



Chapter 1

EXPLORING THE NATURAL ENVIRONMENT

Key words:

- Appreciation
- Art forms
- Artworks
- Natural Environment
- Nature
- Observation
- Surroundings

After reading this chapter and practicing its activities, learners will be able to:

1. Explore what makes your natural environment
2. Discuss the influence of the natural environment to the making of art in the community.
3. Use materials from the environment responsibly.
4. Preserve the natural environment as a cultural heritage and as source of inspiration.

Time

This chapter will take 4 periods.

Teacher Preparation

You will need; Note books, sketch pads, pencils, paints, brushes, glue and a section of the Natural environment.

Teacher Instruction

Use **5 minutes** to guide and observe learners as they form small groups, and let them read the introductory notes of this chapter on page... in the learners' textbook.

Facilitate them to explore the world around them and appreciate the usefulness of the natural environment to the people. This will enable them to express themselves creatively.

Introduction

In this chapter, you are going to explore the world around you. You will also appreciate the usefulness of the natural environment to the people. Do you know why you are surrounded by different things of nature? What is the importance of plants, birds or animals to you? Why do you think people living in different geographical areas create artworks and express themselves differently?

The way you make aesthetic/artistic choices will be reflected in artworks which are influenced by family, culture, and community. Imagine you were in a place with no plants, water, birds or animals. You might overhear some say this place is not good to live in. That might even suggest that you have no materials to use in the making of things you need in daily life.

Observing and appreciating nature

In this section you will learn about the language used by artists to communicate. Artists use visual images-things we can see and sometimes touch to communicate ideas. You will learn to do this after acquiring the skill of **observing**.

You will pick interest in observing things of different appearances. Do activity 1.1 to start on the journey of your exploration and observing your environment.

Activity 1.1 Getting familiar with our natural environment (15 minutes)

Guide and observe learners as they form groups to work out Activity 1.1 from the learner's text book.

1. Take learners out of class and guide them as they observe the nearby environment and identify different objects (**6 minutes**)
2. Facilitate learners as they list their objects of interest (**3 minutes**)
3. Guide learners as they engage in a conversation about the importance of the objects. Remind them how they must have seen objects of different appearance in shapes, sizes and colour. Can they describe objects they have seen? (**6 minutes**)

Make learners realise that various art works can be made from natural materials to serve different purposes in our societies.

Possible answers to Activity 1.1

- The natural environment has such objects as plants, insects, birds and animals, with different appearances
- Such objects can be used wholly or partially to form artificial objects. For example plant fibers can be used to make baskets and mats; soils used to make pottery and sculptures; animals and birds used as sources of inspiration to form paintings, sculptures

Using **3 minutes**, Guide and observe learners as they read the text about the language used by artists to communicate, on page ... in the learner's text book. Encourage them to pick interest in observing things with different appearances. Tell them that artists use visual images - things we can see and sometimes touch to communicate ideas. Facilitate learners to communicate after acquiring the skill of **observing**.

Art as a language

What do you see when you look around? The surrounding you live in is rich with things that have beautiful shapes and colors. All this is part of your natural surroundings.

Your natural environment can serve as a source of raw materials. It can also influence your creative minds to make art works. In this section, you will learn how to create different art works depicting the natural environment, or describing objects from the natural environment.

Our eyes help us a lot in observing the different objects from nature and describing them. By doing so, you will be showing an appreciation of your natural environment and how you can use it to sustain your life.

Hint: Appreciating art takes more than just looking at an object. It takes looking and knowing **how** to look-to find meaning. This is called **observation**. Studying art will give you the power to challenge your thinking and see things with an artistic eye. Your interest to know why things look like the way they are is what is called artistic curiosity. On your journey through the world of art, you will learn how to “see” art. You will also learn how to perceive artistically with practice.

Activity 1.2 Drawing from what I see (22 minutes)

Facilitate learners to do activity 1.2 to start on their journey to observe and interpret their environment.

1. Guide and observe learners as they use lines to draw objects of their choice from the school compound, in their books or sketch pads.

(10 minutes)

2. Guide and observe learners as they go back to class and engage in a conversation about their work with each other. Probe learners to comment on their friends work regarding the use of line to formulated the shape of the objects.

(10 minutes)

Then use **2 minutes** to wrap up this section by facilitating learners to read and digest the sub theme “**Examining and responding to the natural environment**” on page... in the learner’s text book.

Possible answers to Activity 1.2

Lines are used to create shape. Therefore by use of lines, learners capture in their sketch pads the shapes of objects they have observed, based on their natural appearance.

Examining and responding to the natural environment

You have enjoyed a tour around your surrounding environment. You must have seen objects of different appearance in shapes, sizes and colour. Can you describe objects you have seen?

To describe an object requires an interpretation as a response. You need to know what to use to describe or interpret an object.

After going through Section one, you realised that the natural environment provides us with the materials we need to make life enjoyable.

Various art works can be made from natural materials to serve different purposes in our societies. Since we cannot do without the environment it is our personal responsibility to responsibly use, maintain and improve on it.

