



OUTSIDE THE BOX

ARTS & CRAFTS

Art to teach biodiversity

Author: Maletsatsi Monareng

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My name is: _____

HELLO!

ICONS KEY

Find out what these icons mean.



SOCIAL-EMOTIONAL LEARNING

Let's focus on emotions!



SUSTAINABLE DEVELOPMENT GOALS

We can all help make the world a better place!



VISIBLE THINKING

Team up to think!



DRAMA

Act it out!



PROJECT

Are you ready to do a project?



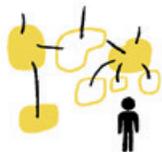
You will discover:



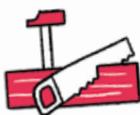
nature



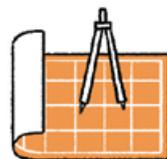
biodiversity



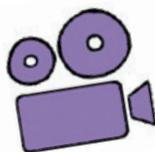
art installations



carpentry



cartography



audiovisual art



You will need:



branch



string



glue stick



ribbon



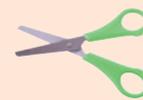
tape



cardboard rolls



paper



scissors



felt tips



pencil



coloured paper



white card



coloured pencils



drink carton



cotton wool



painting materials



liquid glue



computer or tablet



digital template



tissue paper



digital photos

ART TO TEACH BIODIVERSITY

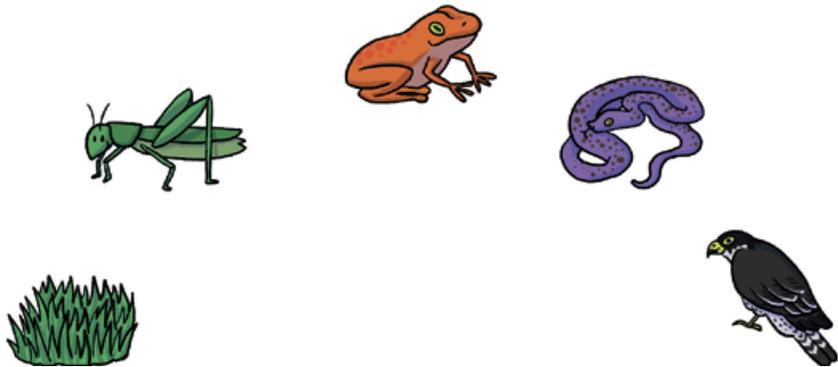
DRIVING QUESTION



How can we use art to teach park visitors about biodiversity?



Draw the arrows to complete the food chain.



DISCOVER

Find the answers to the Discover questions throughout the project.

How can we use art to teach citizens the importance of our parks?

Why are parks important?

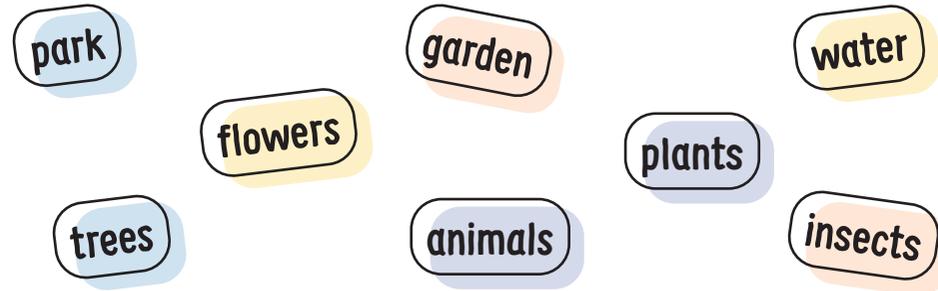
What techniques and materials can we use in our art?



COOPERATE

Team up

Get into groups. Use the words below for inspiration and think of a creative name for your group.



Our group is called _____

Team challenge

Bees are important for biodiversity. Create a beehive using the following materials.



You will need:



