



Outdoor/Nature-Based Art Education Resources

EDCI 307 - Assignment 1

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[BC Arts Curriculum](#) (British Columbia Ministry of Education, n.d.)

Inspiration resources:

- [Little Pine Learners](#): Tons of nature-inspired activities broken down by season. Some outside/nature-based, some nature found-objects (Little Pine Learners, n.d.)
- [Go Outside: Engaging Elementary Art Students In Outdoor Exploration](#):
“...exploring nature could engage the students in aesthetic experiences, imaginary adventures, inventing names, sketching from observation, and building an empathetic relationship with nature. Students demonstrated an understanding of how artists work by making personal choices, experimenting with tools and materials, collecting and incorporating found objects in their work, and planning projects... inquiry-based learning helps children understand art concepts, that nature can inspire even the youngest artists, and that the exploration of nature needs to be a part of the elementary art curriculum” (Turnbull, 2012)
- 5 Legitimate Reasons to Take Your Students Outside by [The Art of Education University](#) (Moss, 2017)
- [The Benefits of Teaching a Class Outside](#): A general look at the importance of taking classes outside (Suttie, 2018)
- [Foraged Art](#) book (Chagall, 2015)
- *Nature's playground: Activities, crafts, and games to encourage children to get outdoors* book (Danks & Schofield, 2005)
- [More Art Ed Radio](#) (ep. 110 - Getting Outdoors to Make Art) Podcast with transcript. Tips for taking art class outside, advice (Bogatz, 2018)

Lesson plans

- Outdoor Art [lesson plans and activities](#) (*Ch 13: Outdoor Art Lesson Plans & Activities*, n.d.)

Activity ideas

Throughout all lessons and activities for outdoor/nature-based art education, the content and curricular competency of “personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment” (British Columbia Ministry of Education, n.d.) is present. It is important, when working and engaging with nature, the environment, and our community, to emphasize the importance of our personal responsibilities in keeping these spaces clean, safe, and treating them with respect. This connects to the First Peoples’ Principles of Learning (FPPL), particularly learning that “involves recognizing the consequences of one’s actions” (First Nations Education Steering Committee, 2014), helping us to further decolonize our schools and pedagogy within outdoor arts education. Having learners understand the importance of these domains, for us and for others, will help guide them in acting responsibly when sourcing materials for their art and working/learning outdoors.

Nature names

Students create their names out of found, outdoor objects. They are to choose colours, textures, and create patterns that they feel best represents themselves.

- Kindergarten/Grade 1
- Core Competencies: Positive personal and cultural identity, Creative thinking
- Art Competencies: Explore artistic expressions of themselves and community through creative process.
Express feelings, ideas, stories, observations, and experiences through the arts.
Experience, document and share creative works in a variety of ways.
- Content: Shape texture, principles of design
Symbolism as a means of expressing specific meaning

Source: ([link](#), [link](#)) (*Name Writing Nature Hunt*, 2015; Tara, n.d.)



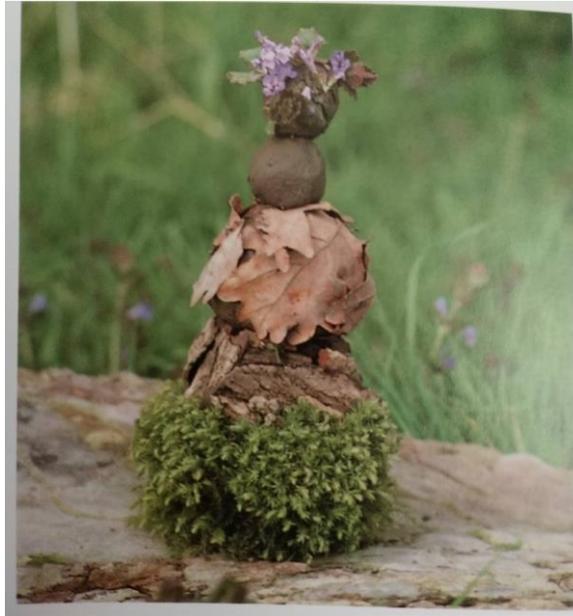
(Nature names, 2015)

Mud sculptures

Best to do with mud that has a high clay content. Have students sculpt mud into anything they like or connect to a unit in a different subject area (eg. spiders). Have students use leaves, moss, rocks, ect, to decorate their sculptures.

