**Patchwork for Earth Hour**

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| **CEFR Level and Skill(s):** | A2 Listening.  A2 Spoken production  A1 Writing |
| **CEFR Competence(s) Aimed at:** | Understanding directions in written and spoken formats.  Giving and getting instructions.  Summarizing what they have read or heard  Text production using simple words/sentences. |
| **Art form(s) Exploited:** | Visual Arts |
| **Duration of the Activity:** | 9 x 60 min |
| **Materials and Equipment Needed:** | Arts and crafts equipment:  Trash and textile for recycling (old sheets + old clothes with a memory, i.e. grandmother’s table cloth, grandfather’s shirt)  Paint and brushes/pencils and colour pens  Paper, scissors  Sowing machine (for border around each art piece), iron.  Digital media:  Smart phones/tablets/computers. |
| **PROCEDURE** **Introduction** The class is informed about Earth Hour and how to act about it. The students are instructed to look around for an environmental problemto solve.. **Preparation:** Prepare introduction about Earth Hour (in our municipality connected with UNESCO Biosphere Area).  Prepare keywords and phrases in English/Spanish that the students will need to be able to talk about good environment contra pollution. **Activities:**Module 1. Introduction to school environment in English/Spanish The students select an environmental site for a solution. Stops can be found in or around the school. The sight is chosen by the students and the perspective is theirs. Talk about possible stops/sights in English/Spanish and let the students decide what they will head for. Provide language support and relevant key words or phrases to support them. Sights could be:  School garden, a place nearby, the recycle room or other collective spaces in the school.  Alternatively walk to a place and let the students observe an environmental problem to solve (speak in English/Spanish if they can). Make documentation (photo/film). See links for more examples. Module 2. Watch the photos from the action to get inspiration for the artistic work Always have the theme Earth Hour in mind – in this example the plastic found is crucial for the result.  Create art on paper with words/expressions in English. Decorate with drawings. Make your own version of local environmental logos. A craft artist can be invited for more artistic visions, i.e. a textile artist can introduce the possibility to transfer the work on paper to textile (preferably English/Spanish speaking).  The students may choose a final collage (see links). Module 3. Textile work The students bring old white sheets (the teacher brings extra) from home for recycling. They cut pieces in size A4 or A3 and start to transfer the work on paper to a work on textile (textile colours can be special felt pencils or paint).  Make documentation (selected or voluntary students). Start sharing the work on the school web (see links). Module 4. Textile work, continuation Make the decoration on textile complete (add colours/words/sentences and iron the final product + sow a border if needed). Make decision for background textile, i.e. a big blue globe for a kind of patchwork that can cover the whole class. Module 5. Textile background for collage Make space on an empty floor for the background textile (some students are still finalizing their decoration). Find the centre and draw a circle with 3m radio (use a pencil in centre attached to a long tread, one student keeps the centre while two students walk the periphery – one showing the line for periphery and one drawing with textile chalk). 5-7 students cut along the chalk line. Put out the pieces of art/poem/text on the blue globe. Discuss about message and balance in the picture. Module 6. Textile with a special memory The students bring one piece from home with a special memory (baby pillow case/grandmother’s handicraft, late grandfather’s shirt etc.). For this lesson the globe is again spread on the floor, the final place for the art is decided and from-home-brought textile is cut in chosen forms (circle, heart, moon...). Module 7. The drama of the art The 7m long ensilage plastic is to be added. Discuss how trash can give a message to a piece of art, i.e. the students twin the plastic and create a snake and refer to *The snake of Midgard* (medieval tale). Make the snake beautiful with golden tread and other decoration. Decide on how to add the snake on the Earth Hour globe (surrounding or sneaking in across the whole piece of art. Module 8. Patchwork Choose a method to have every piece added (needles, stich, glue, sowing machine...). Make the textile art complete and make photos. Add on the web/social media. Module 9. Public presentation Visit the local Earth Hour event and give a final presentation of the work done. Add song and dance when convenient. | |
| **Things to consider (Precautions, safety measures, appropriate for larger groups, space needed etc):** | Earth Hour is a late hour event (not all pupils can attend, discuss about voluntary school hour). |
| **Prerequisites for the teacher :** | Knowledge on how to transfer ideas on paper to a version with textile. |
| **Source(s) / Useful links:** | Patchwork training: <http://artinedviksjofors.se/2019/02/14/i-kyrkbocker-200-ar-sedan/>  Solving a problem: <http://artinedviksjofors.se/2019/02/24/ner-med-plasten/>  Textile work: <http://artinedviksjofors.se/2019/03/01/lapptacke/>  Final exhibiton: <http://artinedviksjofors.se/2019/03/31/befria-bjorken/>  Competition: <http://artinedviksjofors.se/2019/05/03/vart-tavlingsbidrag/> |