felt tips



cardboard rolls



coloured paper

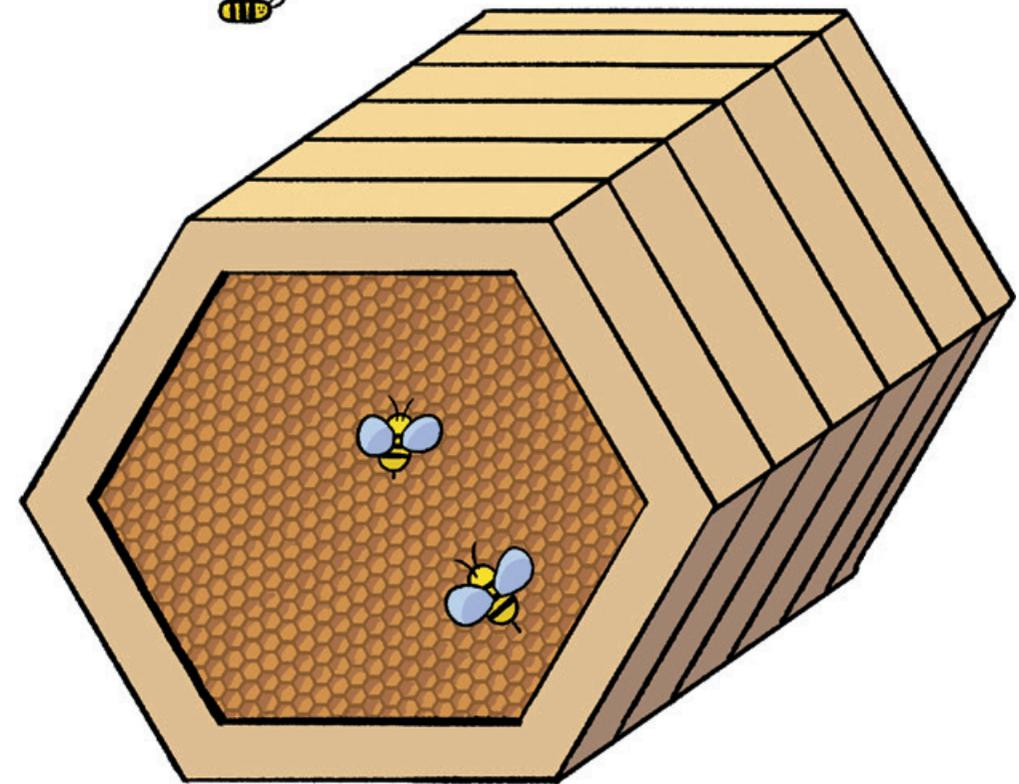


glue stick



SEL

Listen to your teammates' ideas.



Art in our world



▲ Clare Celeste, *The Garden* (2021)

The Garden by Clare Celeste is a hanging **art installation** of plants and animals. She made **collages** of animals and plants. Then she hung lots of different collages to make the art installation.

She created it to show the need to **protect biodiversity**. Biodiversity is **all living things**, including **plants** and **animals** and the places where they live (**habitat**).

Look carefully at the art installation.

1 Biodiversity is made up of plants and animals. Draw a plant and an animal you can see in this art installation.

Two large dashed-line boxes for drawing. Below the left box is a label 'plant' and below the right box is a label 'animal'.

2 Clare Celeste uses layers in her collage. Label the layers 1-5 and colour the images.

- mushroom
- flower
- bird
- plant
- leaf

A line drawing of a collage scene with a bird, a mushroom, a flower, and a leaf. A label '1' is placed next to the top flower. There are four horizontal lines for labeling other parts of the scene.

- 3 Imagine that this art installation was called *The Lake*. Circle the animals and plants you would include.



- 4 Using lighter and darker shades of a colour can make something look 3D. Order the steps of drawing a 3D leaf.



- 5 Practise drawing a 3D leaf.



SDG

Sustainable cities and communities

Bees are important for biodiversity. But often cities don't have enough habitat for bees.

Some cities are allowing urban bee keeping. In cities like Toronto and Montreal in Canada, people are keeping bees on the rooftops of buildings.

Can you imagine having beehives on the top of your building?

- a Below are ways we can protect bees. Tick the ones you do or want to try.

Buy local raw honey

Buy organic produce

Plant bee-friendly flowers

Make your own hive

Create a bee bath

- b Search for more information on how you can protect bees.



branch



string



tape



scissors



white card



pencil and
coloured pencils



glue stick

Get creative!

▶ Create your own hanging garden.



① Draw and colour plants, flowers and animals on your card.



② Cut out your drawings.



③ Collage some of your drawings.



④ Use tape to join the string to the back of the drawings.



⑤ Tie the strings around the branch.





Act it out!

Let's promote biodiversity in our school garden.

- ① In groups, plan two scenes showing the development of your school garden.

scene 1

What changes can we make to our school garden to promote biodiversity?

We can plant some _____

Why don't we _____

scene 2

Wow! Look at all the _____

My favourite thing in our new garden is _____

- ② Practise your play.
- ③ Perform your play.

Visual culture



KEY



forest



path



duck



bird



flower bed



lake



entrance

A map is a **visual representation** of a place. Some maps just include roads and landmarks to help us navigate. Other maps, like maps in parks, have more information. These maps help us to see where different animals and plants live.

Most maps have a **key** which helps us to **identify** certain elements. The **points of a compass** can help us orient ourselves.

Look carefully at the map.

- 1 Write about animals and plants that you can find in the park.

In Lake View Park you can find _____

- 2 What places can you see on the park map that aren't marked on the key?

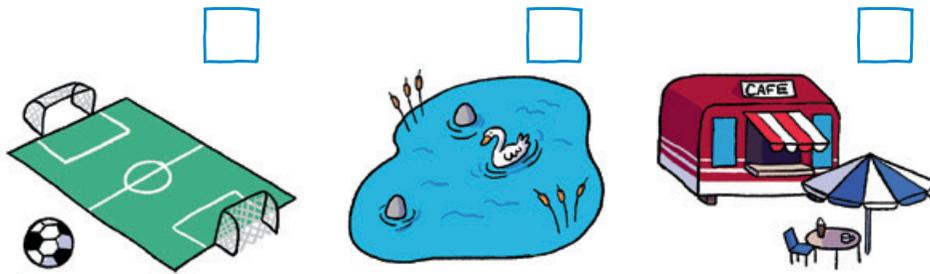
- 3 What are some similarities and differences between this park and your own local park?