- Kindergarten - Grade 3
- Materials Needed: Mud!
- Core competencies: Thinking - Creative Thinking, Personal and Social - Social Awareness & Responsibility
- Art competencies: Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Content: elements in the arts, including but not limited to: – visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition

Source: (Danks & Schofield, 2005, p. 54)



(Schofield, 2005a)

Constellations

Using rocks and sticks, plan and assemble their own, made-up constellations. They will come up with a name and inspiration/story behind it.

- Grade 1-3
 - Core Competencies: Creative thinking
 - Art Competencies: Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
- Interpret symbols and how they can be used to express meaning through the arts.
Describe and respond to works of art.



(Tara, n.d.)

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- Content: line, principles of design
Symbolism as a means of expressing specific meaning

Source: ([link](#)) (Tara, n.d.)

Mandalas/Mosaics

Collect outdoor objects to create mandalas.
Focus on colour and object selection to make a pattern.

- Kindergarten - Grade 2
- Core Competencies: Creative Thinking
- Art Competencies: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts.

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.

Interpret symbolism and how it can be used to express meaning through the arts.

Experience, document and share creative works in a variety of ways.

- Content: Colour, pattern, repetition, rhythm.

Processes, materials, technologies, tools, and techniques to support arts activities

Source: ([link](#)) (*Creating a Nature Mandala*, 2019)



(Natural mandalas, 2020)

Weaving

Using sticks and string, create a frame. Loop string back and forth across the string to create the initial weave. Find outdoor materials to incorporate into the weaving. Can be linked to teachings on Indigenous (Coast Salish) traditional weaving.

- Grade 2-4
- Core Competencies: Creative thinking, Social awareness and responsibility.
- Art Competencies: Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the arts.

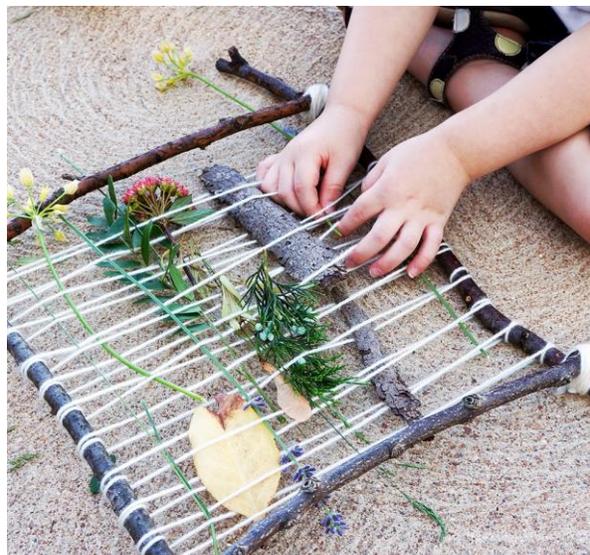
Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.

Explore identity, place, culture, and belonging through arts experiences.

Explore relationships among cultures, communities, and the arts.

- Content: Space, texture, colour, form, pattern, repetition
processes, materials, technologies, tools, and techniques to support arts activities
traditional and contemporary Aboriginal arts and arts-making processes
a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places.

Source: ([link](#)) (Kirstin, 2015)



(Kirstin, 2013)

Salish Weaving Designs
Top to Bottom

Water
Cockle Shell
Bear Tracks
Unfolding Fern
(represents a continuation
of culture)
Fire Weed
Mountains
Bear Tracks
Water
Fish Net
Herring Bones



(Betty Pasco Salish weaving, n.d.)

