

Humans and Nature Unit Plan

Title of Unit	Human's interaction with nature	Grade Level	Eighth Grade
Curriculum Area	Art	Time Frame	12 Weeks
Developed By	Ning Zhan (Jenny)		

Unit Description

The unit plan for humans and nature is designed to encourage student interaction, engagement, and exploration of their surrounding environment. The selected artworks depict how humans affect nature and how nature counteracts with humans. The projects are designed to encourage students to embrace the physical characteristics of the world around them and to emphasize the connection that we all share as humans with one another and with our environment. The assessment is used to gauge students' learning, involvement, and to explore essential questions. The unit theme shared by all of lesson plans is human interactions with nature.

Essential Questions

Key Concepts

1. What are the various interactions between human and nature? The past and currently?
2. How do artists depict human's interaction with nature?
3. How would you visually express the human's interaction with nature?
4. How do individuals use forms of nature for specific purposes, needs or functions?
5. What does nature mean to you? How do you peacefully co-exist with nature?

1. Artists can make a statement about our relationship to nature and the environment with their art.
2. Humans and nature are the life of the community, and that neither can exist perfectly without the other.
3. The interactions between humans and nature have changed.
4. Nature can be manipulated, transformed and altered by using modern technologies.
5. Vocabulary terms: Realism, Surrealism, Cyanotype Printing Process

Standards

Anchor Standard 1: Generate and conceptualize artistic ideas and work.
 Anchor Standard 2: Organize and develop artistic ideas and work.
 Anchor Standard 4: Select, analyze, and interpret work for presentation.
 Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
 Anchor Standard 6: Convey meaning through the presentation of artistic work.

Project 1: Artists' Evaluation of Humans' Impact on Nature

Project Description

In this project, students will observe several artworks about humans and nature. Students will interpret each artwork and choose one of them to write a narrative or to make a simple poster.

Essential Questions

Key Concepts

1. How do artists depict the relationship between humans and nature?
2. Is nature portrayed as good or evil in these artworks?
3. What does the artwork say about the current relationship between humans and nature?
4. What does the artwork tell you about the artist's values or beliefs about nature?
5. How do individuals use forms of nature for specific purposes, needs or

1. Humans and nature are the life of the community, and that neither can exist effectively without the other.
2. Humans can use nature for their fundamental needs, desires, and communication with others.
3. The relationship/interactions between human and nature have been changed.
4. The counteraction of nature on humans.

functions?	
Objectives	
<ol style="list-style-type: none"> 1. Students will compare and contrast the selected artworks and discuss how artists depict humans' impact on nature. 2. Students will work in groups and answer some questions about the selected artworks. 3. Students will be able to demonstrate some basic understanding of humans' interactions with nature. 4. Students will choose one of the selected artworks and write a creative story about what is happening in the image after discussion. 5. Students will make simple posters which can display the relationship between humans and nature. 	
Assessment	
<ol style="list-style-type: none"> 1. Did students participate in class discussions, and group work? 2. Do students demonstrate some basic understanding of the interactions between humans and nature? 3. Could students interpret the artist's view and thoughts? 4. Assessment will focus on class participation, group work, notes and writing assignment/Poster. 	
Lesson Sequence	
Day 1	Introduction to the art room, unit plan, procedures, and classroom routines.
Day 2-5	VTS: the selected artworks, and make notes.
Day 6-8	Groups discuss the questions listed in the question sheet handed out to students, and make notes.
Day 9-10	A: Choose one of the artworks that student likes, using the notes and then write a creative story about what's happening in the image. B: Make a simple poster (like Aviva Rahmani, Oil and Water), which can display the relationship between humans and nature. It can be contemporary social issues, for instance, global warming.
Day 11-12	Students share their story about the image that they chose, or share the poster they have made, simultaneously, sharing their ideas, feelings about human's interactions with nature.
Project 2: Outdoor Scenes of Your Community	
Project Description	
In this project, students will know the vocabulary term <i>realism</i> , and appreciate and interpret Andrew Wyeth's artworks. Also, students will learn some basic landscape photography skills to take pictures in their own community. The picture will be used as a frame and students can super-impose the image of their community onto the frame using chalk pencils.	
Essential Questions	
<ol style="list-style-type: none"> 1. How do artists depict the relationship between human and nature? 2. Is nature portrayed as good or evil in this artwork? 3. What does the artwork tell you about the artist's values or beliefs about nature? 4. What emotion do these artworks express about natural environments? 5. What is your environment? 	
Key Concepts	
<ol style="list-style-type: none"> 1. Human and nature are the life of the community, and that neither can exist effectively without the other. 2. Environments can have both positive and negative influences on humans. 3. Realism 4. You are part of the universe, Milky Way, solar system, Earth, continent, country, state, county, town, community, neighborhood, house, room, and finally, yourself. 	
Objectives	
<ol style="list-style-type: none"> 1. Students will be able to have a basic understanding of realism. 2. Students will observe Andrew Wyeth's artworks and discuss what emotion do his 	
Assessment	
<ol style="list-style-type: none"> 1. Did students participate in class discussions? 2. Is the theme from everyday life? 	

