



kearsney  
Parks

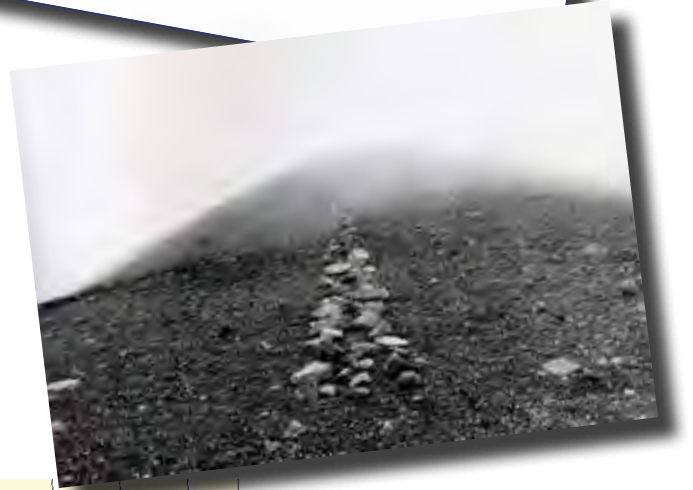
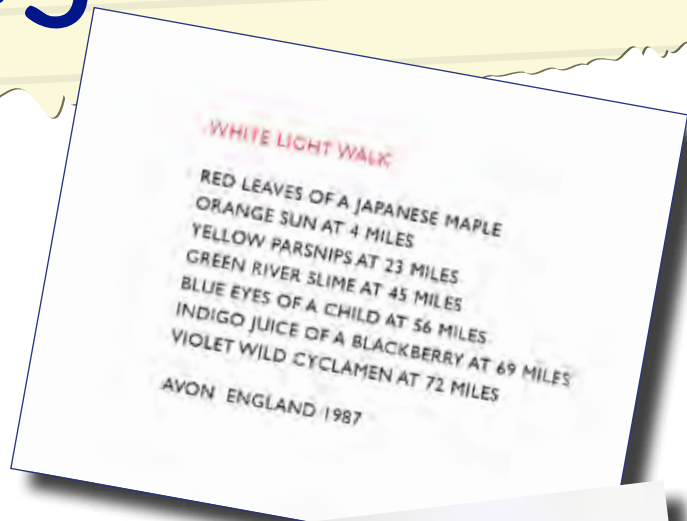


# Walking words

Inspired by the work of artist **Richard Long**, use the parks to learn about the **natural environment** and to build vocabulary leading to the creation of a **Richard Long-style artwork** or **collage poem** drawn from observation and **evoking mood**.

Suitable for **KS2**,  
adaptable for **KS1**

**Curriculum areas covered:**



**English**  
Spoken Language  
Composition  
Poetry  
Performance



**Art & Design  
and Arts Award**  
Learn about great artists and analyse and respond to their work, developing mastery of a range of materials and techniques



**Geography**  
Communicate geographical information in a variety of ways



**Mathematics**  
Time



**Science**  
Develop understanding of nature



**Physical Education**  
Sustained activity





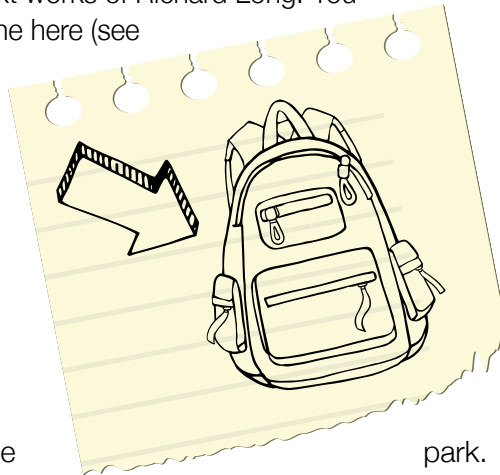
## Before your visit:

- The class familiarises itself with plants they might find in the park. The appropriate sheet in the **Monthly wildflower spotter resource sheet** could be a good start.
- Pupils familiarise themselves with the silhouettes and leaf types of trees they are likely to find in the parks, in particular beech, lime and yew. You may find **Tree identification resource sheets 1 and 2** helpful.



**WARNING:** YEW TREES ARE POISONOUS

- Pupils familiarise themselves with the features of birds they are likely to see at the parks including swans, coots, moorhens and mallards.
- Pupils to look at the text works of Richard Long. You can find examples online here (see particular 'One Hour' and 'Walk in a Green Forest': <http://richardlong.org/textworks.html>)

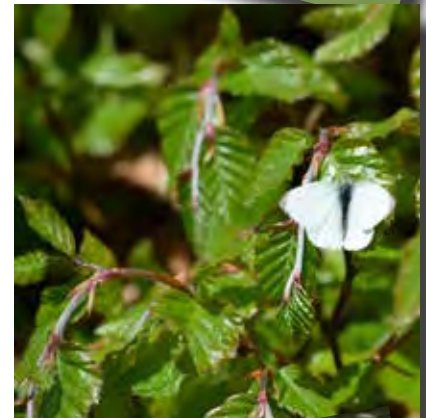
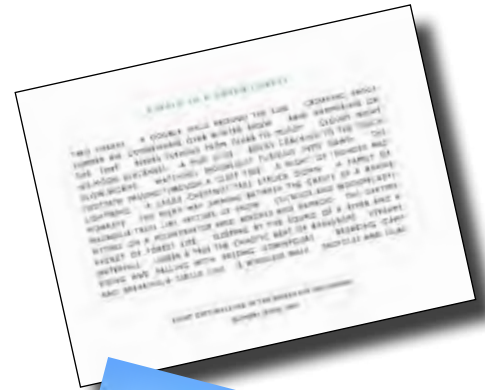


