

WEEK 6

**Art Studio: Nature Arrangements**  
 Children use natural materials to create a composition.

<b>Big Idea</b>	Plants are part of our community.
<b>Guiding Question</b>	Why are plants important?
<b>Vocabulary</b>	<p><b>arrangement:</b> a way to place things in a thoughtful way</p> <p><b>rough:</b> bumpy, not smooth</p> <p><b>smooth:</b> not rough or lumpy</p> <p><b>texture:</b> how something feels</p>
<b>Materials and Preparation</b>	<p>Consider how to set up the activity. Children may work individually or collaboratively. See the Nature Arrangements Artists Resource and set up options, below.</p> <ul style="list-style-type: none"> <li>● <i>Love Makes a Garden Grow</i>, Taeun Yoo Flag pages 3-4 (“It has bugs and blooms.”), 13-14 (“I can lift the watering can myself.”), and 15-16 (“When I am as tall as a sunflower”).</li> <li>● Nature Arrangements Artists Resource</li> <li>● phone, tablet, or other technology, to document children’s work</li> <li>● a variety of natural materials (sticks, leaves, pinecones, acorns, flowers, small rocks, petals, shells, etc.) Gather these materials, with the children if feasible</li> <li>● containers, to hold natural materials</li> </ul> <p>For Option 1:</p> <ul style="list-style-type: none"> <li>● trays or plates</li> <li>● soil or sand</li> <li>● spray bottle, with water</li> <li>● forks, spoons, old toothbrushes, and other tools to create designs and textures in the soil</li> </ul> <p>For Option 2:</p> <ul style="list-style-type: none"> <li>● construction paper or felt squares, to use as backgrounds</li> </ul>

	<p>Place the natural materials in the center of the Art Studio table, organized by color, type of material, or another way.</p> <p><u>Option 1:</u> Set up trays or plates with a layer of soil or sand.</p> <p><u>Option 2:</u> Place just trays, felt, or paper squares on the table.</p> <p>Bring the book, the Nature Arrangements Artists Resource, a sample of natural materials, and either a plate of soil, spray bottle, and fork or toothbrush (Option 1) or a tray or piece of felt (Option 2) to the Intro to Centers meeting.</p>
<p><b>Intro to Centers</b></p>	<p><i>In Love Makes a Garden Grow, the child and her grandfather take care of their growing plants. They must think the plants are very beautiful!</i></p> <p>Show pages 3-4 and then 13-14.</p> <p>Then show pages 15-16, and point out the leaves on the ground.</p> <p><i>Humans connect with nature in different ways. Some artists use natural materials, like these leaves to create. Let's look at some images of artists working with natural materials.</i></p> <p>Show some of the images, and invite children to describe what they notice.</p> <p><i>This week in the Art Studio we will make nature arrangements. An <b>arrangement</b> is when you place things in a thoughtful way.</i></p> <p><u>Option 1:</u></p> <p><i>You can use a tray like this one with sand/soil as your base. Then you can choose any of these natural materials to create your arrangement.</i></p> <p><i>First, you can get the water a little bit wet; this will make it easier to make your arrangement. I am just going to spray two times.</i></p> <p>[Demonstrate.]</p> <p><i>Next you can choose the materials from nature that you want to use. The girl in the story might have picked up some leaves from the sidewalk to use! You might like to choose these flower petals and this pinecone. The pinecone is <b>rough</b>, it feels bumpy. But the petals are <b>smooth</b>. These materials feel different, they have different <b>textures</b>.</i></p> <p><i>You can also choose to use a tool to create designs in the soil.</i></p> <p><u>Option 2:</u></p> <p><i>You can start with a tray/felt / paper as a background, or you can create your artwork right on the table. We can start on the felt for now. First, lay it flat on the table.</i></p> <p><i>Next you can choose the materials from nature that you want to use. The girl in the story might have picked up some leaves from the sidewalk to use! You might like to choose these flower petals and</i></p>

