



## Salisbury School Gardens

Curriculum



*St. Gabriel School — Edmonton, AB*



*Reynolds Secondary School — Victoria, BC*

“First and foremost, these school gardens will be educational tools. They can provide a tangible, real world contextual element to otherwise abstract ideas. Edible gardens can supplement lessons for every core subject in the majority of grade levels. From environmental science to nutrition, agricultural issues to measuring the circumference of a tomato, the gardens are as versatile as we are creative. Here are a few linkages between the gardens’ potential educational power Alberta Curriculum as found on LearnAlberta.ca.

## Fine Arts:

A School Garden will be able to play a pivotal role in fulfilling Elementary Fine Arts General Learner Expectations, which are:

From a Fine Arts perspective, the exciting thing about the garden is that these General Learner Expectations can be applying at all grade levels. Here is an example of how the garden could be used to teach Depiction, Component 4, throughout the Elementary grade levels:

### **Reflection: individual responses to forms in nature**

- The gardens will provide a plethora of natural forms, from leaves to seeds to sunflowers. Garden elements can be customized in order to provide more symmetry, strange shapes, etc.

### **Depiction: creating imagery based on the natural world**

- The gardens will provide instant still-lives, which can be depicted as a whole or in part. They will always be changing and adapting, creating the potential of original compositions throughout the semester.

### **Composition: organizing elements in order to create a unified statement**

- Plants within the garden blend together, providing ongoing still-life models of ever-changing tableaux with as many including elements as are seen fit.

### **Expression: using media to say something meaningful**

- Plants can be expressed in any media, from paint to clay, pencil to seed art.

## DEPICTION - Grades 1 & 2

Component 4 - MAIN FORMS AND PROPORTIONS: Students will learn the shapes of things as well as develop decorative styles.

Plant components can easily be broken into basic organic shapes, with easily mapped proportions.

### Concepts

- A. All shapes can be reduced to basic shapes; i.e., circular, triangular, rectangular.
- B. Shapes can be depicted as organic or geometric.
- C. Shapes can be made using different procedures; e.g., cutting, drawing, tearing, stitching.
- D. Animals and plants can be represented in terms of their proportions.
- E. A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground.

## DEPICTION - Grades 3 & 4

Component 4 - MAIN FORMS AND PROPORTIONS: Students will perfect forms and develop more realistic treatments.

Plant shapes can be expanded upon and made more realistic, while incorporation of surrounding environment will add depth of field.



Mel Johnson School — Wabowden, MB

"The problem with our school garden is that there isn't enough of it to accommodate everybody's enthusiasm! In the year since we planted it, it has been embraced by teachers and students – especially those in our Food & Nutrition program who use it to learn about the entire food cycle from seed to table."

Mary Duncan School — The Pas, MB

## Concepts

- A. Shapes can suggest movement or stability.
- B. Many shapes are symmetrical.
- C. Images can be portrayed in varying degrees of realism.
- D. Internal as well as external proportions can be depicted.
- E. Landscapes can show middle ground, background and foreground.
- F. Size variations among objects give the illusion of depth.

### DEPICTION - Grades 5 & 6

Component 4 - MAIN FORMS AND PROPORTIONS: Students will modify forms by abstraction, distortion and other transformations.

Botanical shapes are endlessly complex, and the teacher can customize how complex the students' compositions need to be depending on grade levels. Buds change to flowers, which change to seeds, plant form (i.e. bright pedals to attract bees) reveal function, and plant components are easily distorted while their true identities remain implicit.



Mel Johnson School — Wabowden, MB

## Concepts

- A. The direction of shapes determines the static or dynamic quality of the work.
- B. Shapes can be enhanced with complexities, embedded or extended forms.
- C. The metamorphosis and transformation of shapes can be depicted, one shape becomes another; e.g., a cloud becomes an animal; or one shape changes within itself; e.g., pupa to butterfly.
- D. Forms can reveal their functions.
- E. Shapes can be abstracted or reduced to their essence.
- F. Shapes can be distorted for special reasons.
- G. Sighting techniques can be used to analyze the proportions of things.
- H. Receding planes and foreshortened forms create depth in a picture plane.

“It comes down to us wanting to teach students the whole cycle. Plants aren’t just about looking, about aesthetics, but about eating and nutrition. As a UNESCO Associated School we are committed to teaching students about their environmental and social responsibilities.”

Brock Corydon School — Winnipeg, MB