

Sculpture with pieces of nature

1 Overall aims:

Cognitive

- To improve the distinction of geometric figures
- To improve the knowledge and respect about the natural world and resources

Affective

- To experience the feeling of success
- To express their emotions through their creations

Psychomotor

- To improve body and hand control

2 Vocabulary - keywords

Mathematical: straight and curved lines, parallels, volumes

Science: natural materials, mud, stones, seeds, fruits, wood, etc., natural phenomena: lightning, hail, storm, tornado, hurricane

Sustainability: recycling, natural resources, changes in climate, extreme atmospheric phenomena.

Art: Lorenzo Quinn's work, plastic expression, creativity

3 Sustainable abilities developed

Critical thinking (What is the force of nature? How it expresses?)

Problem solving (How can I build a sculpture using natural and recycling materials?)

4 Pillars of sustainability included

Economic

Analyze natural disasters: reconstruction of houses, roads, bridges...

Social and cultural

Recognize health, problems, hunger, homeless

Environmental

Use of natural materials (Earth's resources), recycling

5 STEAM domains

- **Engineering skills** (build a three-dimensional object, figure out how to hold it)
- **Science skills** (climate, atmospheric phenomena, natural resources and materials)
- **Artistic skills** (creativity, design, sculpture)

6	<h3>Teaching methodologies/activity outline</h3> <ol style="list-style-type: none"> 1. Look at the works of the series "The Force of Nature" by Lorenzo Quinn. (Teacher) 15' All the group. 2. Select a Lorenzo Quinn's work. (Teacher) 5'. All the group 3. Children try to reproduce the work selected using natural materials (Teacher and support teacher). Three sessions of 30'. Individual work
7	<h3>Expected learning outcomes</h3> <p>The child will be able to:</p> <ul style="list-style-type: none"> • recognize different kinds of volumes and shapes. • relate the different shapes and volumes of real objects • develop different sculptures • differentiate natural materials • recognize natural phenomena • know the energy and force of nature
8	<h3>Assessment</h3> <p>(C)</p> <ul style="list-style-type: none"> ✓ Does he/she recognize volumes and shapes of real objects? ✓ Does she/he differentiate natural materials? ✓ Does she/he know natural atmospheric phenomena? Does she/he recognize the force of nature in all of them? <p>(A)</p> <ul style="list-style-type: none"> ✓ Is he/she able to express its emotions through sculpture? ✓ How does she/he feel? <p>(P)</p> <ul style="list-style-type: none"> ✓ Does she/he show body and hand control?
9	<h3>Equipment and materials to be used in learning unit (tools, ingredients, etc.)</h3> <ul style="list-style-type: none"> • Digital whiteboard/computer and projector. Images and videos of the author's works • Mud, sticks, leaves, stones
10	<h3>Kind of setting - lab, kitchen, outdoor etc.</h3> <p>Steps 1 y 2. Classroom Step 3. Plastic art classroom</p>



11 References - source:

After witnessing the destruction brought on by hurricanes in Thailand, the Southern U.S. and around the world, Italian sculptor Lorenzo Quinn began creating a series of sculptures titled 'Force of Nature' <https://www.youtube.com/shorts/YZm0IHB-QQg>

Made from bronze, stainless steel and aluminum, the sculptures, full of life and energy, depict mother nature hurtling planet earth around in circles. The powerful and furious image is meant to remind us of the power of nature and what Quinn describes as our "false sense of security" towards it.



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.