	<p><i>this pinecone. The pinecone is <b>rough</b>, it feels bumpy. But the petals are <b>smooth</b>. These materials feel different, they have different <b>textures</b>.</i></p> <p>For both options, continue:  <i>Now you can arrange the materials you chose. What ideas do you have for how to arrange these?</i></p> <p>Try out different arrangements according to children’s suggestions.</p> <p><i>We’re not going to use glue or tape. We can take pictures of your arrangements to remember them, and we can write down your ideas and stories about them.</i></p> <p><i>You can share ideas and create your natural arrangements together, if you’d like to. I can’t wait to see what happens!</i></p>
<p><b>During Centers</b></p>	<p>Support children as they select natural materials for their arrangements. If children are working with soil trays, remind them to use the spray bottle to moisten the soil.</p> <p>Encourage children to talk about how the materials feel and why they are choosing particular materials. Some children may want to tell a story or create a scene/picture with their materials, while others may want to just place materials in a design that they find pleasing.</p> <p>Take a photograph of each arrangement and record children’s descriptions of their work. Save these photographs and descriptions for Week 7.</p>
<p><b>Differentiation ideas</b></p>	<ul style="list-style-type: none"> <li>● Model language to label objects and describe attributes (e.g., “smooth rock,” “pink petal,” “rough pinecone”).</li> <li>● Children might prefer to place natural materials on damp sand to prevent the materials from moving around during placement.</li> <li>● Offer a smaller array of materials if a child might benefit from limited choices.</li> </ul>
<p><b>Facilitation</b></p>	<ul style="list-style-type: none"> <li>● Which materials do you want to add to your arrangement? Why did you choose this _____?</li> <li>● What colors do you notice in your arrangement? What shapes do you notice?</li> <li>● What does that _____ feel like?</li> <li>● How is this _____ similar to this _____? How are they different?</li> <li>● Where do you think this material came from?</li> <li>● What story does this arrangement tell?</li> <li>● What do you want others to know about your arrangement? (Record children’s words on a sticky note or paper.)</li> </ul>

<b>Extension</b>	As children tell stories about their arrangements, create a book or slides of their stories and natural arrangements.
<b>Standards</b>	<p><b>SEL7.</b> The child will demonstrate the ability to communicate with others in a variety of ways.</p> <p><b>APL4.</b> The child will demonstrate creativity in thinking and use of materials.</p> <p><b>APL7.</b> The child will demonstrate organizational skills.</p> <p><b>SL.PK.5.</b> Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others</p>

**Image citations**

arrange: photo by Marina Boni  
rough: photo by Megina Baker  
smooth: Metropolitan Museum of Art, public domain  
texture: photo by Megina Baker

## Art Studio: Nature Arrangements

### Facilitation prompts:

- Which materials do you want to add to your arrangement? Why did you choose this \_\_\_\_\_?
- What colors do you notice in your arrangement? What shapes do you notice?
- What does that \_\_\_\_\_ feel like?
- How is this \_\_\_\_\_ similar to this \_\_\_\_\_? How are they different?
- Where do you think this material came from?
- What story does this arrangement tell?
- What do you want others to know about your arrangement? (Record responses.)



arrangement



rough



smooth



texture

### Children are learning to...

- be creative about how to use materials.
- describe their representations.

## Art Studio: Nature Arrangements Artists Resource

Examples of contemporary artists who create nature arrangements.

