

Digital Toolkit

Primary Level

UCC GREEN CAMPUS SERIES

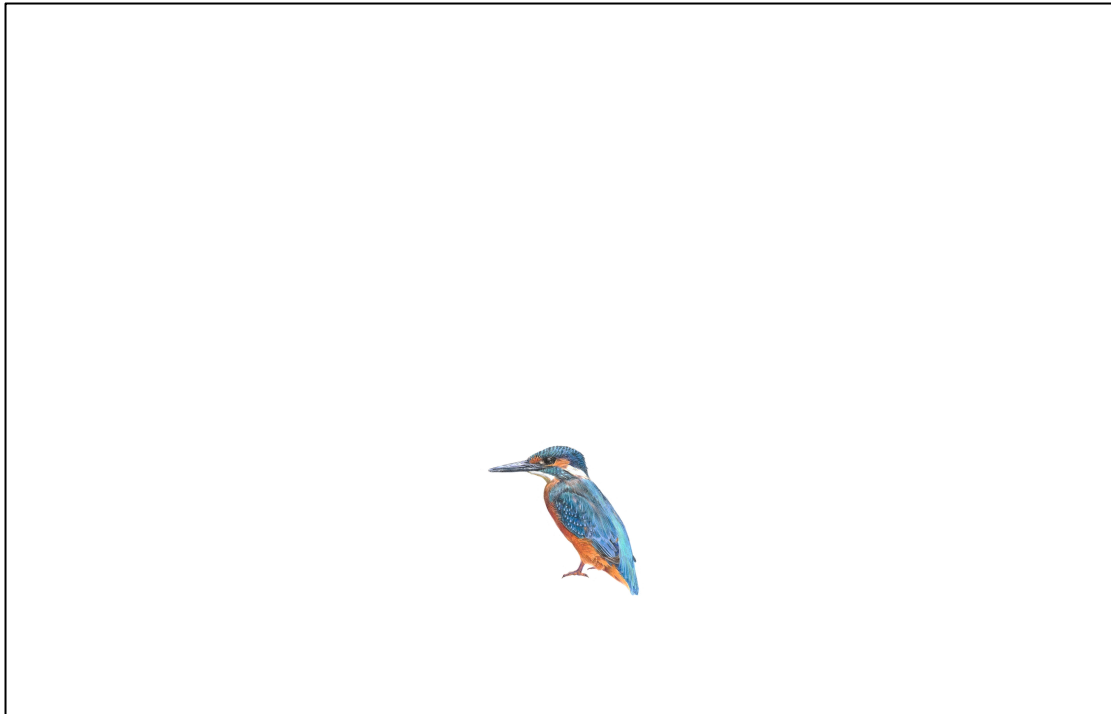
Amber Broughton

GLUCKSMAN

Contents.