In my park there are
There is a (cafe / football pitch) in this park but in my park there is a (basketball court / nature area).

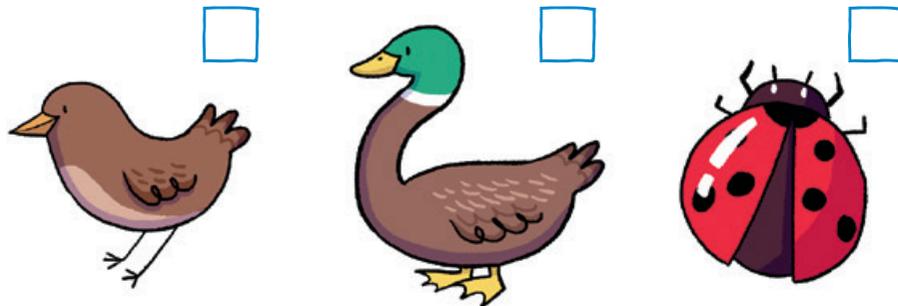


4 Read the map directions. Tick what you can find.

- a Enter in the South entrance. Take the first right and follow the path. What can you see in front of you?



- b Enter in the North entrance. Take the first left. What animal will you see on the right?



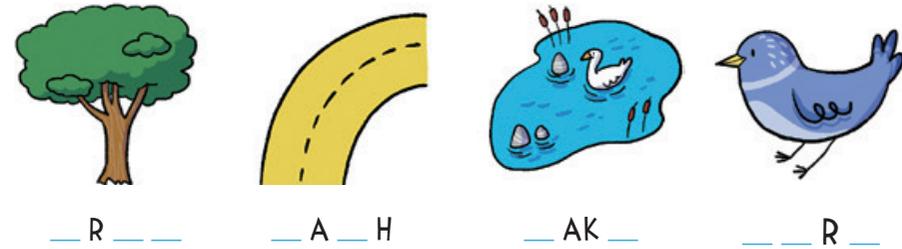
5 Get into pairs. Choose an element on the map and direct your classmate there.

- a Direct your classmate.

Enter in the (North / East / South) entrance ...
(turn / go / follow)

- b Write where your classmate directed you. _____

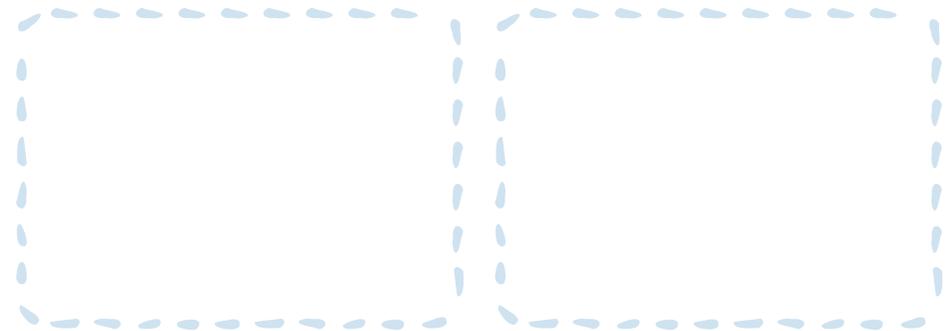
6 A key helps us understand the symbols on a map. Complete the key.



7 a Tick the two elements that could help us see the biodiversity of the lake.

- bridge over lake bike paths boats

- b Design their symbols to add to the map key.



Did you know?

Over half of the world's population live in urban environments, like cities and towns. Parks let us be in nature. Parks also improve the biodiversity of urban environments.



Wildlife signs are designed to be interesting and easy to read. They include information about plants and animals.

Look at the sign below.



