**Program Logistics**

- **Trip Duration:** Two, four, or five nights
- **Group Size:** 15-60 participants
- **Location:** Professor Valley, Utah
- **River Day:** All PVFC programs include a river trip
- **River Difficulty:** Class I-II (III) Rapids

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**Art Around Us**

**Prep time:** 15 minutes

**Time taken:** 1 hour

**Materials needed:** an open space, some examples of art and artistic elements

**Social and Emotional Learning (SEL) and Academic skills practiced:** Social awareness, self awareness, creativity, critical thinking, core artistic concepts, respectful communication

**Summary:** Engage your kids in a discussion of artistic concepts followed by an artistic exploration of any space, creating space based art projects with found objects.

**Steps:**

- Read through the outline and prep some examples of different concepts.
- Gather your kids and invite them into a discussion about art with these possible questions:
  - What are the qualities of art?
  - What makes art, art?
  - Provide examples of various things -- paintings, sound clips, photos of nature, random household objects -- do you consider these things art? Why or why not?
- Define some of all of these artistic elements, consider finding and printing examples of each one to help in defining them.
  - Line - a point moving through space, 2 or 3 dimensional, real or abstract
  - Shape - an element of art defined by a height and/or width
  - Form - three dimensional enclosure of volume that can be free flowing or abstract
  - Value - lightness or darkness of tones or colors
  - Space - refers to the outlines and definitions of areas
  - Color
  - Texture - the way something feels or looks to feel
- Give your students 10 minutes or so to become an expert in one artistic element by collecting examples that demonstrate it.
  - This feels tricky and abstract but you will be surprised at the clever examples kids will provide!
Art Around Us (Continued)

• After discussing the different examples of elements, give your kids at least 30 minutes to create their very own art installation with found objects in nature.

• If you are in a public place, encourage Leave no Trace ethics such as no destroying of living plants or animals, or making permanent changes to anything around them.

• Once everyone is finished creating their art, travel as a group to each art installation. Invite the artist to share the title of their piece, and then allow for the crowd to politely comment on the art installations.
  » Always model positive feedback! Avoid saying things like ‘oh wow very pretty’ and instead comment on how you liked their use of line or color, or some of the concepts introduced earlier in the lesson

• Give the artist a chance to talk about their inspiration or meaning behind their art instillation, and move on to the next piece.

• If you are in a public place, practice Leave No Trace by returning the space to what it looked like before you arrived.

Wrap up and Discussion Questions:

• Does using this space to create art change your perspective of your own backyard/front yard/ driveway/ kitchen etc?

• What did you notice about the types of materials you used?

• Have you done anything like this in the past? What does creating natural art remind you of?

• How did it feel when people were talking about your creation?

• What did you like about this activity?

Possible Extension

• Write a journal entry about your experience of creating natural art.

• Write a story about an artist who travels around the world creating art in all different environments

Watch this video of natural artist Andy Goldsworthy

Art Around Us is an essential part of a Social and Emotional Learning (SEL) curriculum. Encourage your kids to discuss and reflect, and share it with us on Facebook, Instagram using @cfimoab and #coyotescorner, or by email education@cfimoab.org.

Happy distancing,
Canyonlands Field Institute

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