



Environmental Art

Shapes and Patterns in Nature



Curriculum links

Science

Unit 2B Plants and animals in the local environment

Unit 2C Variation

Art and Design

Unit 1C What is sculpture?

Unit 2B Mother Nature, designer

Unit 3B Investigating pattern

Literacy

Group discussion and interaction

Citizenship

Unit 1 Taking part – developing skills of communication and participation

Learning objective

To make observations of natural objects and use these as the basis for art and design.

Introduction

The pack is suitable for use with around 30 participants divided into up to 5 groups. In the pack there are:

Instructions showing how to use the activities.

Materials and equipment for 5 groups and their leaders.

A risk assessment for the site and the activities in the pack.

A checklist of contents.

Activities for Key Stage 1:

- Shapes in the woods
- Winter tree faces
- Natural weaving
- Self portraits

Activities for Key Stage 2:

- Shapes in the woods
- Winter tree faces
- Natural weaving
- Self portraits
- Freeze a spider web

Using the site

Please begin your visit with a talk about using the site.

Wildlife sites are home to many animals, plants and insects and you'll meet some of them on your visit, please treat them with respect. Human visitors who come to enjoy the wildlife too, so please keep the site looking good. When you have completed an activity, please try to put everything back as you found it, e.g. turn any dead wood you have looked underneath back over or scatter the leaves you picked discretely.

If there site has a pond and wet areas, make sure you know where these areas are and if you are using any of them, that participants are supervised.

Checklist

Please ensure that everything is there before you return the pack and report any losses.

Shapes in the Woods - Folder A

Mirrors

Winter Tree Faces - Folder B

Play dough

Natural weaving - Folder C

Garden string

Freeze a Spider Web - Folder D

Glitter spray

Hair spray

Black card

Key



Where



Resources



Equipment



Instructions

You can pick and chose from the activities in this pack according to the age and ability of the participants and the conditions on the day that you visit.

Shapes in the woods



Any wooded area



Instruction sheets are in Folder A



Mirrors



Follow the instructions in Folder A. It might be appropriate for younger participants to concentrate on symmetry and to use the second activity, winter tree faces, than to continue with the sculpture making activity.

Instructions from The Royal Forestry Societies 'Teaching Trees' resources.

Winter Tree Faces



Any wooded area



Instruction sheets are in Folder B



Modelling clay



Follow the instructions in Folder B.

Instructions from the Woodland Trust's 'Nature Detectives' resources.

Natural Weaving



Any wooded area



Folder C - picture instructions



Garden string



First find a forked stick of a manageable size (one that's not still attached to a tree!). Tie the end of the string on close to where the the forks join and use it to make a series of parallel lines between the forks at intervals of 1-2 cm. Now find natural materials to weave in and out between the strings to create a free form weaving .

Natural portraits



Anywhere



Collect materials from the environment around you.



Using natural materials is good for those children who would otherwise protest 'but I can't draw!' Gather the group together. Discuss what portraits are, and then say that they are going to make self portraits – but the only problem is – you have forgotten pens, paper and paint-brushes. What can you do? The children will probably leap to suggest they can use the natural materials around them!

Let the children decide if they want to design individually or in twos or small groups. This will vary with age and confidence. Talk about the features of a face they may need to include – ears, eyes, nose, hair etc and encourage or suggest some useful materials like fluffy seeds for eyebrows for example. Set some environmentally aware ground rules in terms of parts of plants to collect/ leave alone. Otherwise agree only to collect plentiful loose materials such as fallen leaves/grasses.

Talk about framing their portraits, what could they use? Sticks or twigs for example, of equal lengths. Discuss contrasting backgrounds (so the image is clear rather than blending in with the background), and how they may chose the backdrop to display the image. Let them spend time gathering materials and making self portraits. Are the faces happy or sad? Alternatively, they could design portraits of other beings, monsters/ wood spirits, let them decide the theme.

From: Forest Education Initiative, Forest Schools Scotland. http://www.foresteducation.org/images/uploads/forest_school_scotland_8.pdf

Freeze a Spider Web



Anywhere



Instruction sheets are in Folder D



Glitter spray, hair spray, black card



You are most likely to be able to carry out this activity in autumn when larger spiders with more robust webs are active. As the instruction sheets in Folder D say, having a practice is a good idea. Take care not to hold the spray too close to the web, you don't want to blow it away!

Instructions from the Woodland Trust's 'Nature Detectives' resources