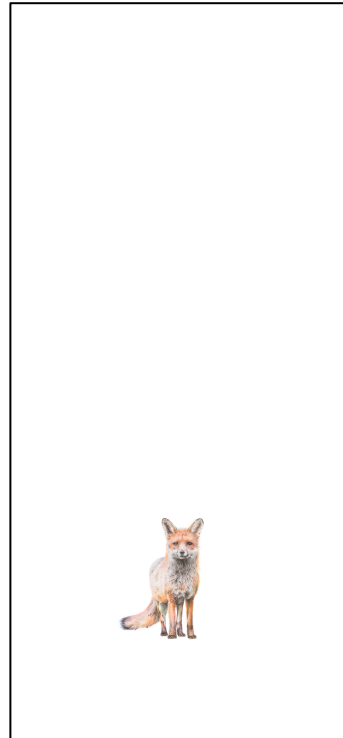
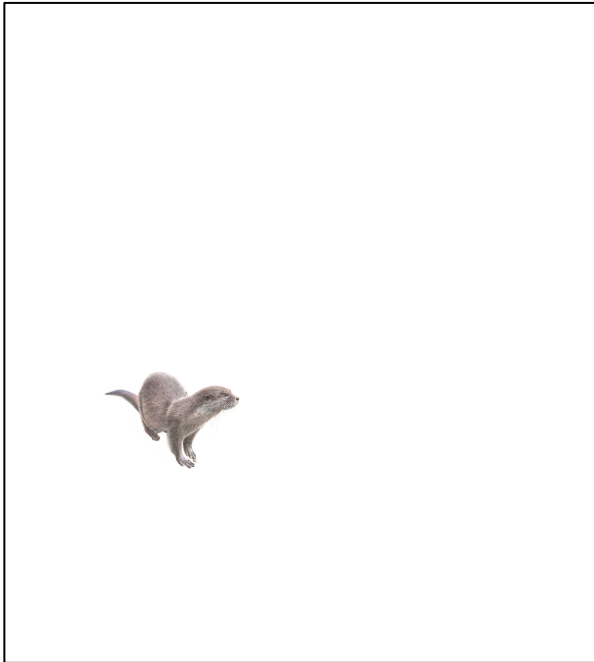
Artwork.	3
About the artwork.	6
About the artist.	7
Artist quotes.	8
Artist film.	10
Pictures of artwork.	11
Artwork info.	14
Pedagogy.	15
Worksheet.	16
Project stage 1.	19
Project stage 2.	20
Project stage 3.	21
Discover more.	22

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. Broughton works predominantly in pencil and colour pencil, however she says that she considers the paper on which she draws to be an equally important tool in her process. Broughton sites nature as a 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 them 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

A4 or A3 paper
Glue sticks or PVA
Black marker
Old magazines, newspapers etc.
Sketchbooks or notebooks
Pencils
Pens
Coloured pencils
A3 white card
Eraser
Sharpener
Large sheet or roll of paper
Rulers

Overview

This creative toolkit includes activities that will encourage students to develop their observation and drawing skills. With a focus on wildlife in the local area, students will gain a greater understanding of natural environments and the importance of our relationship to nature and other living things. Working individually and collaboratively students will build connections to their local area and begin to develop a stronger care for the environment. These activities can help to highlight 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

Geography – Skills and concept development – A sense of place and space. Maps, globes and graphical skills. Geographical investigation skills.
Strands - Human environments. Natural environments. Environmental awareness and care.

Science – Skills development - Working scientifically. Designing and making.
Strands - Living things. Environmental awareness and care.

Visual Art – Concepts and skills development – Concepts. Strands – Drawing.

Worksheet.

Three Classroom Exercises

Exercise 1

Endangered Species.

Discussion and research. (10mins + overnight)

Amber Broughton creates detailed drawings of wildlife, often of endangered species, that allow us to get closer to nature and to have a better understanding of wildlife in our area.

Do we know of any endangered species in our local area? What animals do you think are most under threat? Who could we ask to find out about endangered species? This discussion is designed to encourage students to think about the wildlife in their local area. Their task is to ask at home, parents, siblings or grandparents and to research endangered species in their area. Depending on your location you may need to consider the wider region. Students should share their findings with their peers.

Worksheet.

Three Classroom Exercises
Exercise 2

Raising Awareness.
Written. (15mins)

Take some time to write down your ideas on how you could help raise awareness for the endangered species that you have researched. What actions could you or people in your community take? If we think about a poster to communicate what we have learned. What message would like to share? Are there particular words or sentences that would capture the story and communicate the urgency of the situation to people. Write all your ideas down. Make a list of words and sentences.

Worksheet.

Three Classroom Exercises
Exercise 3

ACT NOW.
Creative exercise. (45mins)

You are going to create a poster (A4 or A3 paper) that highlights the endangered animal and shows the urgency of their situation. Take old magazines, newspapers and cut out colours, shapes and images that can be used in your poster. Assemble the cut-outs to create your animal. You can draw on details using a black marker. Look at your words and sentences, which one will you use for your poster? Cut out the letters from the old magazines to form your word or sentence. Once everything is arranged on your page you can glue down using a glue-stick or PVA.

Project.

Three Stages Stage 1.

