

## Academic Tutorial: Environmental Art



### Wellbeing Tutorial

**Session Length: 45mins-1hour**

#### **Aims:**

- To introduce students to Environmental Art. Students will create their own Environmental Art Sculpture using found natural objects from the surrounding area.
- This will allow the students to become increasingly familiar with their local area and collaboration with peers to create their own land art.
- This activity encourages working together and being outside in the fresh air instead of inside – students may be more comfortable engaging in an outside environment.

#### **Set Up:**

Allocate students into pairs before the session. When going outside, make sure to have enough staff supervision and select an appropriate outdoor space for exploration and object collection. If working with a larger group, take the class out in smaller groups. This can be done over a period of several days.

#### **Equipment:**

- Access to natural materials such as grass, twigs, leaves, flowers, etc.
- Library access or books of Andy Goldsworthy's art, other examples of Environmental Art and your local area.
- Cameras or phones for documenting student artworks.
- Computer/Printer for printing images of artworks.
- Optional— [Intro](#) and [Exit](#) Forms

## Structure:

### Session Introduction (5mins):

Introduce the group to the art movement - Environmental Art. Describe what the task will entail, starting with a brief research exercise in the library to become familiar with the movement and their local area's history. Followed by an outdoor walk encouraging students to create their own piece of Environmental Art and take images of their work.

Optional - ask students to complete a digital intro form.

### Task 1 (15-20mins):

Allocate time for the students to visit the school or local library and take out relevant books on Environmental Art. Ask students to think critically and share how the artwork makes them feel, what it makes them think about, and what it reminds them of. Afterwards, ask them what types of materials the artist used and where he may have found them. Ask students to discuss their ideas with a partner before sharing ideas with the whole class.

As well as this take out some books on the local area that the students will be walking in. Perhaps look into the local history of the town, what is available for them and the areas around them - this will hopefully make them feel more comfortable with their area. Explain that they will be creating their own piece of environmental art and that they need to go outside to do so.

### Task 2 (30mins):

Before going outside, remind students that they are only to gather objects that are already on the ground and not to take anything that is growing. Once outside, encourage students to explore the area before collecting their objects. This will allow them to become more familiar with the area they study in. Plan to use your outdoor space so that students can assemble their artwork on a flat surface. Each group will come to the facilitator and ask to use the camera to photograph their work when it is complete. Ask the students to replace their objects where they found them.

### Task 3 (10mins):

After all students create their pieces of environmental art and have photographed them, print them for each group. Using the photograph, ask them to describe their artwork, how they made it, and how they feel about it. Does their picture tell a story?

Optional - students will now be asked to complete a digital exit form for feedback on the session.