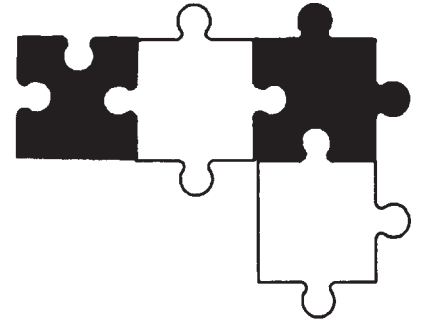




# Activity 17 SEED COLLAGE or A SEED-Y IDEA



## STUDY QUESTION:

How can seeds be used in the art class to promote agricultural awareness?

## THE ACTIVITY:

Students will create a seed collage using vegetable and grain seeds which are grown in Alberta.

## CURRICULUM FIT:

### DIVISION TWO - ART Level 3 (Grades 5 and 6)

- Composition - Unity Component - Create unity by integrating the parts of a composition to the whole using transitions of color, texture, or tone.
- Expression - Purpose Component - Decorate items personally created - details, patterns, texture can be added to two-dimensional works.
- Subject Matter - Develop themes with an emphasis on global awareness ie. plants and animals.

## AGRICULTURE CONCEPTS:

Diversity  
Production, Processing and Distribution

## PURPOSE:

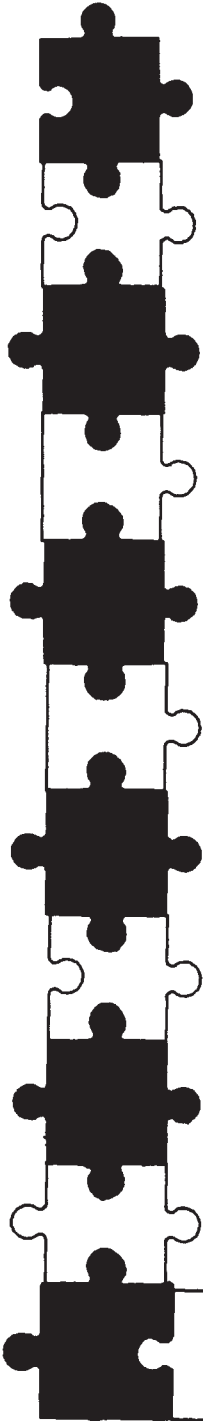
- To create agricultural awareness among the students by using materials from the farm in art forms. The students will be made aware of the variety of grains and vegetables grown in Alberta and how their various sizes, shapes and colors can be organized into a visual presentation of the importance of agriculture.

## MATERIALS REQUIRED:

Base materials - choose from: insulating board, mounting board, heavy cardboard, corkboard  
 Glue - any PYA adhesive, multiglu, white glue  
 Brushes - for paint, glue and/or varnish  
 Craft knife, spoon, positioning tools, metal knitting needle, pencil tip, tweezers, cocktail stick  
 Paper - drawing paper for design  
 Varnish - clear polyurethane (if desired)  
 Seed containers  
 Seeds - may include some of the following: dill, pea, chick pea, pinto beans, black eye beans, brown bean, butter bean, rice, water melon, wheat, barley, oats, canola, red or yellow lentil, green split pea, lima bean, red kidney bean, black kidney bean, poppy, sesame, mustard, sunflower (skinned, unskinned), pumpkin, corn

## TIME REQUIRED:

Three or four periods



# BACKGROUND - For the Teacher

With only about four per cent of Canadians involved in agricultural production, many citizens take the food they eat for granted without recognizing the connection between grain seeds and the bun their hamburger comes in. This activity provides an opportunity for the children to handle various seeds and make a connection between them and finished agriculture products. By the end of the activity students will be able to identify various seeds.

Creating art from food makes a statement about the abundance and low price of grain in this area. There are some places in the world where creating art would be the last thing done with grain.