The first stage of the project focuses on building students understanding of the wildlife in their area. It can be rare that we spot wildlife in our area, but this does not mean that there isn't a wide range of creatures living close by. Students will learn to identify wildlife in their area by building a knowledge of habitats and behavioural patterns.

Discussion (10mins)

This group discussion seeks to set out what knowledge is already in the classroom and what we need to research and learn.

These guiding questions can be the starting point for your discussion: What wildlife would you expect to find in our local area? What animals, birds or fish have you encountered? What do we know about animal behaviour? What is a nocturnal creature? Where do animals live? How do we know an animal has been in the area?

Research (weekend exercise)

The students should focus on wildlife that is common to their area. What can we learn about wildlife behaviour and habitats. Find books in the local library or search online for websites that will give you information on animal habitats (see Discover More section page 21) Use your notebook/sketchbook to make drawings and add notes. These notes will be your guide for the fieldtrip.

Creative Activity – Fieldtrip (1 hour)

Together you can identify a place where you can go as a group. This can be a small patch of grass with a tree on your school grounds, a park nearby, a field or whatever is easily accessible. Students will take their sketchbook/notebooks with them as they go and explore the area. Using their notes and drawings, students can put into practice what they have learnt. What can be discovered in your area. Make sketches of birds or animals that you encounter, or signs that wildlife was there, any habitats you discover etc. Take notes on all that you observe.

Project.

Three Stages

Stage 2.

Stage 2

Amber Broughton's drawings are incredibly detailed. Broughton can spend up to 30 hours working on one drawing. This detail is very important to her. In this stage of the project, students will work on their observation skills and will create scientific drawings of wildlife in their locale.

Discussion

This discussion focuses on the importance of detail. Discuss as a group why the detail is so important when observing nature and in particular the behaviour and habitats of wildlife. Both artists and scientists are interested in the detail, discuss why this is so. In your notebook, write down your own ideas as well as what is discussed as a group.

Research

Amber Broughton is inspired by old scientific illustrations and photographs of nature when making her artwork. Students should ask at home if there are any old nature books to borrow, perhaps an aunt, uncle or grandparent has a large book collection that you can borrow from. Try your local library or a second-hand shop. These books will help you when making your own drawings.

Creative exercise - Scientific drawing

Students will create their own detailed scientific drawing of an animal, bird or fish that can be found in their local area. Using coloured pencils on A3 white card or heavy paper.

Take a look at this short tutorial film with Amber Broughton. Here Broughton explains how she works. Use this as the guide when creating your own detailed drawing.

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

Project.

Three Stages Stage 3.

Stage 3

In the final stage of the project we will bring together our learning and working collaboratively will map the wildlife in our wider local area.

Discussion and Research.

Together you should make a decision on the area that they wish to research and document. You may wish to be ambitious and document your local village or town. Or maybe you want to do a more detailed exploration of a smaller space like a park or your school grounds. Consider how easy it will be to access spaces. The goal is to document all the wildlife that inhabits your local area. Each person will be assigned a specific section of the overall area. Use the techniques that you have learned to identify wildlife in the area. You may wish to take a few days to revisit locations and build up an understanding of what lives there. Depending on the locations, this observation and documentation exercise can be done in groups during class time or individually over a weekend.

Creative exercise – Mapping our area

Together you are going to create a large map of your local area. You will need a large sheet or roll of paper. To begin you should draw (using pencil) in the landmarks and features that exist in the area i.e. buildings, rivers, roads, hills, trees etc. Once you have created the outline of the map, you will focus on what lives there. What wildlife did you encounter or what traces of wildlife did you find? Using your scientific drawing skills, add the different animals, birds and fish to your map. Have a look at the way artist Peter Nash created his map of wildlife in his local area - <https://www.youtube.com/watch?v=KRvpiYqMmw4>

Once you have completed your detailed drawings, consider adding colour and more details to the map. You can also write in your fieldnotes and observations.

Once finished find a suitable place to showcase the map. Maybe you can exhibit it in your school hall as part of World Wildlife Day or Environmental Awareness Week.

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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