## Where to go:

- Collect the **PUPILS' GREY RESOURCE RUCKSACKS** then choose any area of the park. Allow children to split up into pairs (or small groups with an adult to scribe for lower KS1) and explore freely.

## During the visit:

- Spend some time with pupils looking at plants, trees and birds and see which they can identify with the help of the resources.
- Ask pupils in pairs or small groups either to plot a walk using the **Sketch plan resource sheet**, or to walk at random around the park. Pupils should note words to describe what they see, hear, smell or touch and if possible note the exact time of the observation or time from start of walk measured on a stopwatch (pupils can stop watch each time they stop, resuming when they start walking again; if stopwatches are not used, they can count their paces). Encourage them to be specific about species of plant and animal life and to find synonyms for adjectives to stretch their vocabulary. Make sure they use all the senses and ask them to add emotions to their record, e.g. '45 seconds/20 paces: fluffy clouds scudding across the sky; screech of seagulls (happy)'.
- Ask each pair or group to choose their favourite observation. Arrange them in time order and say out loud to create a performed record of the work. Film if possible.





## After the visit:

- Ask pupils to arrange their observations to make a Richard Long-style text work, either using coloured pens/pencils and paper or on computer. They could also produce an annotated map, tracing their route, to accompany the log of their observations.
- You could also ask pupils to create a word bank from their observations (see the **Walking words resource sheet** for an example). Then ask them to combine the words into a poem. This can be done conventionally by writing, or as if the words are fridge magnets, i.e., by cutting them up and sticking them on to a sheet in a new arrangement. They can change tenses and make verbs agree and add a few linking words. The poem does not have to make sense literally, but should create an atmosphere and mood. Here is an example:  
Fluffy clouds in sapphire sky,/ golden sun makes clouds turn white./ Rough bark, unfolding leaves,/ trumpeting daffodils, emerald grass,/ diamond raindrops, softly foaming catkins./ Buzzy bees collect nectar/ to make silky honey and say goodbye.
- Learn more about the work of Richard Long and create a presentation about him.

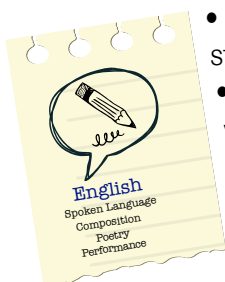
## Resources during visit:

- Use on-site **GREY RESOURCE RUCKSACKS** for **Sketch plan resource sheet, Tree identification resource sheets 1 and 2**, clipboards, stopwatches and ponchos and waterproof mats in case of rain. You may also wish to use the **Monthly wildflower spotters resource sheet** from the teacher's rucksack.
- **School to supply:** writing materials (pens/pencils and paper).

## Curriculum links:

### English:

- Composition (articulating ideas and structuring them in speech and writing).
- Use relevant strategies to build their vocabulary.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

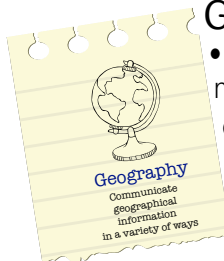


## Art & Design and Arts Award:



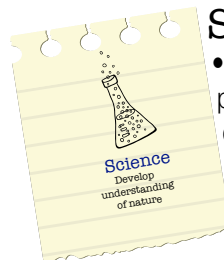
- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Geography:



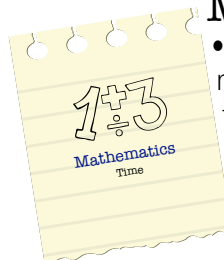
- Are competent in the geographical skills needed to:
  - o Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
  - o Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
  - o Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## Science:



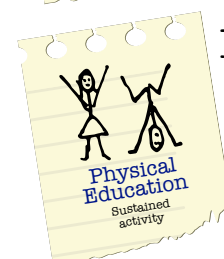
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.

## Mathematics:



- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

## Physical Education:



- Are physically active for sustained periods of time.
- Lead healthy, active lives.



# Resource Sheet

## Wordbank

calm shouting clouds fluffy hello  
glisten shimmering water I feathers  
white we deep river gurgle golden  
daffodils spiky walk sad whisper  
grass fear tufty leaves rustling happy  
sing unfolding dancing sharp silky  
foam waterfall old scared stones  
ruins disappear love neat goodbye  
flowing gigantic swans quacking bridge  
dabbling gliding awesome pools  
swoop sun blue sky fluffy clouds  
threatening sweeping towering rippling  
rain melting over grey day droplets  
pebbles softly lonely splash jumping





# Resource Sheet - Kearsney Parks Sketch Map

