

MINING LESSON PLAN: **Reclaimed Art, Reclaimed Land** by Kimberly Andrade

This lesson focuses on the problems that come with mining the west and how there are potential ways to stop these problems maintaining everyday needs with more sustainable solutions. 3rd graders will learn about mining and reclaimed land, create a collage, and then will look at different ways to conserve Earth's environment. The lesson will culminate with a painting that reflects reclaimed lands over their collages.

Objectives:

Students will:

- Identify common mining practices and the positives and negatives that come with it, as well as possible solutions to maintain earth's environment.
- Learn about mixed media and composing collages, how to create multilayered works of art through building up collages and painting layers on top.

Grade level:

3rd grade

Duration:

This project can be modified to fit in 1 lesson or 2-4 more in-depth lessons.

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Materials:

Collaging materials such as...

- Magazines
- Paper scraps
- Old books or homework assignments
- Photos
- Anything that can be recycled or repurposed.
- Glue
- Acrylic Paint
- Paint brushes & pencils

Vocabulary/KeyTerms:

- Reclaim is when land is restored from lands that have been destroyed by human activities.
- Environment where plants, animals, and humans live.
- Degraded land is the process where the environment is affected by human processes.
- Collage assembling different papers and pictures to create an image.
- Composition the way different elements in the artwork work together.
- Layering creating one work and adding another and another, layering the works of art.
- Dry Brush using a relatively dry brush giving a scratchy and thin layer of paint.
- Mark Making using different lines, marks, patterns, to create an artwork. Mark making can also be made on land, natural or man made.
- Abstract artworks that do not resemble anything but instead use shapes, colors, and textures.
- Representational art that focuses on things we recognize.

Activity

Looking at Simon Blundell and John Erickson's work we will talk about collaging and the idea of layering images to create compelling compositions and multiple meanings. To see the environmental impacts that come with mining, refer to the UMFA exhibit *Mining the West*. With these images in mind we will be creating a collage of the negative effects that mining has to our community and the environment. After we address the problem with mining resources, we will paint an image of reclaimed land as a means to repair abandoned mines.

Step 1:

Overview of the references we have to work with and look at the different uses of media. Looking at Blundell and Erickson's work look at the use of layering, collage, composition, and abstraction.



Left | John Erickson (American, born 1953), *Call for Backup*, 2021, mixed media. Right | Simon Blundell (American, born 1974), *Light Within*, 2021, dye sublimination on aluminum.



Consider the multiple layers and the subtle images hiding throughout the painting.

Step 2:



Have students pick the art-making materials to use in their collage.

• Discuss the following images and talk about how mining has affected these places.



Right | James Brooks (American), *Slag Heap*, 1932, oil on canvas. Gift of The James and Charlotte Brooks Foundation, UMFA2016.4.6.

Left | Ruth D. Coleman (American), *Open Pit Mine*, circa 1950s–1960s, gelatin silver process, paper. Purchased with funds from Dr. James E. and Debra Pearl for the Dr. James E. and Debra Pearl Photograph Collection, UMFA2001.1.193.



- What does degraded land look like because of mining?
- What do you see?
- What do you think this place looked like before humans mined it?
- What will it look like in 100 years if this continues?

Gilsonite mining images courtesy of Marriott Library







• How does the text they are using push this idea of negative practices and destruction? Is the text more abstract or representational?





Once students have their materials, begin cutting out and experimenting how to arrange the collage materials on the page to create a composition of negative mining practices.

- This can be as abstract or representational as the students would like if they are being creative about how they demonstrate these practices.
- Glue their pieces down (experiment with overlapping and using text in unconventional ways)

Step 3:

Once the collage is finished, sketch out ideas of reclaimed lands after mining.

- What would this land look like in 100 years?
- How can the environment be repaired?
- How will layering a painting over the collage change the students' "environments"?



- Using acrylic paint starting with thin layers begin to paint over their collage to create their new image.
- Layer by layer add paint revealing a new image while still being able to see the collage underneath.
- Students can add other collage elements, images or details over the painting to further tell their story of reclaimed land.



Methods for Assessment:

- Reflecting on their images, how did the student connect the two images they made?
- How can they take what they've learned and apply it to their community?

Additional Resources

State Core Links:

- Standard 5.V.C.2: Experiment with and develop skills in multiple art-making techniques and approaches through practice.
- Standard 5.V.C.3: Create artistic statements using art vocabulary to describe personal choices in art-making.
- Standard 5.V.CO.2: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.
- Standard 5.3.4 Evaluate design solutions whose primary function is to conserve Earth's environments and resources. Define the problem, identify criteria and constraints, analyze available data on proposed solutions, and determine an optimal solution. Emphasize how humans can balance everyday needs (agriculture, industry, and energy) while conserving Earth's environments and resources.

Contributer Bio:

My name is Kimberly Andrade, I am a senior at the University of Utah. I am studying art education with a minor in Art History and Portuguese. I grew up in Salt Lake and I worked at a non-profit for some time where I taught lessons at a number of schools around Salt Lake County. I love to encourage kids to follow their imagination and create works of art from the world around them.

Heading image | Photograph of the Buckeye Mine at Silver Reef, Utah, ca. 1885. detail, Mark A. Pendleton Photograph Collection, P0008, Special Collections, J. Willard Marriott Library, University of Utah.