Drawing light & shadows

Find a shadow outside (the more complex, the better). Select a portion of it on the ground and put a paper down on the part you've selected. Position yourself in a way that does not block the shadow, and trace the lines it creates. Using medium of choice (by teacher), fill in negative space.

- Grade 4-6
- Core Competencies: Critical and reflective thinking, Creative thinking
- Art Competencies: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Explore identity, place, culture, and belonging through arts experiences Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences Experience, document and present creative works in a variety of ways
- Content: Line, shape, space, balance (light/dark)



(Lipsett, n.d.)

Twig sculptures

Students collect fallen twigs to create 3D art with them. Best to do in late winter or early spring (possibly after a storm). Can be done in groups or individually.

- Grade 5-6
- Materials Needed: Area with twigs
- Core competencies: Communication - Collaborating, Thinking - Creative Thinking, Personal and Social - Social Awareness & Responsibility
- Art competencies: Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play : Explore connections to identity, place, culture, and belonging through creative expression
- Content: elements in the arts, including but not limited to: – visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition : symbolism and metaphor to explore ideas and perspective

Source: (Danks & Schofield, 2005, p. 40)



(Schofield, 2005b)

Rainbow Chips

Cut cut paint colour strips and give them out for students to match the colour to something from nature. Can be repeated several times. Discuss what was easy and what was hard in this activity. Have students present their findings.

- Grade: 1-6
- Materials Needed: Paint chips from local paint store.
- Core competencies: Communication - Communicating, Collaborating. Thinking - Creative Thinking.
- Art competencies: Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Explore artistic expressions of themselves and community through creative processes. Reflect on creative processes and make connections to other experiences.
- Content: elements in the arts, including but not limited to: – visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition.

Source: (Kilburn, 2012)([link](#))



(Paint colour sample strips, 2019)

Natural painting

Take the class foraging for paints to make paint from. Grass and berries are great for this, you can also bring out of season plants to use for paints.

- Grade: 4-6
- Materials Needed: Mortar and pestle or something similar to crush plants into paint. Cheesecloth or strainer to remove plant debris. Paint containers. Paint brushes. Paper. Water
- Core competencies: Thinking - Creative thinking
- Art competencies: Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Reflect on creative processes and make connections to personal experiences
- Content: elements in the arts, including but not limited to: – visual arts: elements of design: line, shape, space, texture, colour, form (visual arts); principles of design: pattern, repetition, rhythm (visual arts), contrast, emphasis. image development strategies.

Source: (Danks & Schofield, 2005, p. 94)



(Schofield, 2005c)

Cedar harvesting and weaving *Set up an Elder visit for this class*

Have an Elder visit the class and take them to harvest and weave cedar.

- Grade: 5-8
- Materials Needed: Cedar trees
- Core competencies: Communication - Collaborating, Thinking - Creative thinking, Personal and Social - Social Awareness and Responsibility
- Art competencies: Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Explore connections to identity, place, culture, and belonging through creative expression. Explore a range of cultures, and the relationships among cultures, societies, and the arts. Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate. Examine relationships between the arts and the wider world. Experience, document and share creative works in a variety of ways.
- Content: elements in the arts, including but not limited to: – visual arts: elements of design: line, shape, space, texture, colour, form (visual arts), value; principles of design: balance, pattern, repetition, contrast, emphasis, rhythm (visual arts), unity, harmony, variety. traditional and



(Hakwush, 2017)

contemporary Aboriginal arts and arts-making processes.

Source: (Indigenous Education, n.d.)([link](#))

Forest mobiles

Students use items from the forest floor and twine to create a mobile.

- Grade: 4-6
- Materials Needed: Twine or other natural string.
- Core competencies: Thinking - Creative Thinking, Personal and Social - Social Awareness and Responsibility
- Art competencies: Choose artistic elements, processes, materials, movements, technologies, tools, techniques and environments using combinations and selections for specific purposes in art making. Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Content: elements in the arts, including but not limited to: - visual arts: elements of design: line, shape, space, texture, colour, form (visual arts); principles of design: pattern, repetition, balance, contrast, emphasis, rhythm (visual arts), variety. symbolism and metaphor create and represent meaning.

