



25min Plant Part Community Art Grade 8 Facilitator Notes

Objective: Students will cooperate in creating an arrangement of imaginative plant drawings while learning about the different plant parts and the life cycle from seed to fruit.



Recipe Category: Plants & Gardening



Cooking Time: 25 mins



Level of Difficulty: Grade 8



Recipe Ingredients:

- 1 large tarp for sitting on if working outside
- 1 clip board or hard working surface per student (tables and chairs set-up works fine)
- 1 piece of construction paper per student (black works well)
- 1 oil pastel or coloured chalk per student (preferably a variety of colours)
- Variety of fruit and vegetable seeds (local and exotic) with corresponding produce (for example an apple and an apple seed)
- Clear plastic storage bags for extra small seeds not to go missing
- 2 trays or bowls
- Timing device



Curriculum Links:

Grade	Subject Area	Ontario Curriculum Links
8	The Arts	<i>Visual Arts</i> DI.3 Use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose.



Introduction: (5 mins)

Have students sit/stand in a circle if space allows.

- Introductions
 - Emma from Greenest City, an environmental community organization in the Parkdale area focused on food.
 - Introduce volunteer.
 - Show a picture of the HOPE community garden, Youth Garden and community kitchen to explain our work.
- To get your creative juices flowing we will be building a garden with your own imaginative plant drawings.

Activity One: Seed Identification Match Up (warm-up) (5 mins)

1. Collect 10 interesting fruit and vegetable seeds to share with students. May include the world's largest seed, a coconut, or seeds that we eat such as beans or corn. Include options that are more easily identifiable and others that are less obvious and add to the challenge.
2. Have a sample of the same fruit and vegetables available or use representing pictures.
3. Present 10 seed samples on one tray and actual fruit and vegetables on another (or pictorial representations).
4. Call for two to three volunteers from the class to work together in front of the audience to match as many items as they can in *60 seconds*. The audience may also provide input.
5. Identify correct matches first and adjust incorrect guesses.
6. If time allows, seed samples may be sent around for students to look at more closely.

Activity Two Title: Plant Part Art (15 mins)

Inspired by Biodynamic Farmer & Educator Cory Eichman

1. Hand out supplies to all students (clip board, 1 piece of construction paper and 1 oil pastel/chalk).
2. Confirm that everyone has the necessary supplies to begin.
3. Explain that we will be creating **imaginative** plant art and to listen carefully to the verbal instructions.
4. Have students take a deep breath in as a group and on the exhalation invite them to draw a **seed** on their paper (can be from their imagination).



5. Once you see that students have something on their page ask them to finish up quickly and then instruct them to place their clip boards (with paper) down on the ground and move one spot over (left or right) to a new clip board while taking their oil pastel/chalk with them. Indicate with hand gestures the direction you would like them to move.
6. Have students take a deep breath in as a group and on the exhalation invite them to attach roots to the seed that has already been created by the artist before. You may use hand gestures to indicate the word root and explain that roots emerge first and stretch down into the soil. Roots are like hairs that allow the embryo (the seed) to stabilize in the soil and absorb minerals and water from soil.
7. Complete moving instructions as indicated in step 5.
8. Repeat steps 4 and 5 with different parts until the plant pictures have been completed.

Roots are followed by the following parts:

- **Cotyledons** (false leaves) – first two small leaves that open up from the seed and peak up through the soil
- **Main Stem & True Leaves** – the stem reaches up and supports the plant including the true leaves which are more distinct and larger than the first two
- **Flower**
- **Edible fruit** (flower transforms into a fruit)

Notes: Always start with the breathing instruction. You may use verbal explanations and hand gestures as needed. Encourage students to connect the plant parts as they progress. Let students know that they can rotate their papers if they run out of space. Activity should move quickly but calmly. Make students comfortable by confirming that they can't make mistakes (there are no wrong drawings).

9. Staying where they finish up, have students take a look at the pictures created by the group. Congratulate them on their work!
10. To debrief you can ask the following questions:
 - a. How did you feel when you had to change papers the first time?
 - b. How is the experience similar to planting seeds or starting a garden?



c. What is the meaning of the quote, “*You can count the seeds in an apple but you can’t count the apples in a seed*”?

11. You may collect the papers and present them as a garden quilt or allow students to take one home.