Use **5 minutes** to guide and observe learners as they read the notes in the next section on page... in the learner's text book. Facilitate them as they observe and relate the images in Figure 1.1 to the natural environment.

What is the contribution of the natural environment to the visual arts?

The natural environment offers a lot of resources for artistic ideas. Materials from the natural environment can be either used directly from their source or worked upon to change their colours and strength in order to serve the purpose. For example look at the images in figure 1.1 and in your groups work out the activity that follows.

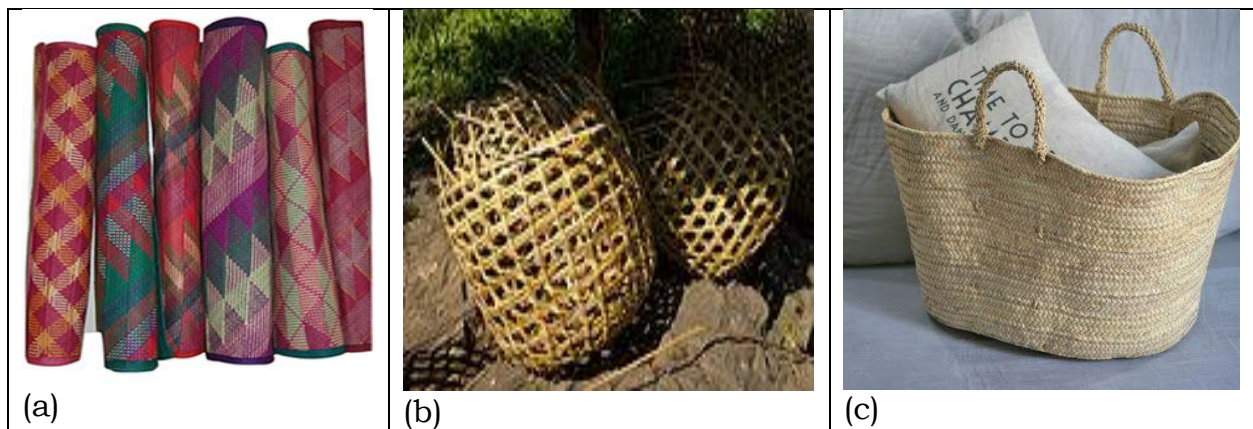


Figure 1.1 Crafts made from materials of the natural environment

Activity 1.3 Use of materials from the environment (20 minutes)

Divide the learners into groups to do this activity.

1. Observe and facilitate learners to list in their notebook the different materials that were used to create the artworks in the pictures shown in the figure 1.1 and describe how such materials are prepared from the natural environment and how they can be kept safe before they are used in the artworks.

(8 minutes)

2. Guide and observe them as they identify and name the materials that can be got from their local area. **(4 minutes)**
3. Facilitate the learners as they engage in conversation regarding the purpose of the artworks in figure 1.1 in the society. **(8 minutes)**

Possible answers to Activity 1.3

1. The materials that were used include; palm leaves, dyes, raffia and cane. Such materials were cut from plants, stripped, dried and some of them dyed in different colours. Such materials should be kept dry in a safe place.
2. Different materials are found in different regions naturally. Therefore the answer to this question largely depends on the students' location.
3. Mats are used for sitting on and decoration, baskets are for carrying and keeping things, such as foodstuff, birds and clothes.
4. The natural environment is a major source of materials for art making.

Use **5 minutes** to facilitate and observe learners as they study the compositions in Figure 1.2 and 1.3. This can be done in small groups.

Guide them to identify artistic objects and their use in the two compositions as they prepare to do activity 1.4.

The use of nature in art making

In this section you will observe that nature is such a major source in art making. Observe the pictures in figure 1.2 and 1.3 and answer activity 1.4



Figure 1.2 Bwola dance of Acoli



Figure 1.3 Lakaraka dance of Acoli

Activity 1.4 Responding to the arts in the natural environment (20 minutes)

In their groups, guide and observe learners as they interpret Figures 1.2 and 1.3 in response to the natural environment.

1. Facilitate learners to identify and mention what is taking place in the picture? **(2 minutes)**
2. Guide and observe learners as they identify and list the materials from the natural environment that were used during the presentations in the pictures. **(4 minutes)**
3. Facilitate learners as they engage in conversation to discuss the factors that are likely to have been considered to select these particular materials. **(9 minutes)**
4. Guide learners as they present their views to what can be done to make sure that such materials are always available for use. **(5 minutes)**

Possible answers to Activity 1.4

1. The pictures in the two Figures represent people dancing while playing musical instruments.
2. The materials in the two Figures that can be got from the natural environment include; ostrich feathers, sticks, calabashes, animal skins and raffia.
3. The factors that might have been considered while choosing such materials include;
 - shapes and sizes of objects
 - colour and natural patterns on objects
 - strength of objects
4. In order to keep such materials available, one needs to keep them safe and use them sparingly.

Use **5 minutes** to guide and observe learners as they read through the next session.