<p>artworks express about natural environments.</p> <p>3. Students will work in groups and answer some questions about the selected artworks.</p> <p>4. Students will learn some basic scenery photography skills.</p> <p>5. Students will be able to demonstrate some ideas about their own outdoor scene of human interaction with nature, based on the memory of their own childhood, using iPad to take pictures as their frame to draw.</p> <p>6. Students will learn some drawing skills, and use chalk pencils to draw their own outdoor scene.</p> <p>7. Students will make holiday cards by scanning their own artworks, printing them out and giving them to their families or neighbors.</p>	<p>3. Does the work express an emotion about the place and subject?</p> <p>4. Assessment will focus on class participation, notes, student self-assessment and reflection.</p> <p><u>Questions for reflection:</u></p> <ol style="list-style-type: none"> 1) What do you like best about your artwork and why? 2) What was the most difficult part of this project? Why? 3) If you were to do this project over again, what would you do differently and why? 4) Explain why you chose the location and what memory it had for you?
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Lesson Sequence

Day 13	Introduction to the realist painter, Andrew Wyeth, working predominantly in a regionalist style. Vocabulary term: realism.
Day 14-18	Groups discuss the questions in question-sheet handed out to students, and make notes.
Day 19-20	Work with a partner and create a list of ideas for themes about their own outdoor scene of human interacting in nature.
Day 21	Learn some scenery photography skills by using iPad. Homework: photograph scenes of their community, based on a memory of their own childhood.
Day 22	Share the pictures they have taken with partners, and pick one of them as their frame. Interpret each other's selected picture.
Day 23	Learn some basic drawing skills by using chalk pencils
Day 24-28	Start to create their own outdoor scene of human interaction with nature by using chalk pencil.
Day 29-30	Scan the artworks and print them out to make holiday cards, and write down the reflection on investigating outdoor scenes of human interaction with nature.

Project 3: Living in Harmony with Nature

Project Description

In this project, students will learn vocabulary terms *surrealism* and *cyanotype* printing process. Meanwhile, they will create artworks which display how humans live in harmony with nature in a surreal way by using PicsArt app. In the end, they will create documentation videos which express what and how they have learned through the processes.

Essential Questions	Key Concepts
<ol style="list-style-type: none"> 1. How does the artist depict the relationship between human and nature? 2. Is nature portrayed as good or evil in these artworks? 3. What does the artwork tell you about the artist's values or beliefs about nature? 4. How do you show your own idea of how humans live in harmony with nature by using some specific techniques? 	<ol style="list-style-type: none"> 1. Nature can be "manipulated", "transformed" and "altered" by using modern technologies. 2. Artists can make a statement about our relationship to nature and the environment with their art. 3. Vocabulary terms: Surrealism and Cyanotype printing process. 4. The practice of observing, recording, interpreting, and sharing, through a variety of media, the processes, and products of teaching and learning in order to deepen the understanding that filming of the process of creating art is also an artwork.

Objectives	Assessment
1. Students will be able to have a basic understanding of surrealism. 2. Students will observe Annija Veldre’s artworks and answer some questions about her artworks. (VTS) 3. Students will be able to demonstrate their ideas about how humans live in harmony with nature by using photography and PiscArt app. 4. Students will learn the skills of the cyanotype printing process. 5. Students will be able to use cyanotype printing process to print their surreal image about how humans live in harmony with nature on fabric or paper. 6. Students will be able to create a documentation video by using iMovie app. 7. Students will be able to have a deeper understanding of how humans live in harmony with nature.	1. Did students participate in class discussions? 2. Is surreal image full of meaning? Is it meaningful? 3. Does the work express an emotion that how humans live with nature? 4. Assessment will focus on class participation, documentation video (thinking process), and student self-assessment.

Lesson Sequence

Day 31	Introduction to the contemporary artist, Annija Veldre, working on a way of self-expression with nature. Vocabulary term: Surrealism.
Day 32-33	VTS: Annija Veldre’s artworks, and make notes.
Day 34	Learn some portrait photography skills by using iPad.
Day 35	Outdoor activity: practice photography skills, thinking about how humans live in harmony with nature.
Day 36-37	Outdoor activity: background shooting.
Day 38-39	Outdoor activity: model shooting. (Look for your classmates as your model, and then exchange
Day 40	Have your idea in mind and select the materials you need for creating a surreal image. Simultaneously, choose the background photo and model photo that you like.
Day 41-43	Learning how to play with PicsArt app and then create your own surreal image by using PicsArt app.
Day 44	Introduction to the cyanotype printing.
Day 45	Demonstrate and display how to print cyanotype photos on fabric or paper.
Day 46-50	Cyanotype printing session.
Day 51-52	Learning how to use iMovie app to clip the footage and record the voice-over.
Day 53-56	Create documentation videos which document their thinking and learning process by using the iMovie app.
Day 57-58	Use the notes and write down the voice-over in terms of your thinking process, and then make voice-over, adding into the sequence. Finally, generate the video.
Day 59	Learning how to upload the video to YOUTUBE and how to generate and read the QR Code. Finally, frame your artwork which will be displayed in the classroom.
Day 60	Art Show (exhibition)