8 What animals and plants have inspired the design of the sign? Circle.



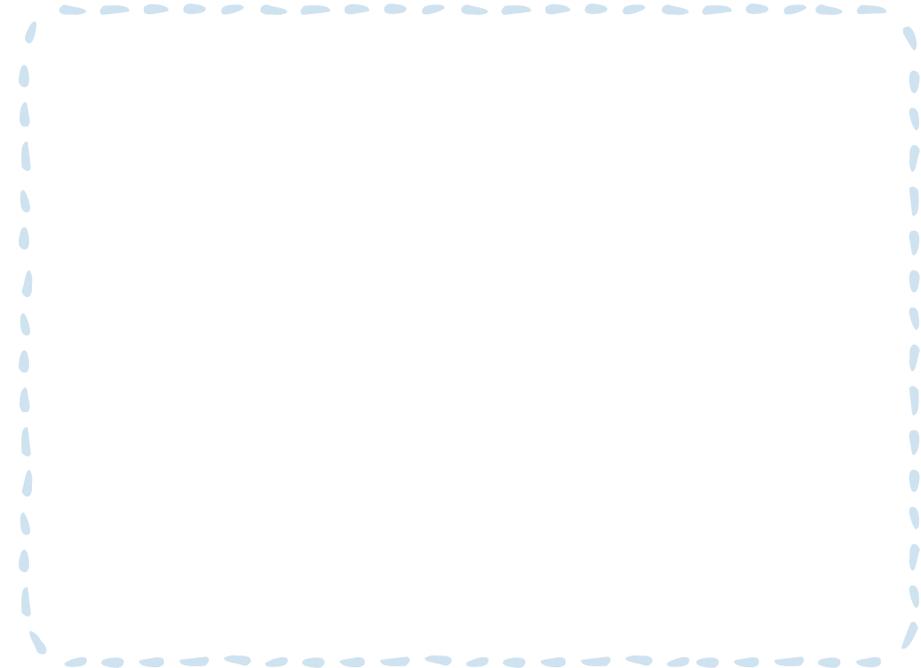
9 Lettering is an important part of visual design. Use animals and plants to make a new design for the sign.



10 The sign includes interactive elements. Tick.

- moving flap
- video
- QR code
- game

11 Design a sign about the plants in Lake View Park. Add an interactive element.





pencil



coloured pencils

Get creative!

Design your own park map.

① What do you want to be in your park? Tick.

lake

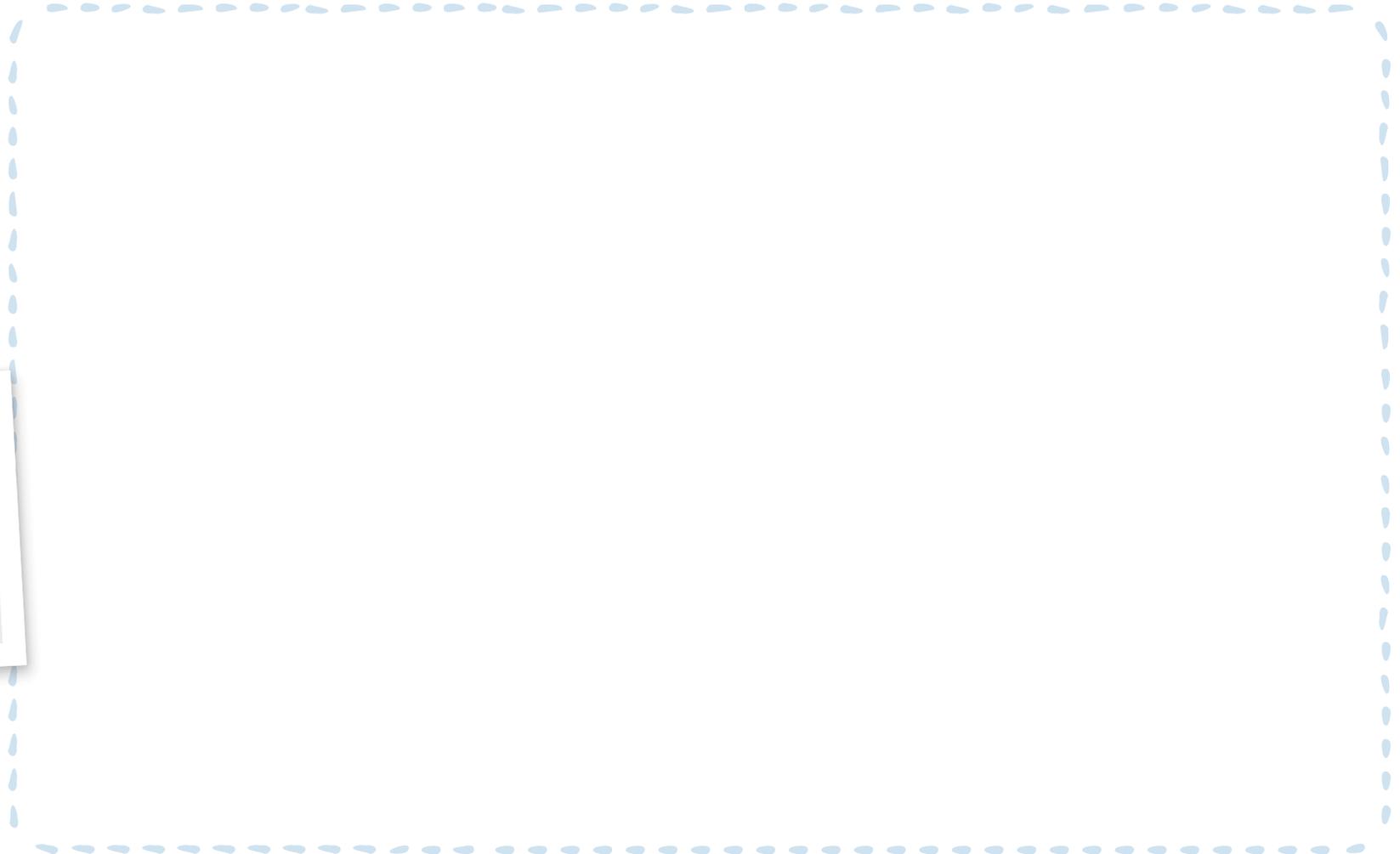
play area

trees

flowers

② Draw your park. Remember to add a map key.

