

## Grade 7

Distance Learning Module 9 & 10: Week of: June 1-5; June 8-12

### Grade 7 Visual Art - *Earth Art Sculpture Environments*

#### Targeted Goals from Stage 1: Desired Results

**Content Knowledge:** Students will make a connection between art, the earth, and nature.

**Vocabulary:** sculpture, nature, miniature, dwelling, imaginary, landscape design

**Skills:** Hand-building with various materials

**Expectations:** Students need to think on the miniature side for this assignment. They will be inventing an imaginary group of people that will live in a specific site that will need to be constructed. This assignment should be created somewhere outside.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>- Students should first view the websites that I have listed under Resources and Materials.</p> <p>-Students will invent an imaginary group of people and will create an environment somewhere outside for this group to live in. These environments will be miniature.</p> <p>Something to think about:</p> <ul style="list-style-type: none"><li>- Where will I build this environment and how will these imaginary people relate to the setting? Some examples might include in the woods, under or in a tree, in a garden, near an outside building or part of a building, near a</li></ul>	<p>Charles Simonds- an artist who has been making dwelling places for imaginary civilizations of little people who are migrating through the streets of the cities throughout the world.</p> <p>Charles Simonds.com - Dwellings</p>	<ul style="list-style-type: none"><li>- Students can send snapshots of their works in progress.</li><li>- Students can email questions.</li></ul>

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>pool, on a patio, under a deck.</p> <ul style="list-style-type: none"> <li>- What materials will you use? Do you want this place to stand out or be hidden?</li> <li>- Depending on the group of people you invent, will they be compatible to the environment or will they be from a different world? (ex. farmers on farmland or aliens invading farmland).</li> <li>- Use your sketchbook to draw out your ideas. Don't forget to give the group of people a name.</li> <li>- Once your idea has been developed, then you can start to construct the space for your people.</li> </ul>		
<ul style="list-style-type: none"> <li>- Have fun either building your props from scratch or using items that you already have.</li> </ul>	<p>Fairy gardens at the Florence Griswold Museum in Old Lyme,CT  <a href="http://FlorenceGriswoldMuseum.org">FlorenceGriswoldMuseum.org</a> - Wee-faerie-village</p>	
	<p>Florence Griswold Museum</p> <p><a href="http://FlorenceGriswoldMuseum.org">FlorenceGriswoldMuseum.org</a> - Wee-faerie-village artists</p>	
	<p>Patrick Dougherty- Earth Artist who works on a much larger scale. He creates his work out of materials from nature. You are working on a miniature scale, but some of these materials are good examples that can still be used. He also had one of his sculptures at the Florence Griswold Museum.</p>	

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
	Stickwork	
	Materials: recycled materials (empty bottles, cardboard, empty cans, anything made from plastic, scrap fabric etc.) materials from nature (leaves, stones/pebbles, branches, tree bark, flower petals, etc., already existing materials (game pieces, legos, doll furniture, etc.) Additional Materials: glue, tape, string	

**Week criteria for success** (attach student checklists or rubrics):

-Students can submit a rough sketch for feedback before starting on the final project.

**Supportive resources and tutorials for the week** (plans for re-teaching):