

Digital Toolkit

Post Primary
Junior Cycle

UCC GREEN CAMPUS SERIES

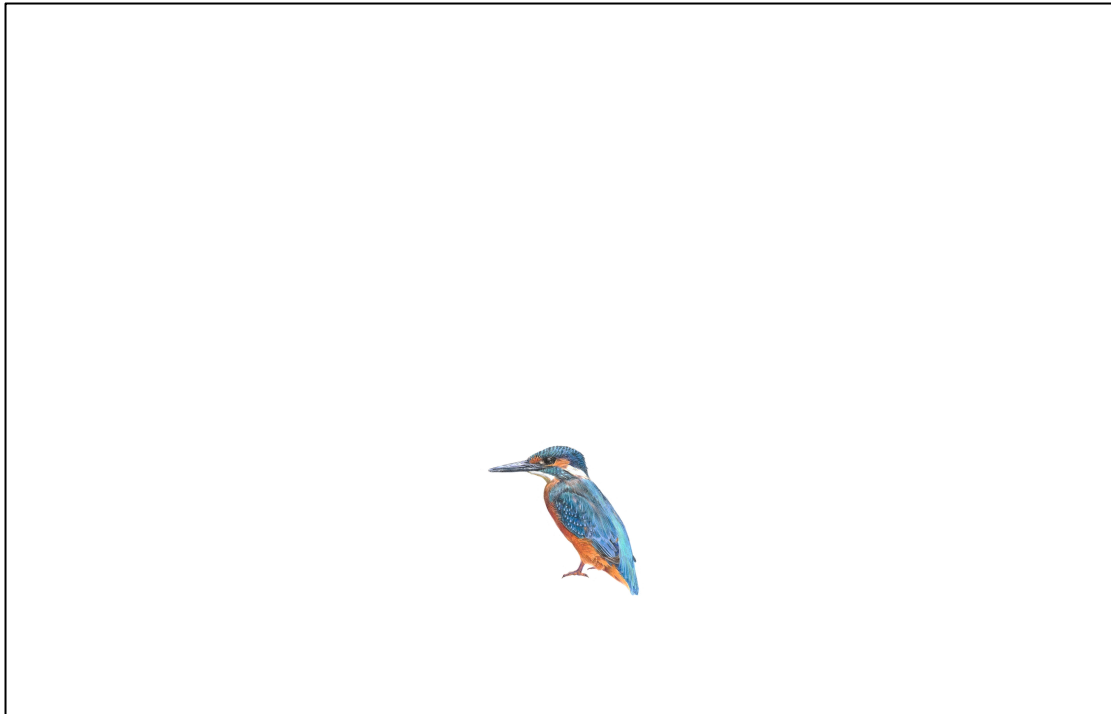
Amber Broughton

GLUCKSMAN

Contents.

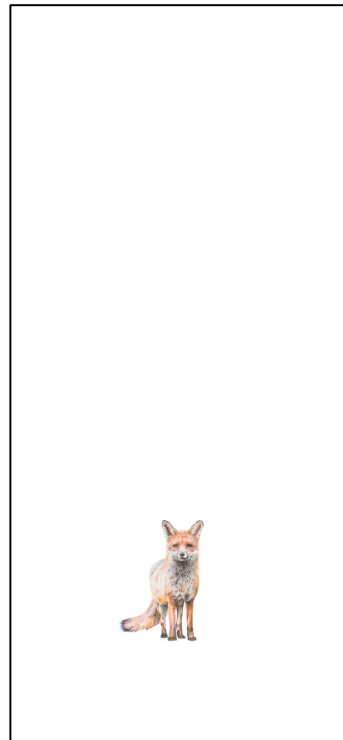
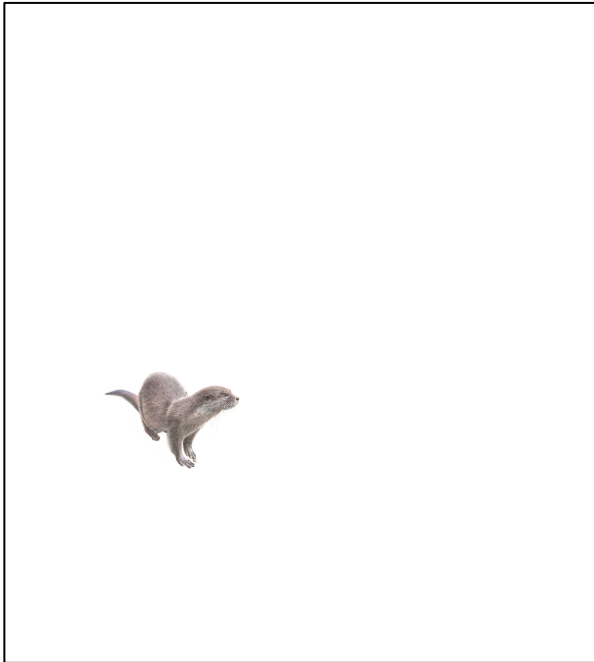
Artwork.	3
About the artwork.	6
About the artist.	7
Artist quotes.	8
Artist film.	10
Pictures of artwork.	11
Artwork info.	14
Pedagogy.	15
Worksheet.	16
Project stage 1.	18
Project stage 2.	19
Project stage 3.	20
Discover more.	21

Artwork.