Hint:

The excitement to share experiences and feelings with others is a human trait. It is also a reason why artists like to make art. Artists are people who use observation, imagination and skill to communicate ideas in visual form.

Throughout the learners study they will have to communicate their feelings and experiences in different ways. They will learn techniques of expressing their ideas to be understood by other people.

The study of Art and design will develop the learners' literacy in a number of ways. These include Art Making, responding to the arts and interpreting society and cultures.

Why study Art?

Can you imagine what it would be like to play a new game without learning the rules, or to read a story in a language that is not familiar to you?

Learning art will help you develop understanding of self and the world around you. Art engages the body, mind and the spirit to communicate ideas and feelings that often cannot be expressed by any other means. You will learn and develop **a language** of artistic expression of ideas, feelings, emotions and moods through a variety of art experiences (creative growth). You will have opportunities to make meaningful **literacy** choices and to produce new forms of texts by combining literacy resources. Art will open **career opportunities** for you as an artist.

Art is made by people to communicate ideas, express feelings and to make well-designed objects to use in our daily life.

Art has disciplines such as **painting, drawing, sculpture, printmaking, Jewelry** and many more.

List any other discipline of art that is not mentioned.

Study Figure 1.2 and do Activity 1.4.

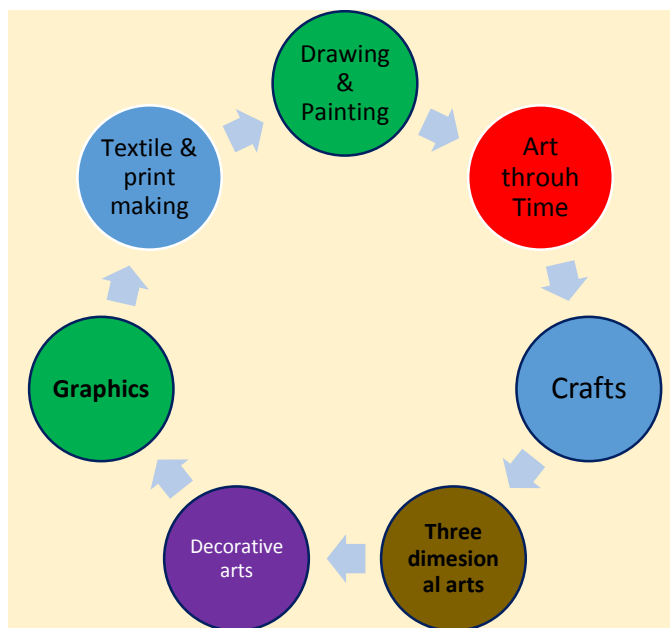


Figure 1.4 Branches of art

Activity 1.5 Branches of Art (20 minutes)

Observe and guide learners as they do this activity individually.

1. Facilitate learners as they copy figure 1.2 in their note book.

(6 minutes)

2. Guide and observe them as they draw a circle in the center and in it write the word visual art and connect the middle circle with lines to the branches of art. Let them draw lines from the center to the branches of art. **(6 minutes)**

3. Observe learners as they work in pairs and guide their conversation/discussion of what they know with each of the branches and record their answers in their note book. Observe and guide learners as check each other's work for accuracy of lines to branches of art and given responses. **(8 minutes)**

Possible answers to Activity 1.5

Learners should make a clear drawing with neat lines which depict the branches of visual art.

Integration activity (37 minutes)

Facilitate learners as they pick on the right materials of their choice and to do the integration activity on page ... of the learner's text book.

- Guide and observe learners as they collect materials from the surroundings, and suggest the composition for their collage. **(8 minutes)**
- Avail learners with supports (card boards or soft boards in appropriate sizes) and glue. **(4 minutes)**
- Observe and guide them as they glue the different materials on the provided supports to form their collage article. **(20 minutes)**
- Observe and guide learners as they display their art works and engage in conversation about the choice of materials and use of space **(5 minutes)**

Hint:

The integration activity sums up the learning of this chapter. It is an evaluation of how learners have developed different competences intended in the syllabus. Give learners ample time to do this activity at their own using all resources in their means to finish their product.

Possible answers to the integration activity

- Learners produce a collage with objects arranged to form a pattern or composition of their choice
- The objects used on the collage should fit properly in the available space

Chapter summary

Using **3 minutes**, summarize the chapter by guiding the learners through the chapter summary on page... of the learner's text book. With the help of guiding questions, engage learners in a conversation as they point out what they have been able to learn in the chapter and those areas that need more attention.

Facilitate learners to understand the **tips** of the chapter, by citing learners' behavior/experiences as they practiced with the different activities in the chapter.

Chapter summary

In this chapter you have learned to:

1. Observe and appreciate the Natural environment.
2. Recognise the importance of art, identify artworks from the society that are made from materials of the natural environment
3. Use materials from the environment responsibly.
4. Preserve the natural environment as a cultural heritage and as source of inspiration

Tips:

- Be careful when you tour the natural environment. Some objects have natural protection of thorns, and or **are poisonous and you should not touch them.**
- Be cautious of the environment. Use it sparingly to avoid destruction of plants