

ART PLANNER		
Title of unit: "What a wonderful world"		
Term: 2	Year: 2013	
Year Level: Year 3		
Enduring Understandings: Nature is a part of our daily lives and it is important that students are aware of the influence that it places in art, and how different mediums of arts can be used.		
Focus of Unit: This unit will focus on the influence that nature has on art. The scope of this unit will be students exploring 3 main land artists along with their techniques and making an artwork that reflects their identity. Students will have the opportunity to engage in activities that facilitate their understanding of nature in art.		
Questions: How can nature be used in art? Contributing Question Understandings: What is nature? What are land-artists? How do they create their work? What subject matter do they base their work around? How does nature affect us?		
ACARA Domains Covered: The Arts		
Resources: http://www.mymodernmet.com/profiles/blogs/interview-land-artist-walter-mason – thoughts/images http://www.australiangalleries.com.au/artists/9-artists/178-johnwolseley - biography and works http://www.daa0.org.au/bio/john-wolseley/biography/ - biography/images http://www.land-arts.com/Land_art.html – what land art is www.goldsworthy.cc.gla.ac.uk/ - catalogue http://www.morning-earth.org/ARTISTNATURALISTS/AN_Goldsworthy.html		
Week 1/ Lesson 1	Tuning In:	<ul style="list-style-type: none"> • Students discuss as a class what nature is • Students discuss the importance/relevance to nature in their lives • Students are shown artworks by land-artists; Andy Goldsworthy, Walter Mason and John Wolsely.

		<ul style="list-style-type: none"> • As a class, students create a definition of a land-artist and note some techniques, elements and mediums • VTS strategies; what do you see? What makes you think that? • Students share interpretations/feelings of the piece of art.
Week 2/ Lesson 2	Finding Out:	<ul style="list-style-type: none"> • Students merge into small groups of 3 or 4 and choose 1 of the land artists; Goldsworthy, Mason or Davis. • Students research using their own means; ICT, books, articles, artworks based on their artist • Students share with class their findings and opinions/interpretations of the piece of art.
Week 3/ Lesson 3	Finding Out:	<ul style="list-style-type: none"> • Students are taken to a local park/open area where they are to collect/photograph (by choice) natural materials • Students are to write an accompany piece of the chosen photographs/materials • Students are to link to land artists
Week 4/ Lesson 4	Sorting Out:	<ul style="list-style-type: none"> • Students are to create a piece of art using techniques and elements of land-artists • Students are to present to class their art work and draw from the land-artist as inspiration
Assessment tools used: Observation; as students take part in the process		

; responses to VTS

Rubrics; both self and peer to reflect on the incorporation of nature and how it reflects one of the land artists