

CONNECTIONS

NATURE, POETRY, & SCULPTURES COLLIDE
ART, SCIENCE, & WRITING
GRADE: 3

BASED ON



Ana England (b. 1953), United States,
Night Sky Spiral II, 2003
burnished and carbonized ceramic with wax coating
Cincinnati Art Museum; Museum Purchase: Lawrence Archer Wachs Fund, 2003.23a-qq
© Ana England

"MY HOPE IS THAT VIEWERS WILL LEAVE NOT ONLY WITH A DEEP APPRECIATION OF NATURE,
BUT ALSO WITH FEELINGS OF BELONGING AND ONENESS WITH THE WORLD AROUND US." -
ANA ENGLAND

OBJECTIVES

- Students will learn how to write a haiku.
- Students will learn the powers of observation in their natural world on an outdoor hike.
- Students will create sculptures from soap and clay.
- Students will learn about the connections between artists Ana England and Maria Sibylla Merian.

CONCEPT

The lesson has many layers. Students will learn about the artists Ana England and Maria Sibylla Merian. After a brief study of each artist, students will study and compare their art. Students will take a walk in nature to feel the connection with our natural world and learn how to observe in silence. After students create sculptures from clay and soap, they will choose one and write a haiku.

Students voted on their favorite Ana England piece of art and chose the one that looked like a serpent, snake, eel, or earthworm. The piece of art reminded them most of our nature walks so they felt a connection to it.

MATERIALS

Crayola Air Dry Clay - white and brown
Wire or paper clips
Bars of soap
Tools for carving
Pliers for cutting wire

VOCABULARY

Kinship - sharing of characteristics (synonyms: harmony, closeness, understanding, & affinity)
Ceramics - clay hardened by heat
Sculpture - 2 or 3 dimensional representation
Clay - stiff, sticky fine-grained earth
Haiku - a Japanese poem of seventeen syllables in three lines (5, 7, 5) evoking images of the natural world

PROCEDURE

1. Students will take a walk on the nature trail (or around the school property if you do not have a nature trail).
2. Students will view the online work of Ana England and brainstorm possible titles (do not show students actual titles of artwork until later). This is a great creative thinking exercise.
3. Students will view the work of Maria Sibylla Merian and make connections between the two female artists.
4. Students will take another walk in nature and collect items to inspire them or incorporate into their sculpture.
5. Students will be shown children's books about artists who have created sculptures and/or worked with their natural surroundings (list in resources section).
6. Students will be given a bar of soap to create a sculpture.
7. Students will be given white and/or brown clay to create a sculpture as well as wire.
8. Students are taught how to write a haiku and the meaning behind this form of poetry.
9. Students will select one of their sculptures and write a haiku.

ASSESSMENT

Students are evaluated through observation. Each student will have a simple rubric for guidance. It is an art rubric self-assessment.

NATIONAL STANDARDS

Personal Choice and Vision:

Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

Critical and Creative Thinking:

Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Literacy:

As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

1PE Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.

2PE Identify the relationships between and among selected elements and principles of art and design.

4PE Recognize selected artists who contributed to the cultural heritages of the people of the United States.

5PE Provide examples of how we encounter art and artists in everyday life.

6PE Recognize and identify choices that give meaning to a personal work of art.

CURRICULUM CONNECTIONS

Language Arts:

Students learn how to write a haiku and create a haiku for one of their sculptures. Students are learning enriching vocabulary words.

Science:

Students are learning about the natural world - names of trees, flowers, and berries.

History:

Students are learning about four artists from the past - Walter Anderson, Alexander Calder, John James Audubon, and Maria Sybilla Merian.

RESOURCES

Sandy's Circus by Tanya Lee Stone and illustrated by Boris Kulikov

The Secret World of Walter Anderson by Hester Bass and illustrated by E.B. Lewis

The Boy Who Drew Birds: A Story of John James Audubon by Jacqueline Davies and illustrated by Melissa Sweet

Ana England anaengland.com



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EXAMPLES OF STUDENT WORK

