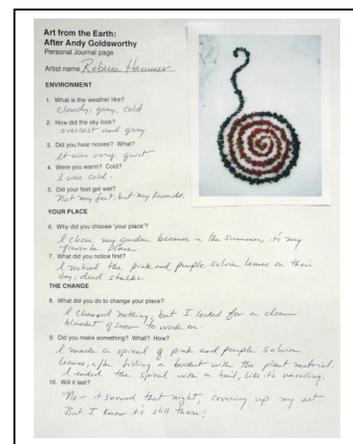
Bracken fronds
stripped down one side
pinned to the ground with thorns
below an oak tree

Scaur Glen, Cumfriesshire
8 September 1995

View the earth-form boards showing Goldsworthy's art and give students time to talk about the images on each board. Read them his captions to give them a feel for how he records his art. These images are fascinating to everyone and the construction process is often so extraordinary that time is needed to understand how he did what he did...so allow time to look.

CREATE:

1. Have students work alone.
 2. Set outside boundaries. Students should be able to find a quiet place to concentrate without being on top of each other.
 3. Students find 'their place'. Send them out to walk around alone 'looking and thinking' to find a place that attracts or interests them. They are to change it somehow to create something interesting to look at. As they work remind them to:
 - work alone
 - think about how it was before and after they changed it
 - to consider why they chose 'their place'
- Also discuss rules:
- they are not to make anything recognizable including symbols
 - they are not to disturb nature by harming anything, littering, etc. (o.k. to use leaves, etc. that doesn't really harm a tree, etc.)
4. Give students enough time...20-30 minutes minimum. They not only need to develop their idea but they need to make it. And perhaps make a simple sketch of what they made.
 5. Adults should encourage students. Walk around checking on process, and keeping students focused on work.
 6. When student is done, an adult should photograph the art. If on a field trip, other adults can bring a camera and help as well. Photographs should capture the art in the immediate setting. Polaroids can be used but if using digital cameras, it is good to have access to a printer.
 7. Title the art in a manner similar to Goldsworthy with description, setting and date.
 8. Journal work: tape picture in and write in journal (or on the journal page provided in this lesson). As students work they answer the questions (see question board) and can add a sketch as well.



CLOSE:

Follow-up ideas:

- Take the class on a 'Goldsworthy Walk' so students can share their art with their classmates.
- Copy journal pages and build a bulletin board where everyone can see others ideas.
- Do the lesson again. Artists don't do things once...think of the first time as practice.
- Buy yourself used copies of a couple of Andy Goldsworthy books for your classroom.

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____																				
			Grade_____ Date_____ Number of Students_____																				
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)																				
			1. Can you tell me the artist's name that we studied? (K)																				
			2. Can you name at least 3 'earth-forms' that he made? (K)																				
			3. Can you name at least 3 materials that he used? (K)																				
			4. Can you name at least 3 techniques that he used? (K)																				
			5. Can you name your earth-form including materials and technique? (K,S)																				
			6. Did you write about your art and the experience of making it? (K,S,C)																				
			7. Did you photograph your art work? (S)																				
			8. Did you actively listen and follow directions? (A)																				
			9. Did you think making the earth-form was difficult? (A)																				
			10. Did you do your best during this lesson? (E)																				
<u>Teacher self-critique</u>																							
			8. My teaching of this lesson: <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="7" style="text-align: center;">needed improvement</td> <td colspan="3" style="text-align: center;">was highly successful</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	needed improvement							was highly successful		
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needed improvement							was highly successful																
			9. What would I do differently next time?																				

ALIGNMENT:

<p>Alignment of Standards: Art: A1,3,4,5; B5,6,8; C2a,2b,3, 4,5; D1, 2,3,4 English/L.A.: A, B, C, E Science: B, D, F, G</p>	<p>Alignment of GLE's: Writing: W2.1 Science: SB1</p>
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CREDITS:

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**Art from the Earth:
After Andy Goldsworthy**
Personal Journal page

Artist name _____

ENVIRONMENT

1. What is the weather like?
2. How did the sky look?
3. Did you hear noises? What?
4. Were you warm? Cold?
5. Did your feet get wet?

YOUR PLACE

6. Why did you choose 'your place'?
7. What did you notice first?

THE CHANGE

8. What did you do to change your place?
9. Did you make something? What? How?
10. Will it last?