## PROCEDURE — DAY 1

### Part 1

#### Preparation

1. Before starting the lesson gather all the necessary materials and make sets for each table in the class. The students could work with about four to a table. At this time only include four different kinds of seeds, ie. corn, peas, wheat, canola. Seeds can be obtained from a local United Grain Growers, United Farmers of Alberta or Alberta Wheat Pool outlet. Other seeds should be stocked in the baking section of a grocery store.

### Part 2

#### Introduction

2. Brainstorm with the students by asking them to name as many products as they can think of that are grown on farms in Alberta. Ask where these plants come from and how they are grown. Explain that plant seeds come in all different sizes and shapes and see if anyone can guess the four types of seeds selected for this introduction activity.

### Part 3

#### Activity

3. Explain that the students are to draw some simple geometric shapes on their paper and then glue seeds onto the paper. Have the students experiment with different arrangements of seeds within the shapes. Examples might include big seeds on the outside and small seeds on the inside of the shapes or alternating rows of small and big seeds. This activity gives the students practice manipulating the seeds as well as experimenting with visual impressions from color and texture. These practice sheets should be ready to hand in by the end of the class period.

### Part 4

#### Conclusion

4. Collect the practice sheets and have the students return all work materials to their proper sets. Introduce the multitude of seeds that will be available next period and ask the children to prepare by starting to think of an agriculture related item they would like to make their next collage of. The students can choose what picture they make or what they depict. Suggest that they might want to try depicting a product that is manufactured from the seeds they are using.

## PROCEDURE — DAY 2

### Part 1

#### Preparation

1. Supply the remainder of the seed varieties that have been selected for this project. Review the practice collages and select five or six which best display a unified use of size and seed color. Select an appropriate base material.

### Part 2

#### Introduction

2. Display to the class the collages selected from the previous class which show evidence of experimentation with pattern and size. Brainstorm with the class to see what ideas they have for the picture they will draw on their base material. Distribute base material and pencils so students can complete their background drawing in preparation for seed glueing. Have the students label areas on their pictures as to what type of seeds they might glue in that area (size and color).

**Part 3****Activity**

3. Students complete background drawings paying attention to labeling areas of the picture for seeds to be used there.

**Part 4****Conclusion**

4. Show some demonstrations of students' work to the class so they might get a feel for what some of their fellow students are doing. Point out any suggestions for improvements or helpful hints to make things easier in preparation for the next day's seed application.

**PROCEDURE — DAY 3****Part 1****Introduction**

1. Suggest some time guidelines for the students so they wisely use their classtime. Should be well into seed glueing by the end of today's class.

**Part 2****Activity**

2. Distribute materials and have class get right to work. Circulate classroom and provide encouragement where needed. Have any students who finish early do a written evaluation of their project. In this, they would describe what they liked about the project, what they disliked and what they would try if they had the opportunity to do it again.

**Part 3****Conclusion**

3. Demonstrate or model a few of the pictures with the students' consent. Remind students that tomorrow or next class will be a clean-up day to finish off what they're doing.

**PROCEDURE — DAY 4**

Finish off all projects and those that finish early can start an alternate project on living plant art by planting leftover seeds in the shape of a letter or geometric figure in a bucket of soil.

**DISCUSSION QUESTIONS**

1. What are the common types of grain grown in Alberta?
2. Where do seeds come from?
3. What kinds of products are made from wheat?
4. How do you get a seed to sprout?

**RELATED ACTIVITIES**

1. Have students plant seeds in an interesting pattern in a one-gallon plastic pail to make an artistic arrangement when they sprout.
2. Design arrangements using wheat still with heads on stems.
3. Construct fans by glueing wheat heads and stems on construction paper and then weave ribbon and lace through the stems.
4. Go on a field trip to a well-established farm, where there are lots of interesting machinery and old buildings to draw. Slides can be taken to help refocus the students later. Mobiles, murals or models can also be constructed using a variety of materials — clay, construction paper, papier-mache, etc.
5. Create a soil profile by arranging pebbles, gravel, sands and soils in special display cases or even in old aquariums or large pickle jars.
6. Have students become aware of the diversity of crops grown in Alberta by making potato or sugar beet carvings, vegetable stamps and corn husk dolls.