### Artist 1: Andy Goldsworthy

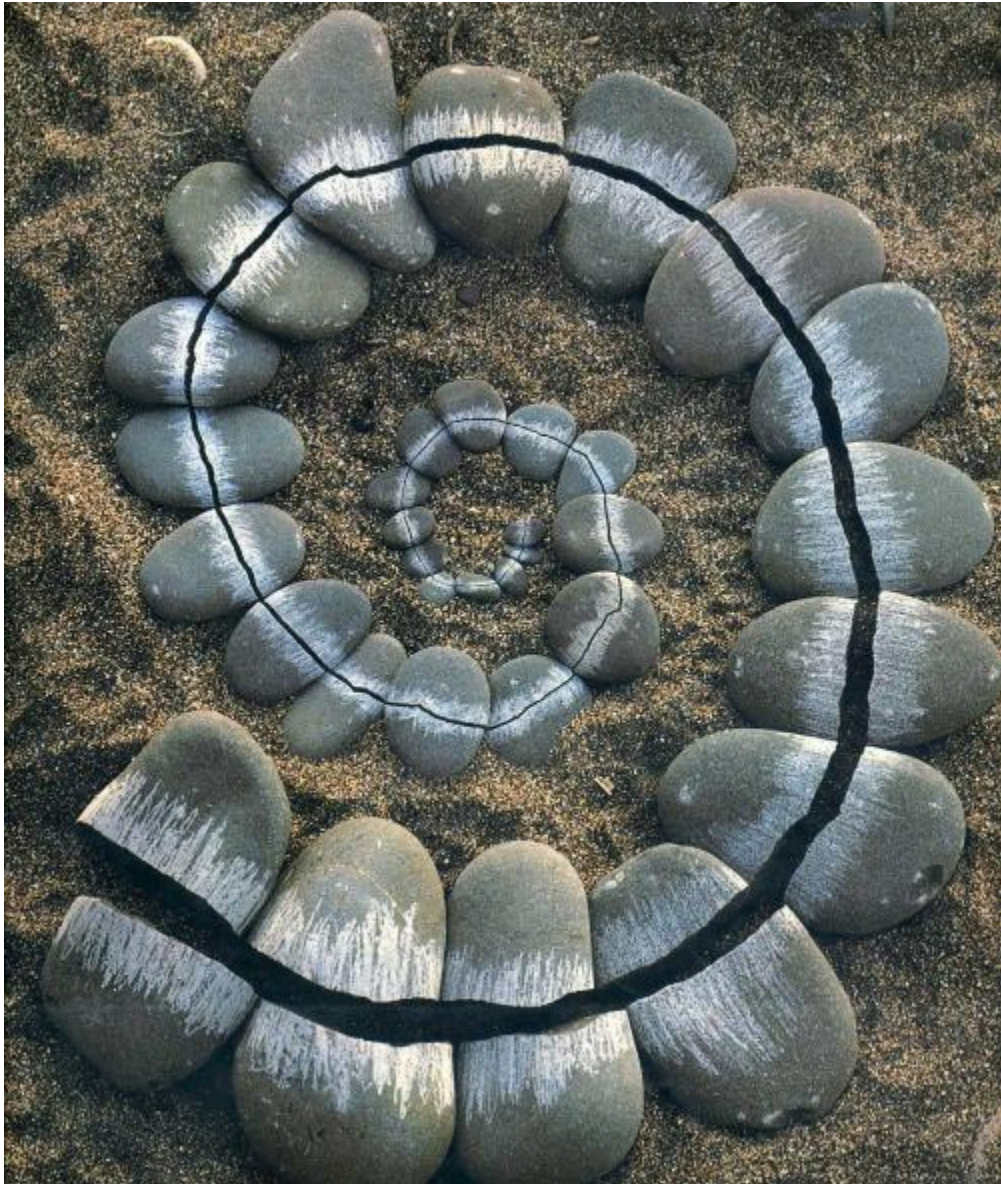
Andy Goldsworthy is a British artist who loves to make sculptures in the earth using leaves, stones, water, and flowers. He arranges these materials in special ways, such as grouping the objects according to their color or size.



