

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
MARC WALTER

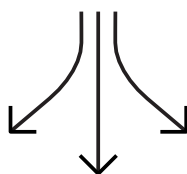


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: VISUAL ARTS

CREATE A LANDART INSTALLATION

Program Overview

Artist Name: Marc Walter

Artist Bio: Marc Walter is an environmental artist specializing in land art since 2004. He explores how creating artworks in specific locations can evoke emotional responses. His favorite projects involve public participation in making large, collective ephemeral artworks. Marc invites participants to experience every creative step, celebrating collaboration with nature. His art is meant to be experienced firsthand.

Program Description: Marc accompanies the students in the creative process while building a collective monumental landart installation. Gathering and selecting materials, observing, brainstorming, building and a vernissage are all on the menu!

Artistic Discipline: Visual Arts

Recommended Grade Levels: K - 12

Session Logistics: In person, 5 day residency with add on days

Vocab bank/glossary: [Click here](#)



CREATE A LANDART INSTALLATION

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Designing original outdoor artworks using natural and/or recycled materials.
 - Applying principles of composition, texture, and pattern in a site-specific installation.
 - Experimenting with scale, balance, and form to create harmonious works in nature.
- Strand B – Reflecting, Responding and Analyzing
 - Observing how the placement of an artwork changes its meaning and impact.
 - Analyzing how natural elements such as light, weather, and seasons influence the art.
- Strand C: Exploring Forms and Cultural Contexts
 - Understanding land art as part of global movements that blend creativity with ecology.
 - Exploring the connection between art-making and environmental stewardship.

CREATE A LANDART INSTALLATION

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

K

Pre

- What do you notice when you're outside in nature?
- Have you ever made something with sticks, leaves, or rocks?
- What colors or shapes do you see around you?

During

- What materials did you pick up to use in your art?
- How does it feel to touch the earth, leaves, and stones?
- What are you making together with your friends?

Post

- Was it fun to make something that everyone helped create?
- If you could add one more thing to your art piece, what would it be?

GRADES

1-3

Pre

- How can nature itself be used as art?
- Can you think of something beautiful made by animals or nature?
- Why might artists create work outside instead of in a studio?

During

- How are the materials you chose part of your local environment?
- What patterns or shapes are you creating with the materials?
- How does it feel working together in the outdoors?

Post

- What did you learn about working with nature and friends to make art?
- Was there something surprising about creating artwork this way?
- How does this land art show your connection to nature?

GRADES
4-6

Pre

- What is land art, and why might artists be drawn to that form?
- How does art change when it's done outdoors versus indoors?
- What environmental messages can art in nature share?

During

- What decisions did you make about which materials to use and why?
- How did the placement and composition of pieces affect the overall look?
- How are you responding to the surroundings as the artwork takes shape?

Post

- What emotions did this workshop bring out through the art you co-created?
- How is this art different from a painting or a sculpture in a gallery?
- How can working with nature be a way to honor or protect it?

GRADES
7-8

Pre

- How would you describe land art to someone who's never seen it?
- How can the location of an artwork influence its meaning?
- What do you think happens to art made in nature over time?

During

- How did collaborating with others shape the evolving design?
- What narratives or themes are emerging as you build the piece?
- How do environmental factors (light, wind, surroundings) affect your installation?

Post

- What meaning or message does the land art convey to you and the audience?
- How did building this collective piece change the way you view nature or community art?
- How might you use the natural world to inspire your own future work?

Pre

- What is the significance of art that's ephemeral and situated in nature?
- How can land art address environmental or social issues?
- What lines between artwork, environment, and community are being blurred here?

During

- How does working "in situ" (on site) with natural materials influence your process and intentions?
- How are you communicating ideas or emotions through the collective form?

Post

- In what ways did this artwork reflect both artistic expression and environmental consciousness?
- What insights have you gained about the relationship between impermanence and meaning in art?
- How might you integrate land art or collaborative environmental art into your personal or academic expression?

VISUAL ARTS OVERVIEW

Visual Arts empower students to explore their identity, culture, and societal issues through creative expression. It supports cognitive, emotional, social, and creative growth while building empathy, communication, and critical thinking skills. These abilities not only enhance academic performance but also contribute to students' confidence, emotional intelligence, and overall well-being.

The creative and critical analysis process guides students in imagining, planning, interpreting, and reflecting on artistic work, complementing artist-led sessions. These frameworks empower students to become thoughtful creators, reflective learners, and active participants in building a more just and connected world.

Visual arts connect seamlessly with other subjects across the curriculum. They enhance communication in the language arts, explore culture and history in social studies, and reveal patterns and concepts in math and science. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



APPENDIX

Vocabulary bank/glossary:

- **Land art:** Artwork created directly in the landscape using natural materials found on-site.
- **Site-specific:** Art designed for and adapted to a particular outdoor location.
- **Ephemeral art:** Temporary art that naturally changes or disappears over time.
- **Sustainable materials:** Natural or recycled materials that are environmentally friendly.
- **Installation:** A large-scale artwork arranged for people to experience in a specific place.
- **Composition:** The arrangement of elements in an artwork.
- **Assemblage:** Combining found or natural objects into an artwork.
- **Texture:** The way a surface feels or looks like it feels.
- **Habitat:** The natural home of plants, animals, or other organisms.
- **Ecosystem:** A community of living things interacting with their environment.
- **Biodiversity:** The variety of life within an environment.
- **Conservation:** The protection and preservation of natural environments.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a color to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning