

DAY 1	<p>Andy Goldsworthy – Who is he and what did he do? Grade- 1<sup>st</sup></p> <p><b>Standards</b> Art 2.1 &amp; 2.2 – Identify and use elements of art (line, shape, color, texture). Identify and use principles of art (pattern, repetition) GLE 0107.7.1 Realize that water, rocks, soil, living organisms, and man-made objects make up the earth’s surface. (man-made vs natural resources).</p>
GOAL	<p>I will learn about Andy Goldsworthy and be able to ask questions about his work. I will be able to identify elements of art in nature and look for patterns.</p>
MATERIALS	<p>notebook file with video link, science standard, Andy Goldsworthy gallery artwork for ipads, educreations, padlet link</p>
HOOK (5 mins)	<p>-Introduce the video by explaining that we are going to learn about some things this week that we can see in nature. Tell students that you want them to be watching for different forms of artwork in the video. Do you see any patterns? Do you notice anything interesting? What are the questions you have? -Show the Andy Goldsworthy youtube video (2:37) <a href="http://www.bing.com/videos/search?q=andy+goldsworthy+youtube&amp;qpv=Andy+goldsworthy+youtube&amp;form=VQFRML&amp;adlt=strict&amp;first=1 - view=detail&amp;mid=0A8D1BDE47BAC67E7B190A8D1BDE47BAC67E7B19">http://www.bing.com/videos/search?q=andy+goldsworthy+youtube&amp;qpv=Andy+goldsworthy+youtube&amp;form=VQFRML&amp;adlt=strict&amp;first=1 - view=detail&amp;mid=0A8D1BDE47BAC67E7B190A8D1BDE47BAC67E7B19</a> -After showing the video, ask students, Have you ever made a sand castle or drawn designs in the sand? Have you ever made a snowman or snow angel? Sometimes creating art is very much like playing and exploring. Many artists are inspired by the beauty in nature- the colors, lines, shapes, textures, and compositions (the way the artist chooses to arrange his subject). Some artists use paint or clay as their medium to make art; others, like Andy Goldsworthy, use nature itself.</p>
I DO (5-8 mins)	<p>Introduction to Andy Goldsworthy and important details about his life- who is he and what does he do. him: -Quote from him that shows his passion for artwork in nature -Short bio about where he was born and what type of artist he is -Introduction to Environmental Art &amp; natural resources from Earth There are great YouTube videos online.</p>
WE DO (7-10 mins)	<p>Lead a discussion on the repeating motifs and patterns he used in his artwork, including serpentine lines (s-shaped curved line), spirals, and a circle with a hole in the center. Look back at images of his artwork from the video just seen in the hook. Point out the contrast of colors and the balance of compositions- lots of circles, or patterns that look inspired by nature.</p> <p>Look at his temporary types of artwork. Discuss the importance of photography (captures his artwork and can be recorded that way). Why would someone want to spend time creating artwork that is temporary? Is a temporary structure made of natural elements considered “artwork?” What are the benefits and or downfalls of temporary artwork?</p> <p>(Andy Goldsworthy on temporary art – “I have become aware of how nature is in a state of change and how that change is the key to understanding. I want my art to be sensitive and alert to changes in material, season and weather. Often I can only follow a train of thought while a particular weather condition persists. When a change comes, the idea must alter or it will, and often does, fail. I am sometimes left stranded by a change in the weather with half-understood feelings that have to travel with me until conditions are right for them to reappear”).</p>

	<p>Then look at his transition to some more permanent types of artwork in nature (rocks, stones, etc). How do Andy Goldsworthy’s sculptures enhance the landscape? How does color in nature affect his artwork?</p> <p>(Andy Goldsworthy on permanent art – “My approach to larger, more permanent work is longer-term. There is a process of familiarization with site through drawings that explore the location and the space. This is the only time I use drawing to work through ideas; for me it represents a change in approach. I often live with a site at the back of my mind for months, sometimes years--a target for energies and ideas. By working large, I am not trying to dominate nature. If people feel small in relation to a work, they should not assume that there is an intention to make nature itself small. If anything, I am giving nature a more powerful presence in the mass of earth, stone, wood that I use. I do not change the underlying processes of growth, and nature's grip is tightened on the site that I have worked”).</p> <p>Tie in science standard – what materials are being used in all these pieces of artwork? Are these materials and resources that are used in the artwork part of Earth’s natural resources? (Bring in materials and let students hold it and decide with a partner (turn and talk style) if it is a material that is part of Earth’s surface and tell whether Andy Goldsworthy would use this material in a piece of his environmental artwork).</p>
YOU DO	<p>Andy Goldsworthy Art Gallery. Students will go to a place in the room with a partner and do a reflective protocol for a piece of artwork, in order to come back together and create a class need to know list for Andy Goldsworthy and his artwork.</p> <p>Ipads will be set up around the classroom with a picture already pulled in educreations for them. Students must work together with a partner or small group to come up with need to know questions. They will be asked to record their conversation after they have had a couple of minutes to observe the art on the screen. The conversation should be focused on things they notice and things they wonder about (need to know).</p>
CLOSING	<p>Come back together and share out need to know questions that partners came up with from the gallery artwork they observed (these questions will come from the educreations conversation they had). Add their responses to padlet to keep for the rest of the week to refer back to.</p>
DAY 2	<p>Art 3.2 Know that pictures tell a story.</p>
GOAL	<p>I can learn to ask thin and thick questions by looking at pictures and illustrations.</p>
MATERIALS	<p>Asking thick questions small anchor chart for partners/small groups, trello site, padlet link from yesterday, ipads with educreations from yesterday</p>
HOOK (5	<p>Use a picture to teach/ introduce questioning – show a picture on smartboard and have students turn to a partner and say “I wonder....” Explain to students that when they were just talking to a partner and saying, “I wonder,” they were using a strategy that all good readers do! They were beginning to wonder and ask questions about the picture they saw. Good readers do this with text, but also with pictures and illustrations! After you hear a few of the students’ I wonder questions, model what it looks like when you saw this picture (model with thin and thick questions).</p>

mins)	<p>You can incorporate academic feedback here by saying I heard _____ say _____ and I was thinking the same type of question. I can see in the picture _____ or I wonder why _____.</p> <p>With the given picture:</p> <ul style="list-style-type: none"> <li>-thin questions: Where is the setting of this picture? How many plants are there?</li> <li>-thick questions: What caused the plant to curve to look like swirls? How does the water puddle up and not roll down the plant? What would happen if the sun came out? What might an animal do if it came to this plant in the woods?</li> </ul>
I DO (10 mins)	<p>Yesterday, we spent the day looking at an artist, Andy Goldsworthy and asking lots of questions about his work and why he does what he does with art in nature. This year, we have previously worked with answering questions and have worked a lot with asking and answering questions with text; however, today our focus will be on <u>asking</u> questions about <u>illustrations</u>.</p> <p>Introduce question strategies/ types of questions to the students (right there &amp; artist and you questions – thin questions; think about on my own/use prior knowledge to put it together questions – thick questions). When introducing these types of questions, refer back to PBL when we taught that the driving question can't be 'googled.' That would be an example of a thick question – something you must think about on your own and dig deep to find the answer to.</p> <p>Examples of thin questions:</p> <p>Right there What is the setting of the story? What time of day is it?</p> <p>Artist and you How do you think _____ feels? What do the _____ seem to be doing? How does _____ feel about _____?</p> <p>Examples of thick questions:</p> <p>On my own In this picture, _____ happened. Why do you think this happened?</p> <p>Putting it together What is going to happen next? What would happen if.....</p> <p>Introduce the thick questions anchor chart as question starters or question stems (it will be helpful for some students to be able to see these later in lesson during the you do section).</p> <p>Introduce wordless picture book (<i>Sea of Dreams</i> by Dennis Nolan) to students. Explain that you have chosen a book without words because you want them to be able to see how pictures/illustrations can tell a story all on their own. Also, the illustrations can help readers better understand a story. In this case, a wordless book, the pictures are the only way we get to see the story. Ask students, “do you think every person that picks up this book will read the same story?” Why or why not?</p> <p>Begin on the front cover and ask a thin question – explain why these questions are important to us as readers (they can help us make predictions about the story). Model how to look at the front cover and ask a thin question, “What is the setting of this book?” Well I see that the setting is on a boat in</p>

	the ocean, so I predict that our story is going to be about a journey on a boat with waves crashing all around.
<b>WE DO</b> (7 mins)	<p>Look through the book pages (<i>Sea of Dreams</i>) on the slides together as a class. Stop on pages and ask students to ask a question that they have.</p> <p>List thin questions in one color and thick questions in another color on the slides next to the picture.</p> <p>Have students discuss how these questions (thin and thick) help us to be better readers? Do they help us to confirm our prediction or maybe change our prediction throughout the story?</p>
<b>YOU DO</b> (5-7 mins)	<p>Explain to students that now they have had some time to see a difference between types of questions that we ask, they are going to have a chance to go back and revise or add to their Andy Goldsworthy questions from yesterday.</p> <p>Have students go back to Need to know list from Andy Goldsworthy gallery talk yesterday - Challenge students to go back and ask thicker questions (something that you will have to dig deeper to answer). Complete this in same educreations file, using the same picture as yesterday. Students will add on to their thinking by recording themselves asking thicker, deeper questions. If students finish early or think they have already asked deeper questions, have them add in a 2<sup>nd</sup> Andy Goldsworthy picture to discuss thick questions.</p>
<b>CLOSING</b> (5 mins)	<p>(Have padlet pulled up on the screen, as well as trello (side by side, if possible). If not, have padlet on the screen and trello on your teacher ipad). The padlet questions will be the ones from yesterday, so students will need to share out any questions they add (especially thick questions) to put into trello site.</p> <p>Come back together and separate thin and thick questions in trello site.</p> <p>Ask students, “Is it okay to have thin questions?” “How do thin questions help us as readers?” “What about thick questions, how do they help us?”</p>
<b>DAY 3</b>	
<b>GOAL</b>	I will learn to write in response to a thick, deep-level question in order to answer it.
<b>MATERIALS</b>	Notebook file
<b>HOOK</b> (5 mins)	<p>Show a picture of Andy Goldsworthy artwork.</p> <p>Ask students a thin question – “What is the setting in this picture?” Have them turn and talk for 2 minutes.</p> <p>Then ask them a thick question- “How did the ice become curved?” Students will talk for 2 minutes.</p> <p>Then ask students, which question was easier? Harder? Gave you more to talk about? Had you look at the picture? Had you think on your own?</p>

<p>I DO (7-10 mins)</p>	<p>Model writing portion for students to see what a written response would look like – how to answer a thick question. Model how to rephrase the question when answering.</p> <p>If needed, there is a slide to model with (the picture is the ice star piece of art). An example of a thick question would be What caused the ice to stick together? To answer, you could say.... The ice was able to stick together because Andy Goldsworthy licked an ice piece to get it to stick and freeze to the other piece.</p> <p>Ask students, When we are asking ourselves these deeper levels of questions, is it important to go back and answer them/ find an answer? Why or why not?</p> <p><a href="http://www.bing.com/images/search?q=ice+star+piece+of+art+andy+goldsworthy&amp;view=detailv2&amp;id=0F08FF1FCA41230C5C8504AAA323C8B8AB1310BF&amp;selectedIndex=0&amp;ccid=9NDMs4nj&amp;simid=608026726864127071&amp;thid=OIP.Mf4d0ccb389e31fac194fbc221dfb5d79o0">http://www.bing.com/images/search?q=ice+star+piece+of+art+andy+goldsworthy&amp;view=detailv2&amp;id=0F08FF1FCA41230C5C8504AAA323C8B8AB1310BF&amp;selectedIndex=0&amp;ccid=9NDMs4nj&amp;simid=608026726864127071&amp;thid=OIP.Mf4d0ccb389e31fac194fbc221dfb5d79o0</a></p>
<p>WE DO (10 mins)</p>	<p>Model how to sit back to back with a student volunteer. Model what you want them to do with a partner. Show how each person will have an Andy Goldsworthy piece of artwork and a piece of paper with crayons or markers. You will have 3 counters sit with a partner back to back and have 3 chips to ask 3 questions about Andy Goldsworthy artwork and the other person must visualize what is being described in the given answers (what would it look like if you asked 3 thin questions? What would it look like if you asked 3 thick questions?) - provide some students with thin questions and some with thick questions and allow some to ask their own????</p> <p>Maybe do 2 rounds of 3Q --- first round the class gets to see the artwork and teacher will ask thin questions and have to visualize the artwork and draw it to see how close you can match what they see. Then the second round, the class gets to ask the questions to the teacher who sees the artwork. The class' goal is to come up with thick questions to ask – 3 questions only.</p> <p>As we were doing this activity, what did you notice happening when thin level questions were being asked? What about with thick level questions? What did the answers sound like? --- Was one answer deeper than the other? (hopefully students will see that thin questions don't get as much of a response because there isn't much you can see; however, deep level questions can be answered more in depth – gives you more to say).</p>
<p>YOU DO (10 mins)</p>	<p>Go back to need to know list and answer thick questions (write in response to the artwork and the questions you had). If possible, print a thick question that the student came up with on their own/ with their partner earlier in the week. Have it provided at the top of the page with writing lines underneath?? Or have them write in response on handwriting paper. (take a grade on this to show how to ask question and how to answer)</p>
<p>DAY 4</p>	<p>Creation day – Go outside if possible to create artwork. Art 1.3 Explore a variety of techniques and processes to produce original works of art that reflect personal experiences, imagination, and observations.</p>

GOAL	<p>ELA: I can ask questions based on the observation of someone else's artwork.</p> <p>Art: I can observe and create compositions in nature that show an awareness of the principle elements in art (color, line, shape, texture, and composition).</p>
MATERIALS	Nature materials (twigs, leaves, small rocks/pebbles, flowers, and other natural elements), <i>Swirl by Swirl</i> book
HOOK (5 mins)	<p>-Video of Andy Goldsworthy in action.</p> <p>-Quick review of art vocabulary: ask students if they can identify what art element each piece of artwork on the slides is showing.</p>
I DO (5-7 mins)	<p>-Read <i>Swirl by Swirl – Spirals in Nature</i> by Joyce Sidman</p> <p>-What can we find in nature? Is it possible for living organisms to be considered pieces of art?</p> <p>- Natural resources – what is Earth made of?</p>
WE DO/ YOU DO (15 mins)	Go outside, if possible. Begin by asking, “What inspires you?”