



UBC
Botanical
Garden

Educational
Resource
For Teachers

Comparative Relationships in Drawing: Native and Non-Native Plant Diptychs

2024

**With work by:
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General Information

Post-Visit Activity
Grades 10-12 – Visual Art
By Janae Gartly, B.A. (Hons), B.Ed
May + June 2023

Comparative Relationships in Drawing Native + Non-Native Plant Diptych

Overview

This activity is a visual exploration of native and non-native plants through drawing. This activity is to take place following a guided tour of the UBC Botanical Garden where students will engage with diverse plants. In the classroom, students will create diptychs, visually exploring and comparing two plant species. The tour and the activity focus on biodiversity, ecological conservation, climate change, speciation, and native/non-native plant identification.

Core Competencies

Personal & Social Awareness

This activity focuses on supporting and growing students' personal and social awareness.

Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them. Students who are personally aware and responsible recognize the factors that affect their holistic wellness and take increasing responsibility for caring for themselves.

Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural

Curricular Competencies

Students will be able to:

1. Demonstrate respect for self, others, and place through art making
 - a. Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.
 - b. Investigate and respond to social and environmental issues through 2D artistic works
2. Use symbols and metaphors to represent ideas and perspectives.

environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.

Big Ideas

Grade 10 Traditions, perspectives, worldviews, and stories can be shared through aesthetic experiences.
Grade 11 Artistic expression is an artist's physical and cognitive articulation of our humanity.
Grade 12 Purposeful artistic choices enhance depth and meaning in artistic works.

Content

Students will understand:

1. A basic overview of illustration as a broad discipline and the techniques associated.
 - a. Processes, materials, technologies, tools, strategies, and techniques to support their creative works.
 2. Changes to climate systems and the impacts of climate change on local/global ecosystems.
 3. First Peoples knowledge of climate change and interconnectedness as related to environmental systems.
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Objectives

This activity aims to continue building knowledge acquired at UBCBG about native and non-native plant species and plant identification.

This activity should engage students in discussions about their thoughts regarding what they learned at UBCBG, as well as potential plant conservation / invasive plant removal efforts in their school region. Students should also learn more about how to use the tools and resources that are available to them to support them in environmental exploration and conservation.

This activity should also consider and incorporate information about the influences and impacts of climate change on native species and how climate change may affect plant relationships.

The content of this activity aims to provide students with a greater understanding of the relationship between native and non-native plants, investigate the strategic use of composition to communicate thoughts and ideas, as well as to grow student's life drawing skills.

Cross-curricular + Trans-disciplinary Connections and Critical Questions

2. Environmental Science: How do native and non-native species interact with one another?
 - a. What role does climate change play in the relationship between native and non-native species?
3. Art History + Theory: How did/do artists use composition in their practice as a self-conscious choice?
 - a. What artists (past + present) have explored and played with composition to communicate ideas?
4. English First Peoples: What is the role of story and oral traditions in expressing First Peoples perspectives, values, beliefs and points of view?
 - a. What is the influence of land/place from First People's perspectives?
 - b. How might we collaborate between First Nations and settlers to investigate and combat the influences of climate change using traditional and western knowledge together?

Equity and Diversity

This activity should be conscious to include examples of artists from many diverse backgrounds, as well as artworks from several different eras and socio-political provenances.

Students should be encouraged to engage with the artworks shown in a critical capacity,

First Peoples' Principles of Learning

Learning is holistic, reflexive, reflective, experiential, and relational—focused on connectedness, on reciprocal relationships, and a sense of place.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

asking questions such as: Who is represented here and how?; What message is this communicating, and who does it serve?; Who owns images, and who has the right to reproduce images or likenesses?

These guiding discussion questions will help students to engage in discussions around art's influence in the socio-political landscape to the benefit and detriment of specific demographics throughout history.

Post-Visit Activity

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Comparative Relationships in Drawing Native + Non-Native Plant Diptych

Materials:

1. Medium: Paper
2. Drawing materials:
 - a. Graphite
 - b. Pen & Ink
 - c. Pencil Crayons
 - d. Pastels

Duration:

60-minute tour at UBCBG

Four 75-minute class periods

Before and During the Tour:

When booking the tour on the UBC Botanical Garden website, ask in the notes for a focus on native and non-native plants, plant identification and conservation, and impacts on climate change.

Explain the purpose of the tour, which is to learn more about ecology that is native and non-native to Vancouver, and to get a hands-on experience with the plants, allowing students to study and learn from the specimen. UBC Botanical Garden hosts both native and non-native plants and provides an excellent opportunity to get up close and examine diverse species. Throughout the tour, students should be thinking of which plants they are interested in and would like to learn more about. They are encouraged to take pictures to refer to when they are drawing their diptychs.

Before your visit to the Garden, ask your students some guiding questions:

1. How do plants adapt to their environment, and how do their surroundings influence their appearance? What might happen when they are taken out of their native habitat?
 2. Why is plant conservation important, and how can gardens like the UBC Botanical Garden contribute to it?
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Introduction + Minds On

Back in the classroom, give students the opportunity to brainstorm and decide which native and non-native plants they would like to use in their drawings.

If students are struggling to think of what to choose, point them towards resources like the UBC Botanical Garden's Garden Explorer website, iNaturalist, Vancouver Trees App, or the BC Invasive Species App to identify plants and research where they come from.

Provide examples of diptychs and other artists' interpretations of the natural world. Some artists that can support this are linked to in the "Additional Resources and Connections" section below.

Lesson

The activity itself can take multiple periods to complete. Students will use their new knowledge to create a diptych using two plant species: one that is native to the area of their school/home, and one which is not. Students will choose one native plant species and research which introduced plant species competes with their chosen native plant. Students can use resources like the UBC Botanical Garden's Garden Explorer website, iNaturalist, Vancouver Trees App, or the BC Invasive Species App to identify plants and research where they come from. Students will then draw these plants side-by-side in a diptych to emphasize the relationship between these plants.

Debrief + Consolidation

Once completed the activity, provide students the opportunity to display their diptychs, explain their choice of plants, and share interesting information that they learned about the relationship between these two plants.

Additional Resources and Connections

1. Research Resources: UBCBG Garden Explorer, iNaturalist, Vancouver Trees App, BC Invasive Species App.
 2. Artists to Know:
 - a. Julya Hajnoczky <https://www.obscura-lucida.com/portfolio>
 - b. Brandon Ballengée <https://brandonballengee.com/>
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- c. Oliver Kellhammer <http://www.oliverk.org/art-projects/land-art/healing-the-cut-bridging-the-gap>
 - d. Sonny Assu <https://www.sonnyassu.com/images/re-invaders>
 - e. Mark Dion <https://www.tanyabonakdargallery.com/artists/34-mark-dion/>
 - f. Giuseppe Penone <https://giuseppepenone.com/en>
 - g. Lawrence Paul Yuxweluptun <https://lawrencepaulyuxweluptun.com/>
 - h. Manuel Axel Strain <https://www.manuelaxelstrain.com/>
3. Local Ecology:
- a. Cease Wyss: Knowledge Keepers Medicine Walk - native plants
<https://youtu.be/avBVMNbSm84>
 - b. E-Flora BC Plant Identification Tool
<https://linnet.geog.ubc.ca/biodiversity/eflora/KeyQueryForm.html>
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