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Lesson Plan for Art in the Garden Project

### **Stage 1- Desired Outcome**

Established Goals: Students will have the experience of looking closely at something they see in our school garden and then drawing it. They will gain an appreciation of the beauty of nature and enhance their drawing abilities by practicing drawing a natural object that they are looking at close up. They will have a deeper understanding of the composition of a drawing by first outlining with marker and drawing large and simply, and then coloring in their entire picture with crayon.

Understandings: Students will gain an understanding and an appreciation that the natural world provides so much beauty and power, and that nature (especially gardens) provide us such interesting subject matter to draw.

There might be some misunderstanding that students are to draw anything having to do with nature, without really looking carefully at what's right in front of them.

Essential Questions: Questions I would hope the kids come up with or think about are, "What elements of design are apparent in what I'm looking at in the garden? Do I see different shapes, textures, sizes, designs, patterns, etc." How will drawing out in the garden improve my drawing skills? Will I develop a greater appreciation of the natural world?

Students will know and be able to... look at objects up closely and draw them. They will know that gardens provide us wonderful learning opportunities, and that drawing in the garden can improve drawing skills. It's also really fun and interesting! Hopefully the students will leave this activity with a better appreciation of the natural world and will therefore respect and cherish the natural world around them more throughout their lifetimes.

## **Stage 2- Assessment Evidence**

**Performance Tasks:** The students will first listen to a story that is garden related (“Planting a Rainbow” or “Growing Vegetable Soup”) both by Lois Ehlert. The books are age appropriate, have great images, and are fun stories. By hearing a story, the students should be able to transition to their “Art in the Garden” activity smoothly from wherever they were coming from at school.

A group assessment will take place at the end of the lesson by giving the student’s an opportunity to share their artwork with the rest of the class. Many students take pride in sharing their work with others.

**Other Evidence:** All students have already spent time in our Lapham outdoor classroom, so all students already know and have engaged with the garden. They have done other activities with their general classroom which will transfer to an appreciation and understanding of our school garden. Again, students will reflect on their experience and self assess by sharing their “Art in the Garden” drawing with their classmates if they desire.

## **Stage 3- Learning Plan**

**Learning Activities:** The experience of listening to a story with the theme of gardens gets students thinking about nature and brings up their prior knowledge base and experience of being in outdoor classrooms in the past, including the Lapham school garden. By having students draw what they see in the garden, they are developing an appreciation of the natural world and improving their drawing skills.

The reflection time that we take at the end of our “Art in the Garden” time with the whole class in a circle reinforces this appreciation and allows the student to reflect on progress that he/ she has made in terms of their drawing abilities.

The students will be reminded of *where* this unit is going in terms of developing an appreciation of the natural world around us, and having an opportunity to draw what is seen in front of them. The students have a clear understanding of *what* is expected of them in terms of looking closely and drawing what they see.

The art teacher has an understanding of *where* the students are coming from because he/ she knows that students have experienced the Lapham garden in the past with their classroom teachers.

The student's attention is *hooked* by simply being in the outdoor classroom and their interest is *held* by being provided with a stimulating and engaging art lesson.

Students are *equipped* with an age appropriate lesson which helps them *experience* the key ideas of looking, admiring, and drawing, and *exploring* where their interest takes them in terms of choosing what they'd like to draw in the garden.

Students are provided opportunities to *rethink* and *revise* as they go along. They are given the opportunity to first draw in pencil so they can erase before drawing with the permanence of marker.

Students are given an opportunity to *evaluate* their work by not being rushed and having the opportunity to share their drawings with their classmates at the end of their "Art in the Garden" class period.

The students experience in the garden is *tailored* to their individual creativity and imagination according to what pulls their individual interest and choosing what they'd personally like to focus on to draw.

All materials are organized by the art teacher so the lesson is clear and the focus can be on the actual appreciation of nature and artmaking because the logistics run smoothly. (All materials are provided for the students in a well organized manner; story, paper, clipboards, pencils, erasers, black markers, and colored crayons. Rules of the garden are also reinforced before artmaking begins.) With this level of organization, level of student engagement is maximized and effective learning occurs.