UCC Green Campus Series,
2021

Artwork.



UCC Green Campus Series,
2021

Artwork.



UCC Green Campus Series,
2021

About the Artwork.

Amber Broughton's series of detailed drawings are representative of species of ecological or conservation interest that inhabit the University College Cork campus.

Set against the untouched white background, the fauna are carefully positioned, appearing like cut-outs that hang, sit, swim or fly across the paper. The vacant backdrop encourages the viewer to focus on the mammal, bird, fish or other species being portrayed without the distraction of their habitat. The backdrop also invites the viewer to imagine the wildlife living without the threats or challenges that are currently facing ecosystems everywhere. The drawings encourage viewers to consider what wildlife inhabits their own local urban area or how these creatures might occupy their parks, gardens or allotments.

The detailed depictions of the wildlife reference historical scientific illustrations, the practice of creating detailed drawings of flora and fauna, whether to document an expedition or a medical practice, was particularly popular in the 18th century before advances in photography. Scientific illustrators composed accurate depictions of nature, that appealed to the eye, while including correct proportions, colours and anatomical structures.

The selection of species was made by the artist with UCC Green Campus and drew on the biodiversity studies undertaken at the University College Cork campus.

The drawings ask viewers to consider wildlife in their local urban green areas and how it can have positive effects for human health and climate change adaptation.

About the Artist.

Amber Broughton is an artist living and working on the Beara Peninsula, on the South West coast of Ireland. She has an Honours Bachelor Degree in Fine Art from Crawford College of Art and Design, in Cork City from 2009-2013 and holds an award in Arts Participation from Uillinn Art Centre, Skibbereen from 2017. She also has a passionate interest in psychology, nature and the environment. Amber works predominantly in pencil and colour pencil, however she says that she considers the paper on which she draws on, an equally important tool in her process. Amber sites nature as base theme on which she explores concepts of connection and understanding, and hopes for the work to evoke feelings of calmness and inspire self-reflection.

“I put everything into my drawings, and I feel like I get everything back out of it too.”

Amber Broughton

Artist film.



<https://www.youtube.com/watch?v=4gLZRPAB0uo>

Pictures of Artwork.



Pictures of Artwork.



Pictures of Artwork.



Artwork Info.

Amber Broughton
UCC Green Campus Series

Coloured pencil on paper, 2021
Series of 10 drawings (various sizes)

Pedagogy.

Materials

Journal/sketchbook
Pencil
Colouring pencils
A4 or A3 white paper or recycled paper
Old magazines/newspapers
Coloured paper
Glue sticks
Scissors
Roll of white paper 25cm 80g
Ruler and blade
Wallpaper paste
Bucket, stick and brush
Black Markers – variety of sizes

Overview

The creative exercises in this toolkit invite students to explore their local environment with a particular focus on wildlife. Through a series of creative activities, including research, discussion, written and art making, students will develop a greater understanding of their area and the challenges facing ecosystems and wildlife. Students will have the opportunity to work individually, establishing ideas and investigating places. They will also work collaboratively sharing their findings with their group and pooling information to create collective reports, lists and artworks.

All the activities will help students to understand the challenges facing wildlife in the area (or other environmental issues) and can be the starting point for positive change led by the students.

Links to curriculum

Links to curriculum - (Junior Cycle Post Primary)

Visual Art – Key skills – Being creative. Being literate. Communicating. Managing information and thinking. Working with others.

Geography – Statements of Learning. SOL 9. SOL 10. SOL 16.

Key skills – Being creative.

Science – Statements of Learning. SOL 9.
Key skills – Being creative. Being literate. Managing information and thinking. Working with others.

Worksheet.

Three Classroom Exercises

1. Species List. Discussion and research. (20mins + overnight)

Amber Broughton's series of drawings depict 10 of the over 400 species that live on the campus of University College Cork. Firstly, discuss the criteria for your species list. What is the area that you wish to include, what type of creatures should be added and which are excluded. What would exclude an animal from the list? Begin to suggest creatures you can add.

Use the links in the Discover More section and try to discover more species that live in your area. Spend time researching the wildlife in your area, ask family, search the internet or look through nature books to discover as much information as you can.

In class, pool all your information to create one species list.

