

Learning with the arts

Natural Sciences (5th year)

WATER, AIR, ROCKS AND SOIL - LAND MATERIALS

TOPICs of the module- The importance of water to living beings

Age of students – 10 – 12 years

Prior knowledge

Pupils should be able to:

Recognizes different ways in which water is found in nature (rivers, streams, seas, lakes ...).

Distinguishes aquatic environment existing in the region (water courses, ocean, lagoons ...).

Realize that rainwater infiltrates the soil giving rise to water sheets.

Identifies phenomena of: - evaporation; - condensation; - solidification; Precipitation

Objectives

Pupils will be able to:

- Relate the impacts of habitat destruction with continuity of living things.
- Suggest measures that contribute to promoting the Nature conservation.
- Propose measures that aim to guarantee the sustainability of the water for consumption.
- Indicate three sources of pollution and water contamination.
- Explain the consequences of pollution and water contamination.

Opportunities - develop creativity, autonomy, self-confidence, interpersonal relationship, group work.

Resources – paper, colored pens, cardboard boxes, cardboards, nylon wire, camera, computer, digital tool (APP) "Vizia", glue, ...

Time frame - Four Lessons, 50 minutes.

Arts involved – Drama, Poetry, Visual Arts, Photography, Video.

Methods of work – Individual work, peer work and team work.

Introduction stimulus (Warm up):We all have a responsibility to care for the planet by making life on Earth sustainable.

To hold everyone accountable for their defense is a duty.

Convincing each student to be a paladin / guardian of nature contributes to a responsibility of each one for a planet that belongs to all (that is wanted of all).

To convince the students that they are heroes who try to save the planet by bringing to the attention all those who try to destroy it through their knowledge and their art allowed to involve them for a noble cause "Let's Save the Planet."

Steps – The 5th years, in the frame of our Erasmus+project "Learning with the arts", were familiarized with the notion of desertification, preservation, sustainability.

After research, exploration and analysis of documents, students discuss ways to be heard.

Through drama, poetry, visual arts, photography, etc., students will, using the knowledge they have and research results, to create slogans for the preservation and protection of nature, namely, water.

In a first phase students were invited to animate a class based on different art forms, in order to facilitate the learning of colleagues. Afterwards the works presented by the elements, pairs and groups, were improved to the scientific level. In a final phase the projects were executed in each of the selected art forms.

Evaluation summary and comments about how the module went:

Most of the students showed great interest and commitment in the accomplishment of the activities, showing great involvement in learning. The students who applied the least showed that they wanted to be part of the different work teams, with more commitment and involvement. The contents involved were acquired more easily by having been worked over and over again.

Preparation





Dissemination through the elements of the educational community

