

Cycles, Systems and Sculpture

Creating our Butterfly/Sculpture Garden successfully crossed age and curricula. The multiple use courtyard will be used by others for years to come, by science and fine art students as well as performing artists and community groups. Sculptural pieces will be added annually.

Curriculum/State Standard

3rd grade Standards of Learning:
scientific investigation of life processes and living systems

Biology Standards of Learning:
students will plan and conduct investigations of living things, investigate life functions, and study the equilibrium of ecosystems.

Art and photography students will produce works that demonstrate an understanding of three-dimensional art media.

Computer graphic students will assist with Web sites and electronic research exchanges.

Overview

The decision to construct a butterfly-sculpture garden was born out of the desire to join art and science students from various grade levels to create an ongoing community project.

Matching funds were procured from a local garden center while an Eagle Scout candidate was enlisted to build benches. Art students coordinated their efforts with third graders who study ecosystems and life cycles of butterflies, as well as ninth grade biology students who have similar curriculum. From this partnership, a butterfly garden, complete with sculptural art pieces, was created.

Continued on the back...

3-9-10-11

GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

6

MONTHS

\$2000

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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“Cycles, Systems and Sculpture” project continued...

Objectives

- The students will create an environment suitable for total community use
- The students will Understand that learning exists in a continuum
- The students will Obtain a first-hand working knowledge of lifecycles and ecosystems
- The students will design and produce exterior sculptural pieces
- The students will perform maintenance and upkeep of the butterfly-sculpture garden site through continued practice of gardening skills and three-dimensional designs

Materials

Ground site, topsoil, grass seed, perennials, tree, shrubs, mulch, butterfly larvae

Readiness Activity

Ninth-grade biology class student write letters to third-grade students in order to introduce themselves and seek information regarding butterflies. The third grade students write back with their research information.

Strategies/Activities

- Relevant parties contacted for permission and desire to participate
- Seek matching funds from local garden center
- Await release of funding (due to seasonal nature of the project, late is the optimal time for planting the garden)
- Draft plans for layout of garden
- Sculpture students create ongoing exterior pieces for placement in the garden

- Sculpture students team up with third graders to create a butterfly-sculpture garden mural
- Order materials from garden center (spring being the busy season in the middle-eastern states one needs to work around the garden center's schedule)

Culminating Activity

The culminating activity occurs upon completion of the site. A contest is held to name the garden and an open house allows for the school community to see the results of our efforts.

Evaluation

Biology students' research on ecosystems and life cycles was reviewed by teacher and passed on to elementary students for feedback.

Third graders study of life cycles and ecosystems to be evaluated by their teacher.

Art work self-critiqued as well as evaluated by teachers, other students, and public audience.

Informal critique of project given to random team members.