



Enduring Idea: Earth

Grade: 9-10

Integrated Discipline: Social Studies

Unit Title: Sacred Earth Spaces

Unit Designer: Ginger Henson

Unit Description: When exploring earth as an enduring idea we ask learners to look at it as a sacred place that has been held in the highest regard since the beginning of time. Learners will create a vessel that contains within it a sacred earth space or created garden that celebrates their own connection with the earth. This project will delve into exploration of different cultures, societies and their own communities throughout history and see how traditions, art, and ritual were created in response to admiration of the earth, its beauty and its power. Understanding earth and its relationship with humankind leads us into the realm of spirituality or the experience/expression of the sacred. Learners can to begin think more critically about what they hold sacred in their lives, why they do and how they can care and nurture what they hold dear.

Images:

Mary Evelyn De Morgan, Eos, 1961.2

Yoshida Tōshi, Morinji in Spring, 1976.40

Yoshida Tōshi, Seahorses, 1972.16

Snuff Bottle with Lid, 1997.7.6ab



Key Concept: Using the earth for spiritual expression

Essential Question: In what ways do ancient and contemporary artists use the earth and earthworks as a means for spiritual expression?

Visual Art Standards:

VAH1-1.4 Apply materials, techniques, and processes with skill, confidence, and sensitivity sufficient to make his or her intentions observable in the artwork that he or she creates.

VAH1-3.1 Explore the sources of the subject matter and the ideas in a variety of works of visual art.

VAH1-4.1 Describe ways that the subject matter, symbols, ideas, and technologies in various artworks are related to history and culture.

CCSS Standards:

World History Era 1-Standard 4A: Learners Explain the various criteria that have been used to define “civilization” and the fundamental differences between civilizations and other forms of social organization, notably hunter-gatherer bands, Neolithic agricultural societies, and pastoral nomadic societies.

Learning Outcomes:

-Learners will create a vessel that contains within it a sacred earth space or created garden that celebrates their connection with earth.

-Learners will collect information via research online and in books relating to the subject matter in order to create a sacred earth space that evokes the art tradition of Earthworks.

-Learners will gain a better understanding of the earth and how it is celebrated and held sacred via ritual, art, history, and cultural connections.

Motivator: The learners will be introduced to images that celebrate earth, past to present including images from The Columbia Museum of Art and of various contemporary (Andy Goldsworthy) and ancient (Stonehenge) earthworks.

Day Breakdown:

Day 1:

-Teacher will introduce sacred earth space images- earth works.

-Learners will discuss connections between environment, culture and the creation of these earthworks.

- Teacher will introduce project Sacred Earth Space vessels by showing terrarium images and introducing materials for the project.
- Learners will develop ideas for their sacred earth space, via online and library research.
- Learners will be assigned to collect materials in nature for their projects.

Day 2:

- Teacher will take learners on an outdoor excursion to collect materials for project.
- Teacher will demo project from collected materials and available classroom materials.
- Learners will choose their materials and create a sketch of their proposed sacred space.
- Learners will continue to collect materials for their sacred earth space vessel.

Day 3:

- Teacher will review artworks/earthworks and terrariums for project inspiration.
- Learners will begin constructing sacred spaces.

Day 4:

- Workday.

Day 5:

- Workday

Day 6:

- Learners will present their completed Sacred Earth Space to the class.

Materials:

Collected earth objects
(stones, sand, leaves, moss, seashells etc.)
Vessels
(boxes, lidded jars, clear and opaque containers)
Colored tissue paper
Modge podge
Dirt
Small found objects

Resources:

Websites & Videos:

Compilation of Earthworks- <http://www.artlex.com/ArtLex/e/earthart.html>

Stonehenge- <http://www.livescience.com/22427-stonehenge-facts.html>

Artists and Images:

Columbia Museum of Art images

Andy Goldsworthy- Google Images
Terrarium- Google Images

Assessment:

Artwork- Learners will complete a *Sacred Earth Space* showing; proper use of materials and execution of assembling earth materials for a completed vessel.

Composition: Learner must create an original vessel that represents their personal take on what a sacred space is. The learner must show understanding of Elements of Design such as balance, emphasis, unity, contrast and Elements of Art such as line, shape, color, texture, value, space.

Concept/Content: Learner will show grasp of *meaning* in their artwork. Their art will demonstrate *Earth spaces* in a reflective manner, whether abstract or representational.

Craftsmanship: Learners will show *understanding of earthwork* techniques. Construction is well thought through, *neat, clean* and complete. Material elements *are applied with care*. Art shows proper use of materials and supplies.

Originality: Learners ideas are independent, unique, and innovative. Artwork shows critical thinking. Vessel addresses subject matter through obvious thought and research.

Artist's Statement: Learner will write a short paragraph that will be submitted describing their personal experience constructing a Sacred Space Vessel. What did they learn? How did they come to their final product? What was their inspiration? Describe your process from start to finish (research, sketches, ideas).

Evidence of research and exploration: Learner will show the thought and study they put into their work via sketches, journaled ideas and note taking on research conducted on-line or library.