Source: (Danks & Schofield, 2005, p. 99)



(Schofield, 2005d)

Elf/Fairy house

Design an elf house at the stump of a tree. Once you have built the house draw it out on paper and write a story about the elf/fairies that live there.

- Grade: 2-4
- Materials Needed: Paper. Pencil crayons (or other drawing materials)
- Core competencies: Communication - Communicating, Thinking - Creative Thinking
- Art competencies: Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Develop processes and technical skills in a variety of art forms to refine artistic abilities. Reflect on creative processes and make connections to other experiences. Express feelings, ideas, stories, observations, and experiences through creative works.
- Content: elements in the arts, including but not limited to: – visual arts: elements of design: line, shape, texture, colour, form (visual arts); principles of design: pattern, repetition, rhythm (visual arts), contrast.

Source: (Danks & Schofield, 2005, p. 103)



(Schofield, 2005e)

Clay imprints

Have students find objects in nature (twigs, pinecones, leaves, ect). When they have items they want to make an imprint of, give them a ball of modeling clay to roll out and press the object(s) into. Once dry they can paint the clay

- Grade: K-2
- Materials Needed: Air dry modeling clay, paint, paint brushes
- Core competencies: Thinking - Creative thinking, Personal and Social - Social Awareness and Responsibility
- Art competencies: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts. Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Experience, document and share creative works in a variety of ways
- Content: elements in the arts, including but not limited to: – visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition.

Source: (Hands on Teaching Ideas, 2019)([link](#))



(Painting clay, 2019)

Footprint rock stamps

Collect rocks that can be used to make animal footprints. Dip the rocks in paint to create a migration path, dance, any story they want to tell.

- Grade: 1-4
 - Materials Needed: Paper, paint
 - Core competencies: Communication - Communicating, Thinking - Creative
-

thinking, Personal and Social - Social Awareness and Responsibility

- Art competencies: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts. Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Demonstrate increasingly sophisticated application and/or engagement of curricular content.
- Content: elements in the arts, including but not limited to: – visual arts: elements of design: line, shape, texture, colour, form (visual arts); principles of design: pattern, repetition, rhythm (visual arts), contrast. processes, materials, technologies, tools, and techniques to support arts activities.



(Rock stamping, 2016)

Texture Rubbings

Put paper on top of bark, leaves, roots etc. Rub a crayon, chalk, or charcoal over the paper to see the texture from underneath on the paper. Talk about what students found, you can also make a class collage of all the textures.

- Grade: 1-8
- Materials Needed: Paper, crayons, chalk, charcoal, clipboards.
- Core competencies: Communication - Collaborating, Thinking - Creative thinking, Personal and Social - Social Awareness and Responsibility
- Art competencies: Explore elements, processes, materials, movements, technologies, tools, and techniques of the



(Leaf rubbing, n.d.)

arts. Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Experience, document and share creative works in a variety of ways

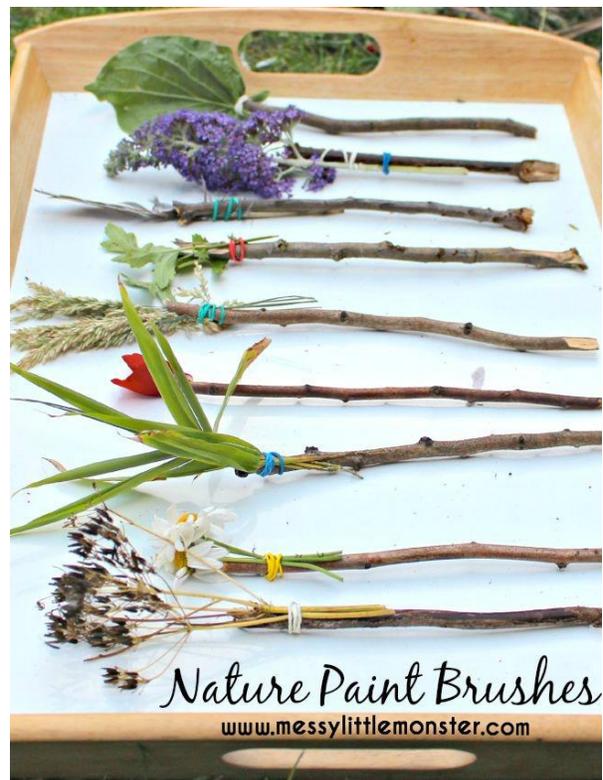
- Content: elements in the arts, including but not limited to: – visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition. personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment.