③ Colour.



Art
gallery



Artistic professions



A birdhouse is a safe place where birds can live **protected** from other animals, people and the environment.

Carpenters work with **wood**. Wood is a natural material that is both **sustainable** and **strong**.

Can you name anything else made with wood?

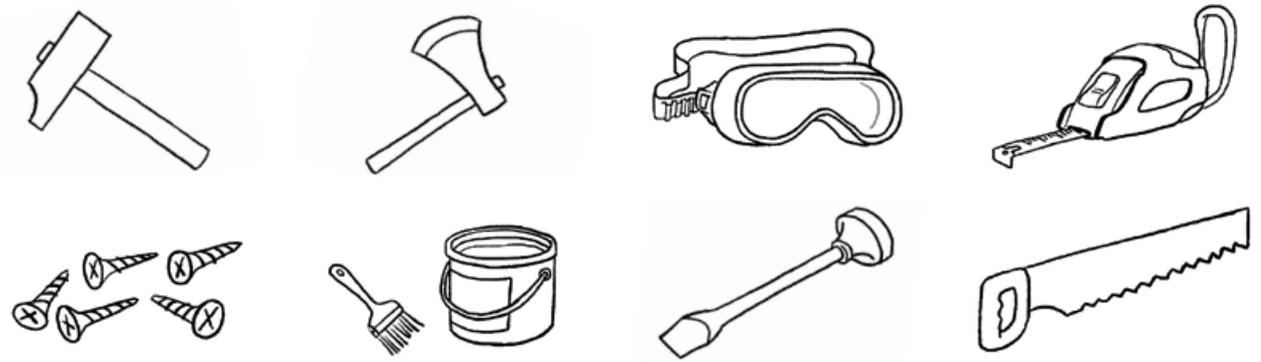


Did you know?

Wood can be sustainable but only if it is harvested carefully. Look for sustainably certified wood.

Look carefully at the birdhouses.

1 Colour the tools you think were used to make the birdhouses.



2 Label the birdhouse. Match.

entrance ●

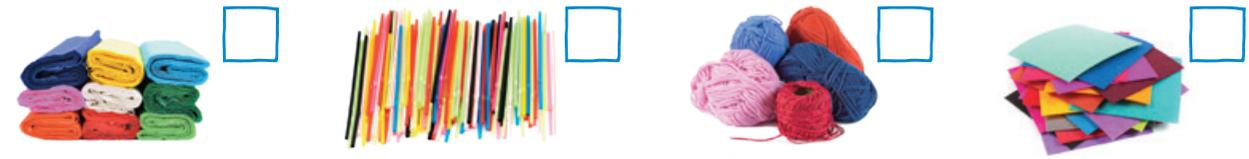
● support structure

perch ●

● roof



3 Tick the sustainable materials that we could use to make a birdhouse.





drink
carton



paints



liquid glue



paintbrushes



tissue
paper



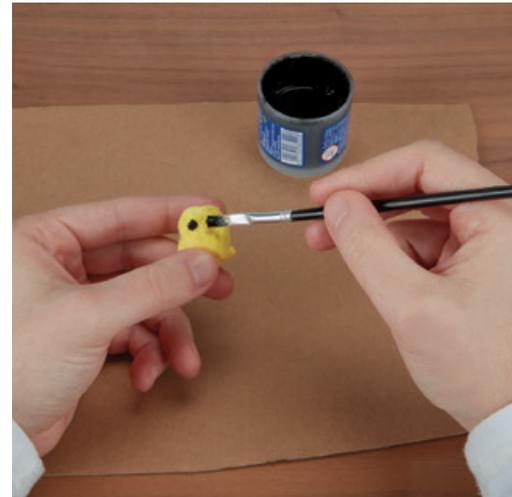
cotton
wool

Get creative!

▶ Create your own birdhouse.



① Make a ball with your cotton wool.



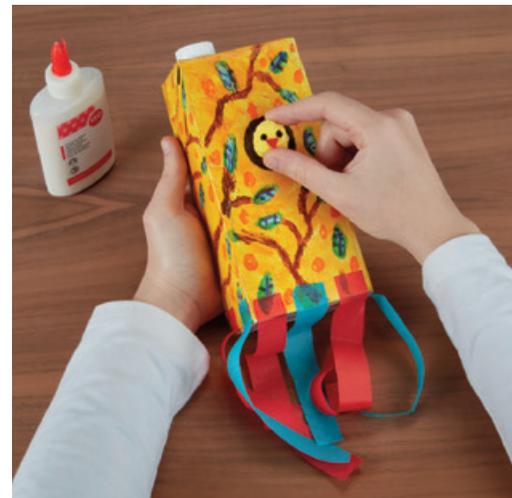
② Paint your cotton wool ball yellow.
Add eyes and a beak.