Andy Goldsworthy. *Leaves and Hole*. 1987

<https://elephant.art/andy-goldsworthy-rowan-leaves-and-hole-1987/>

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Andy Goldsworthy. Broken Pebbles. 1985

<https://jenniferclaireag.wordpress.com/2016/10/25/good-old-andy/>

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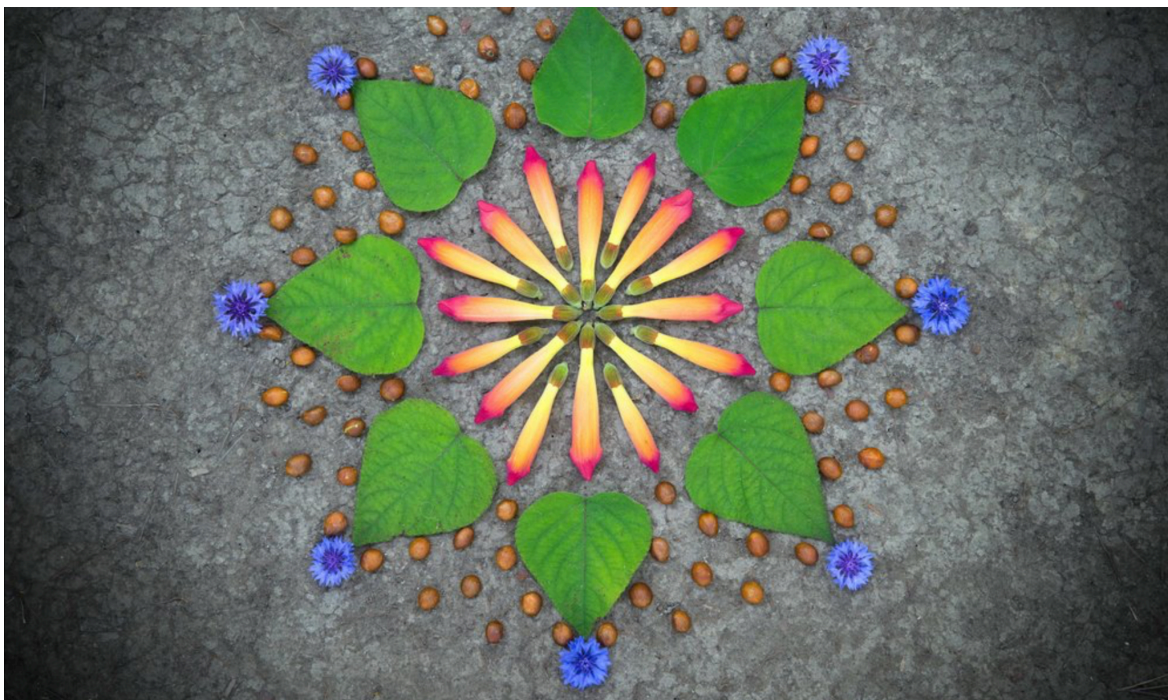
**Focus on Pre-K 4s** | Boston Public Schools Early Childhood Department P-2

## Artist 2: Morning Altars

Morning Altars, otherwise known as Day Schildkret, loves to collect natural materials such as feathers, leaves, flowers, and nuts to make arrangements that have beautiful colors, textures, shapes, and patterns.



Morning Altars. *Gentle Giant*. 2020



Morning Altars. *Queen of Sol*. 2018

<https://www.morningaltars.com/altars>

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### Artist 3: Nonggirrŋa Marawili



Nonggirrŋa Marawili was an Australian Aboriginal painter and printmaker who used natural materials such as bark and earth pigments to create artworks. Her painting, *Baratjala*, shares the story of waves crashing against rocks in the ocean while lightning strikes from the sky. Like Nonggirrŋa, we can use natural materials to tell stories while making our art.



Nonggirrŋa Marawili. *Baratjala*. 2020

[https://en.wikipedia.org/wiki/Nonggirrŋa\\_Marawili](https://en.wikipedia.org/wiki/Nonggirrŋa_Marawili); <https://www.mca.com.au/collection/artworks/2022.12/>

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**Examples and Materials**



Photos by Louisa Penfold



Photos by Louisa Penfold



Photos by Louisa Penfold and Marina Boni

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