

Lesson for Year Four

Lush Landscapes



Students investigate what it means to be sustainable in their community and create a lush nature collage to remind the community about the importance of living a sustainable lifestyle.

Year 4 Content Descriptions

Links to the Australian Curriculum

<http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1#level4>

English - Language - Language for interaction

Understand that social interactions influence the way people engage with ideas and respond to others, for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)

Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)

Expressing and Developing Ideas

Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)

Literature - Literature and context

Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)

Responding to literature

Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)

The Arts - Visual Arts

Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)

Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)

Text for exploration

A Forest by Marc Martin

Additional Texts

The Lorax by Dr Seuss

Window by Jeannie Baker

Where the Forest Meets the Sea by Jeannie Baker

Last Tree in the City by Peter Carnavas

Igniting the creative senses! (Prior to reading)

Take students on a visual walk around the school. Ask them to take a pencil and paper. Have students discuss what they can see as you are walking. Ask students to draw different nature elements that they can see. These may include a leaf, sticks, flowers, insects etc. Upon returning to the classroom, ask students to compare what they saw. Perspective is different for each individual.

Predict and connect

Show students the front cover of '*A Forest*' and ask them to predict what the book will be about. Encourage students to elaborate on their answers with facts about the topic of sustainability if it arises.

Read the short blurb to the students on the back, 'There once was a forest...' Ask them if they'd like to change their predictions. Invite students to finish the sentence 'There once was a forest...' through drawing their predictions.

Read and connect

Read '*A Forest*' to the students and pose the following questions for discussion:

What does the story remind you of?

Can you relate to the story?

How are the events in this story similar to the events that happen in the world around us?



Illustrator Marc Martin

Relevant source <http://www.jessenge.com/blog-1/2016/2/24/all-about-marc-martin>.



Let's Create



Materials needed

- Educational Colours Washable Watercolours
- Educational Colours Fun Dough
- Educational Colours Hog Hair Paint Brushes
- Educational Colours Oil Pastels
- Educational Colours Kids PVA
- Educational Colours Scissors
- A3 Board
- A4 Assorted paper

Students create a lush nature collage through painting, drawing and sculpting the elements that they captured from their school walk and arranging them in a similar style to that of the author and illustrator Marc Martin.



- Educational Colours Oil Pastels Metallic



- Educational Colours Washable Watercolours



- Educational Colours Hog Hair Brushes



- Educational Colours Scissors



- Educational Colours Kids PVA



- Educational Colours Fun Dough



Creative process

1. Use the sketches from your nature walk to inspire your lush nature collage.
2. You can paint, draw or sculpt the elements using a variety of materials including paint, dough and pencils.
3. Leave a gap between each drawing or painting.
4. Cut out each element and arrange them on to a piece of A3 board, including any elements that have been sculpted.
5. Paste down each piece and lightly press the sculpted pieces onto the A3 board.
6. Photograph your lush collage and upload it on to a computer.
7. Use different tools to change the colour and tone of your collage.
8. Print your lush collage or enjoy it in its' original format.

Reflection

What can we do to assist the community in becoming aware of the issues around sustainability?

What steps could your school take to become sustainable? Generate ideas with the students, e.g. recycle bins, compost, plastic wrap free lunch, etc.

If we continue to live the way we do, what do you think might happen? Why?

Extend the creative experience

Paint a mural with the students on a wall around the school to promote awareness around sustainability. e.g. After reading *the Lorax*, students could decide on the most powerful quote to display on the wall and paint various characters and trees from the story.

Pose the following scenario to students: You have been asked by an advertising firm to design and film an advertisement to encourage consumers of plastic and paper products to recycle effectively. Group student's to suit their needs. Devise a criteria with students prior to the commencement of the project.

Connect at home and within the community

Generate ideas with the students about how to bring more awareness to a topic such as recycling, plastic free lunches, etc. and have students work collaboratively to achieve their ideas through researching and utilizing the design process.

Encourage students to spread the messages around sustainability at home. Students might show their families how to recycle or how to start a compost.

Relevant sources

- *Martin, M. A Forest. Australia: Penguin Books, 2012*
- *Seuss, Dr. The Lorax. UK: HarperCollins Publishers, 2009*
- *Baker, J. Window. UK: Walker Books Ltd, 2002*
- *Baker, J. Where the Forest Meets the Sea. UK: Walker Books Ltd, 1990*
- *Carnavas, P. Last Tree in the City. Australia: New Frontier Pty Ltd, 2010*