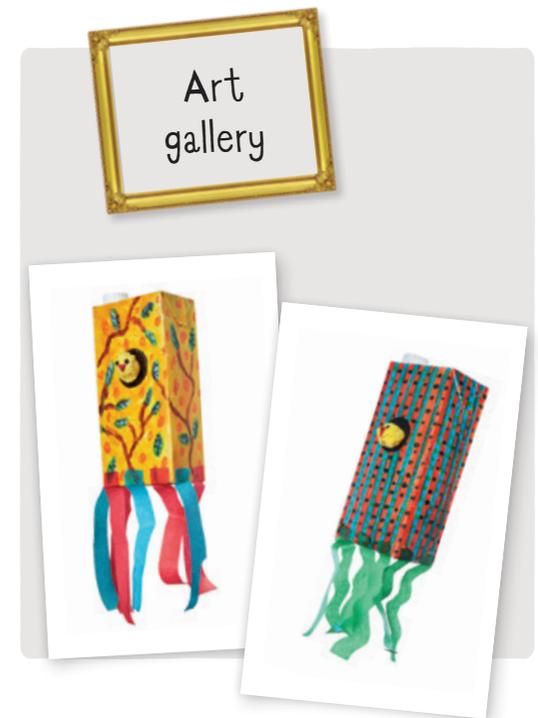
③ Now take your carton and paint on a
black circle.



④ Decorate your birdhouse with paint
and tissue paper.



⑤ Stick your bird onto the birdhouse
entrance.



Studio practice

riverthatflowsbothways is an **audiovisual installation**. It tells a story about the **Hudson River** in New York.

Ellen Kozak uses the surface of the river as a lens to see **reflection, colours** and **patterns**. She also focuses on **movement**.

The installation consists of three **screens** that **project** gradually changing images and videos. The music consists of a **string ensemble** that draws from the history of American Music. It is composed by Scott D. Miller.



▲ Ellen Kozak, *riverthatflowsbothways* (2019)

Look carefully at the image.

1 Choose one screen to observe. Circle what you can see.

screen ___

zoomed in/zoomed out

clear image/blurry image

no reflection/reflection of trees/reflection of sky

blue/green/black/orange/white/black

2 Use the *Headline* thinking routine to think about the story and message of this artwork.

a Choose a story that this artwork might tell.

A story about the life of the Hudson River.

A story about the movement of water.

b Write your headline. _____



computer
or tablet



digital
photos



digital
template

TIP

Keep a list of where you got your photos to add to your credits page.

Get creative!

Create an audiovisual installation with three channels to tell a story about your park using photos and music.

① Decide what story you want to tell. Tick.

A story about the animals of the park.

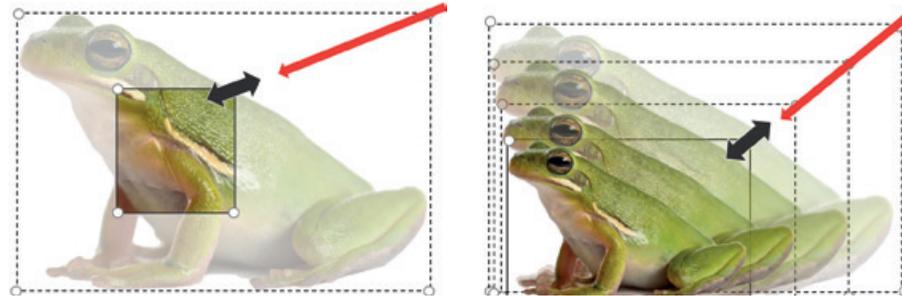
A story about an event at the park.

② Search for or make your own digital photos.

③ In your template, follow these steps on each slide:

a Add an image.

b Crop and/or resize your image to be zoomed in or zoomed out.



crop

resize

c Repeat until you have three photos on each page.

④ Add music to your audiovisual park installation.

⑤ Complete your photo credits page.

⑥ Show your class your completed audiovisual park installation.



^ A story about a pond in the park.



^ A story about an event at the park.

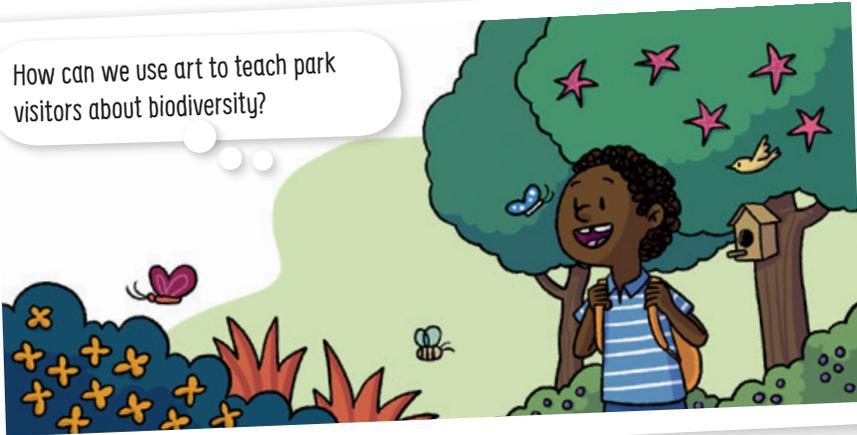


^ A story about a football match.