2. Habitats. Discussion and written. (20mins)

Amber Broughton's artworks place different creatures against a pristine white backdrop. Why do you think the artist excludes the creature's habitat? What questions does this provoke in the viewer? Do you feel the artworks would say something different if the animal's habitat were included?

Choose one of Amber's drawings. Write a short description of where you imagine the creature to be. Consider the locations that you would usually find this creature. What are the potential threats against this creature? Will the climate crisis affect this creature? How? Maybe describe these threats.

Worksheet.

3. Animal Habitats. Creative exercise. (60mins)

We will now take your written description and turn it into a collage.

Your collage will act as a means to highlight the conditions of the local ecosystem, the challenges facing wildlife and actions which can support the local environment.

Take an A4 or A3 sheet of white paper or recycled paper. Lightly sketch out your scene. Using old magazines or newspapers cut out colours and shapes to depict the environment. Feel free to cut out words or create words with cut-out letters. These words can add to a viewers understanding of your collage, providing descriptions or making statements about the wildlife.

Your collage artworks can be displayed in your classroom.

Project.

Three Stages. Stage 1.

Discussion

What wildlife do we encounter in our local area? Are we aware of other species that do not come out at day or who avoid humans? What if any endangered species live in our local area? These questions can be used as a starting point to a discussion on wildlife in your local environment. The goal is to share existing knowledge and discover what needs to be investigated so that collectively your group will have a good knowledge of the wildlife that live locally.

Research

Individually the group can begin to explore their local area. Take a weekend to note any wildlife that they encounter either by their homes or on walks to parks, forests etc. Ask family members what they know about local wildlife and take note of it.

Creative Activity – Photographing nature

This stage of the project invites students to photograph animals, birds, fish or insects in their local area. Some creatures will be easier to photograph than others but be adventurous. Perhaps you can walk as a group in the nearby area and photograph wildlife together.

Students can use their mobile phone cameras to photograph what they see. Here are some good tips to help with the quality of photographs you take - <https://blog.hubspot.com/marketing/good-pictures-phone-tips>

After your walk, students should each decide on an animal, bird, fish or insect that they wish to document. Do your best to have everyone choose something different. Your choice will be determined by what you can photograph. And you may wish to give extra time (a weekend) for students to get the photographs they need.

Share the photographs with the group.

Project.

Three Stages. Stage 2.

Research

This stage invites students to research as much information as they can on their selected creature. Note this information in your journal. Pay particular attention to the relationship between the wildlife and the local environment. Why does this creature choose to live in your local area? What dangers are facing this creature? What impact could the climate crisis have on the wildlife?

Seek out books on nature from your school library, local public library or from home. See if you can find books with scientific illustrations.

Written

From the nature/wildlife books that you found. Edit down all the information on the creature that you have selected. Can you condense some of the important details into a paragraph? Make your information original by including specifics around your local area and reference the impact of the climate crisis. This text will be include in the final artwork.

Project.

Three Stages. Stage 3.

Drawing exercises.

Here is a short film with artist Amber Broughton that showcases the way she works.

<https://www.youtube.com/watch?v=vUbauKTO87M>

Just like Amber you will now turn the photograph you took into a scientific illustration. Practice your drawing in your journal. Use pencils and colouring pencils to capture as much detail as possible.

Creative Activity.

Wallpaper map of scientific illustrations

You are now going to create a large collaborative artwork that celebrates the wildlife in your area and highlights important information.

Together identify a location in your school where you can wallpaper up a large drawing. If it is outdoors it will need to be sheltered from rain or it won't stay in good condition for long.

If indoors it will last much longer, maybe see if you can get permission for an indoor corridor space? You will need a large roll of light paper approx. 80g. This can be cut into sections and a packet of wallpaper paste (eg. Solvite All Purpose). Follow the instructions on the packet, mix up your paste and apply it on to wall and then on to paper. Leave to dry.

Once the paper has dried, you can begin work. First draw out a map of your local area, not too much detail, you will need to leave lots of room for your wildlife illustrations. Maybe just include important natural features. Begin on your illustrations. Use pencil first and then go over with black marker. Include your written text next to your drawing. Cover all the different sections of the paper with the illustrations and text. Consider giving your drawing a title, this can be in large font at the top or bottom of the artwork.

Stand back and be proud!

Discover more.

Amber Broughton

<https://www.glucksman.org/collection/artists>

Conserve Ireland

<https://www.conserveireland.com>

National Parks and Wildlife Service

<https://www.npws.ie>

Irish Wildlife Trust

<https://iwt.ie>

Green Schools

<https://greenschoolsireland.org>

Environmental Research Institute, UCC

<https://www.ucc.ie/en/eri/>

UCC Green Campus

<https://www.ucc.ie/en/greencampus/>

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