

# 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

## ENVIRONMENTAL ART

### 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:** Following an overview of the land-art discipline, participants are invited to develop their creativity and use their senses while manipulating various natural elements such as: branches, stones, flowers, fruit, snow, etc. Each workshop is adapted to the school, the site or a subject and results in a collective artwork, a permanent or ephemeral installation, or an exhibition.

**Artistic Discipline:** Visual Arts

**Recommended Grade Levels:** K - 12

**Session Logistics:** In person only

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



# ENVIRONMENTAL ART

## Curriculum Connections

### Learning Themes:

- Strand A – Creating and Presenting
  - Experimenting with natural and recycled materials to create original artworks. (K-3)
  - Designing site-specific pieces that interact with and highlight the natural environment. (4-8)
  - Exploring scale, texture, and pattern in relation to outdoor spaces. (9-12)
- Strand B – Reflecting, Responding and Analyzing
  - Observing how art can raise awareness about environmental issues. (K-3)
  - Analyzing how colour, form, and placement affect the meaning of environmental artworks. (4-12)
- Strand C: Exploring Forms and Cultural Contexts
  - Understanding the role of environmental art in promoting sustainability and conservation. (4-8)
  - Exploring how artists across cultures incorporate nature and ecological values into their work. (9-12)

# ENVIRONMENTAL ART

## 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.

GRADES

K-3

### Pre

- How can art help people care for the environment?
- What materials could we collect from nature to make art?

### During

- How does the location of the artwork change how it looks or feels?
- What textures and patterns do you notice in the materials?

### Post

- How did the art make you think differently about the environment?
- What would you like to create in your own outdoor art project?

**GRADES**  
**4-6**

**Pre**

- What do you think “environmental art” means?
- How could art inspire people to protect nature?

**During**

- How do the artists use natural or recycled materials in creative ways?
- How does weather or time change the art?

**Post**

- What message do you think the art is trying to share?
- How could you design an artwork to encourage environmental care?

**GRADES**  
**7-8**

**Pre**

- How can temporary (ephemeral) art be powerful even if it doesn’t last?
- How can art interact with its surroundings?

**During**

- What choices did the artists make about materials, scale, and placement?
- How do these choices affect meaning?

**Post**

- How could you use environmental art to address a local issue?
- How might your audience interact with it?

**GRADES**  
**9-12**

**Pre**

- How does environmental art challenge traditional ideas of permanence in art?
- How can site-specific art influence how a message is received?

**During**

- How do the visual elements—colour, form, texture, and space—reinforce environmental themes?
- How is the viewer's experience shaped by the outdoor setting?

**Post**

- How could environmental art be used in activism or community projects?
- What ethical considerations should artists keep in mind when using natural materials?



# 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:

- **Environmental art:** Artwork created to highlight, work with, or be part of the natural environment.
- **Site-specific:** Art designed for and integrated into a particular location.
- **Sustainable materials:** Natural or recycled materials that are environmentally friendly.
- **Ephemeral art:** Artwork that is temporary and often disappears due to natural forces.
- **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:** Protecting and preserving natural resources and environments.
- **Installation:** A large-scale artwork arranged in a specific space for people to experience.
- **Assemblage:** Artwork made by combining found objects or natural elements.
- **Texture:** How the surface of an artwork feels or looks like it feels.
- **Pattern:** Repeated designs, shapes, or forms found in art or nature.

# 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