CREATE

As a group, read the Driving question again. Then plan your artwork.

How can we use art to teach park visitors about biodiversity?



- 1 Here are a few reasons why our parks are important.

They help to provide clean air.

They provide a habitat for animals and insects.

They protect natural ecosystems.

They are a place to get together as a community.

Which is the most important reason for you? _____

- 2 How often do you go to the park in a week? Ask 3 classmates and write their answers below.

You: _____

Classmate 1: _____

Classmate 2: _____

Classmate 3: _____

- 3 Why are parks important for animals and plants? Talk with a classmate.

Parks are important for plants because ...

Why are parks important?

4 Why do you want to teach citizens about the importance of our parks? You can tick more than one option.

- We want to protect our parks.
- We want more people to visit and enjoy our parks.
- We want to _____

5 How is art used in parks? Match.

- signs
- art installations
- audiovisual art installation
- maps
- painting
- birdhouse

practical artwork ●

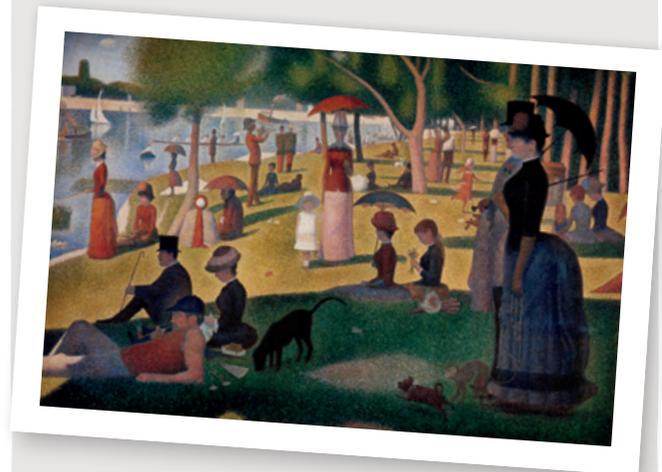
inspired artwork ●

6 What do you want to teach park visitors?

How can we use art to teach citizens the importance of our parks?



^ This is a park map. It is a practical artwork.



^ This is a painting of a park. It is an inspired artwork.

What techniques and materials can we use in our art?

7 Draw and describe the steps of the technique you would like to use.

8 Draw the materials that you want to use.

Art gallery



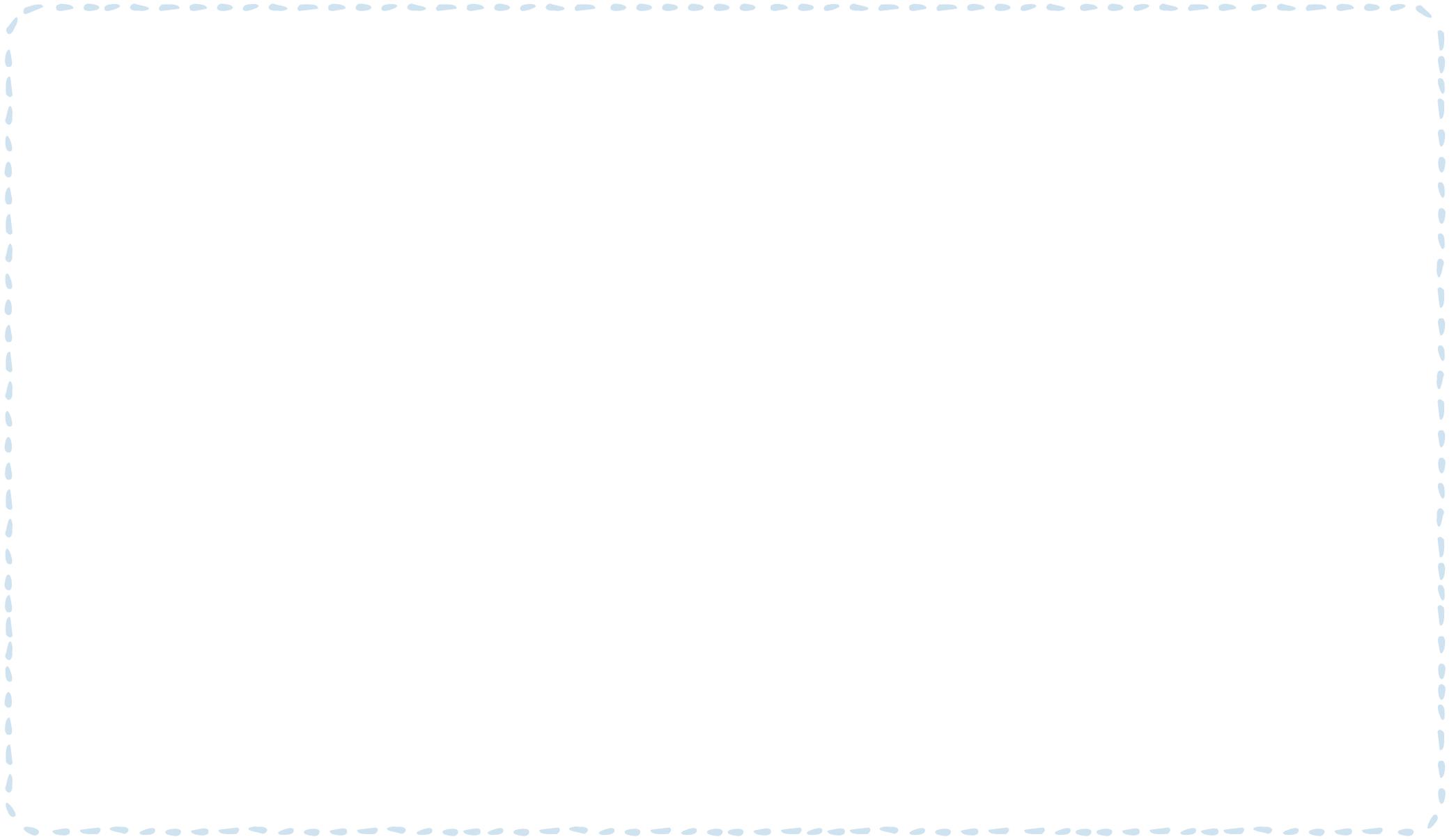
^ This is a birdbox made from card and paint.



^ This is an audiovisual artwork made on a tablet.



9 Sketch your artwork.



10 Create your final artwork!

EXHIBIT

Artist statement

What is your artwork about? Complete your artist statement.

1 My artwork is about _____

2 I was inspired by _____

3 I made my artwork with _____

4 My favourite part of my artwork is _____

Present

Present your final artwork!



My artwork is about biodiversity.

I was inspired by the river that flows both ways by Ellen Kozak.

I made my artwork with digital photos, music and the computer.

My favourite part of my artwork is the mix of different colours and textures.



Artwork review

Look at your classmate's artwork. What do you think?

1 Describe the first detail you notice. _____

2 What part of the artwork do you like the most? _____

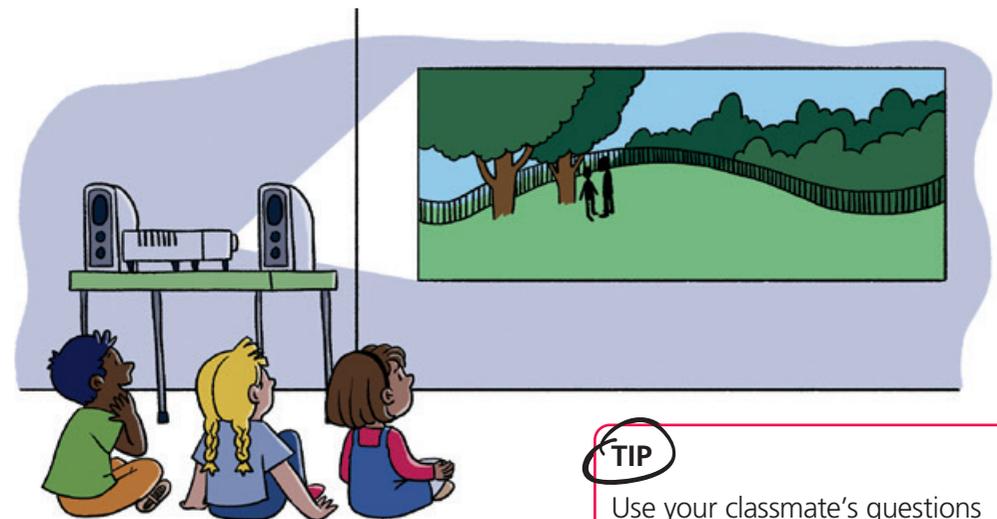
3 Do you think that the artwork helps to teach us about biodiversity? Why? _____

4 Write a question about your classmate's artwork. _____

Make notes of the comments you receive about your artwork.

1 What part of your artwork did your classmate like the most?

2 Answer your classmate's question. _____



TIP

Use your classmate's questions to help you reflect.

REFLECT

- 1 How did the project go? Think about how well you and your teammates did on the project. Tick.

Self-evaluation

	Great work!	Good job!	I can do better next time!
I worked well with my group.			
I listened to my group members.			
I asked for help when I needed it.			

Team evaluation

	Great work!	Good job!	We can do better next time!
We all contributed to the project.			
We solved any problems we had effectively.			



- 2 🗣️ In groups, evaluate your experience with the project.

I enjoyed ...
I did not enjoy ...

- 3 🗣️ How did your teammates contribute to the success of your project? Say something positive to each person in your team.

I liked how you ...
You did ... well.