Source: (Kilburn, 2012)([link](#))

Nature paint brushes

Make paint brushes out of what you find outside. The twigs will be the handles and students can attach anything they want to try as a brush head. Encourage students to make one and try out classmates' brushes.

- Grade: 2-4
- Materials Needed: Paper, paint, rubber bands or string
- Core competencies: Communication - Collaborating, Thinking - Creative thinking, Personal and Social - Social Awareness and Responsibility
- Art competencies: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts. Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Demonstrate increasingly



(Nature paint brushes, 2015)

sophisticated application and/or engagement of curricular content.

- Content: elements in the arts, including but not limited to: – visual arts: elements of design: line, shape, texture, colour, form (visual arts); principles of design: pattern, repetition, rhythm (visual arts), contrast. processes, materials, technologies, tools, and techniques to support arts activities.

Source: (Messy Little Monster, 2015) ([link](#))

Wind flags

Students design and paint a flag on light fabric.

Then test the flags on a day with some wind.

- Grade: 5-6
- Materials Needed: Cloth. Paint. Long sticks or dowels.
- Core competencies: Thinking - Creative Thinking
- Art competencies: Intentionally select artistic elements, processes, materials, movements, technologies, tools, techniques, and environments to express meaning in their work. Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art.
- Content: elements in the arts, including but not limited to: – visual arts: elements of design: line, shape, space, texture, colour, form (visual arts), value; principles of design: balance, pattern, repetition,



(Red Ted Art, 2011)

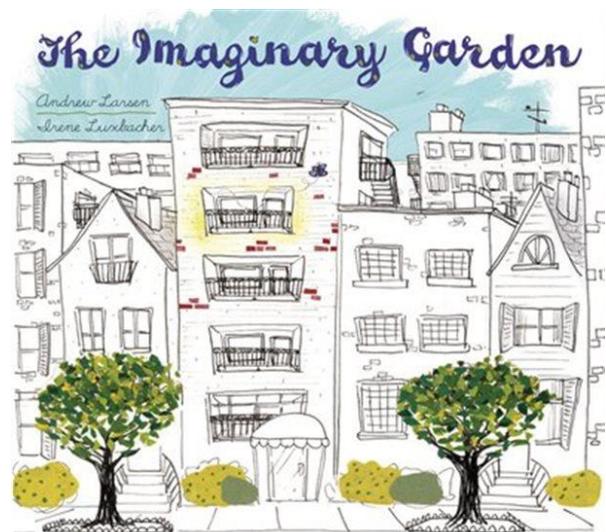
contrast, emphasis, rhythm (visual arts),
unity, harmony, variety. image development
strategies.

Source: (Danks & Schofield, 2005, p. 128)

Books:

The Imaginary Garden by Andrew Larsen
“Theodora loved her grandfather’s old garden. His new apartment’s balcony is too windy and small for a garden. But what appears to be a drawback soon leads to a shared burst of creativity as Theo and her Poppa decide to paint a new garden. As they work side by side --- sowing seeds with brushes and paint --- a masterpiece begins to take shape that transforms the balcony into an abundant garden. When Poppa goes away on holiday, Theo helps nurture the garden and it begins to take on a life of its own. This garden grows not from soil but from love, imagination and creativity.” (Kids Can Press, 2009)

- Core Competencies: Communication - collaborating, Creative thinking, Social awareness & responsibility - Building relationships & Resolving problems.
- Art Competencies: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Explore personal experience, community, and culture through arts activities. Observe and share how artists (dancers, actors, musicians, and visual artists) use



(Larsen, 2009; Luxbacher, 2009).

processes, materials, movements,
technologies, tools, and techniques.

