

**Title:** Andy Goldsworthy – *Pictures From the Natural World*

**Schedule:** School year 2017-2018 K-5 Fall and Spring

15-20 minutes PowerPoint presentation, project discussion and questions

5-10 minutes walking time

45 minutes art creation and photography

5-10 minutes walking time

**Artist:** Andy Goldsworthy OBE (born July, 26 1956) is a British sculptor, photographer and environmentalist producing site-specific sculpture and land art situated in natural and urban settings. He lives and works in Scotland.

**Description:** Students will be introduced to the work of Andy Goldsworthy, and his unique creation of site-specific sculptures.

**Materials and space:** Natural materials students will find at nearby outdoor spaces, card stock folio to put photograph in, volunteers' cell phone cameras.



**PREPARATIONS: *Important!***

- \* This project needs extra time. It requires leaving the classroom and walking to a local park, or into the schoolyard. Please be prepared for this. Give the class the extra time to put on appropriate clothing (coats & gloves), make the voyage, and to come back, on top of the time needed to do the project.
- \* Pre-Walk from your school to your green space for the field trip so you know the length of time needed.
- \* This project is different as it leaves the property, it would be ideal if you have a lead teacher, and two assistants, refer to the teacher as to whether they want to join and if they feel their class needs extra help. Walla Walla School District students will need to have a signed field trip permission form if they travel to a park, please allow time for this to be completed.

\* Cell phone photography is also required, use this link to upload two photographs of each touch: One with the child's journal, with name visible, and one centered photo of the touch. A file folder at Snapfish will have been set up for your class, please find it and upload your files there.

## Vocabulary

**Symmetry:** Symmetry means a mirror image -- one side is the mirror image of the other.

**Land art:** an art movement in which landscape and the work of art are inextricably linked. It is also an art form that is created in nature, using natural materials such as soil, rock (bed rock, boulders, stones), organic media (logs, branches, leaves), and water with introduced materials such as concrete, metal, asphalt, or mineral pigments. Sculptures are not placed in the landscape, rather, the landscape is the means of their creation.

**Site-specific:** is artwork created to exist in a certain place. Typically, the artist takes the location into account while planning and creating the artwork.

**Texture:** is used to describe either the way a three-dimensional work actually feels when touched, or the visual "feel" of a two-dimensional work.

**Value:** The lightness or darkness of tones or colors. White is the lightest value; black is the darkest. The value halfway between these extremes is called middle gray.

**PowerPoint:** Andy Goldsworthy "Building with Nature"

PROJECT DIRECTIONS:

**OBJECTIVE:** To make a creative outdoor sculptural installation of natural materials. Goldsworthy calls this a "touch."

**MATERIALS:** Journal and black marker (1 per student)

1. **Prepare the Photo Journal.** Have students write in large letters their:

**Name**

**Teacher's name**

**School and grade**

3. Leave a space at the top for the **Title** – to be filled in after students return to class

The Photo Journal will be placed with the touch/installation to act as a name tag to identify student's work, and should be brought with the student to the site.

4. **The Journey** - The process is as important as the end result, mistakes are poetry.

- Bring pencils and prepared journal.
- Go to work site. Give the boundaries of the space. Make sure there is enough room, but DON'T LOSE ANYONE. 20-30 minutes working time
- Send them to find their place to work alone. Have them consider:
  - What it looks like - before they started working
  - Why did they choose the place
- Then create their installation – focus on natural shapes, nothing recognizable, like symbols -- consider symmetry, value and line.
- Be considerate to nature, no littering or plastic usage
- A Picture Lab volunteer will photograph the installation “touch” twice, once with the student’s journal (name visible) next to the touch, one without.

5. **Upon return to class: have the child title the “touch” by considering:**

- How it made them feel, what they like about it,
- How it was made and/or materials
- Setting and Date
- If kindergarten or first grade - help with this

#### **SCHOOL GUIDE:**

Berney: School Yard, pine needles, pine cones, gravel, bark chips.

Prospect Point: Tietan Park, pine cones, pine needles, small sticks, winged pods, bark chips, dandelions

Prospect Point Kinders: Upper grades playground, or garden area.

Blue Ridge: VA Grounds, immediately next to the school rocks, leaves trapped in the hedge, pods under the trees, interesting bark on old trees, grass clippings, dandelions.

Davis: Kiwanis Park, large trees, roots, clover, rocks, gravel, leaves, feathers, sticks, pods and DON'T EAT BERRIES.

Davis: Green Space around the school. Leaves, pines, rocks.

Edison: WildWood Park, Pine cones and needles, dandelions, seed pods, bark chips, exposed tree roots

Green Park: Menlo Park, winged seed pods, pinecones, bark chips, sticks, chestnut pods, interesting tree roots, leaves

Sharpstein: West side of Pioneer Park, burr pods, downed leaves, bark chips, pine cones, pine needles, large rocks, small sticks, flaking bark, exposed roots, feathers, winged seed pods.

Waitsburg: Playground next to school.