Express feelings, ideas, stories, observations,
and experiences through creative works.

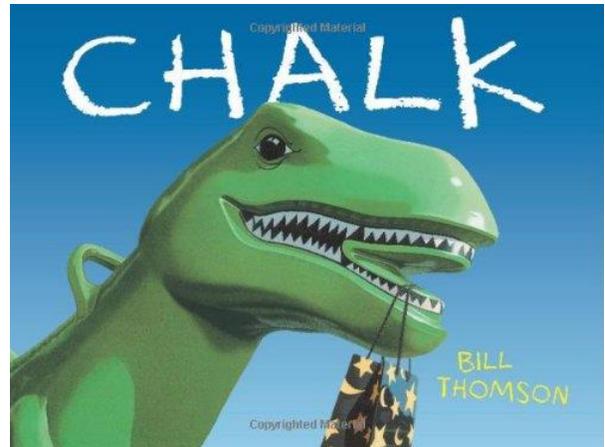
- Content:

[Video](#) (Dzwonar, 2020)

Chalk by Bill Thomson

“A rainy day. Three kids in a park. A dinosaur spring rider. A bag of chalk. The kids begin to draw. . . and then . . . magic! The children draw the sun, butterflies, and a dinosaur that amazingly come to life.” (Bill Thomson Children’s Books, 2010)

- Core Competencies: Communication - Acquiring and presenting information, Creative thinking, Critical & reflective thinking.
- Art Competencies: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Reflect on creative processes and make connections to other experiences. Interpret symbolism and how it can be used to express meaning through the arts. Express feelings, ideas, stories, observations, and experiences through creative works.
- Content: processes, materials, technologies, tools, and techniques to support arts activities.



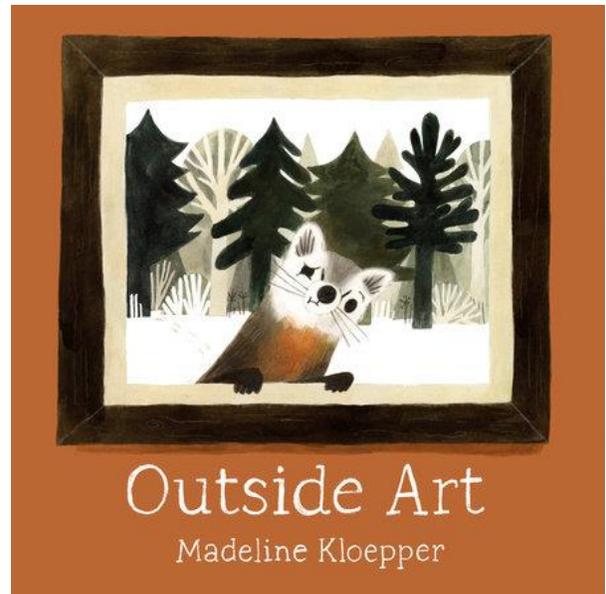
(Thomson, 2010)

[Video](#) (Molinero, 2016)

Outside Art by Madeline Kloepper

“Pine Marten loves watching Human doing peculiar things in its log nest in the woods. One day, she notices Human putting colors on a board using a furry stick. Pine Marten learns from Chickadee that Human is actually “an artist” and is busy “making art.” But *what* is art?”

- Core Competencies: Thinking - Critical and Reflective thinking
- Curricular Competencies: Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques. Interpret symbolism and how it can be used to express meaning through the arts
- Content: Symbolism as a means of expressing specific meaning, personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment.



(Kloepper, 2021)

Outdoor Inspiration:

- Animals (ex: butterfly/moth wings, fur)
- Elements (air, earth, water, fire(sun))
- Textures (tree bark, sand, stones)
- Processes (Seasons changing, plants blooming, insects transforming)
- Colours in nature/outside
- Homes/burrows/nests

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