

# Art from Nature



Visit **Kearsney Abbey** to create ephemeral **works of art** from materials found on site, using artist **Andy Goldsworthy** as inspiration, and make a presentation or newspaper article about the process.

Suitable for KS1 and KS2



## Curriculum areas covered:



**Art & Design  
and Arts Award**  
Learn about great artists  
and analyse and  
respond to their work  
Sketchbooks



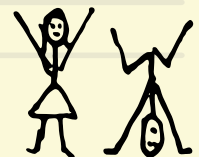
**English**  
Writing  
Non-fiction  
Presentation



**Science**  
Develop  
understanding  
of nature



**Mathematics**  
Shapes and lines  
of symmetry



**Physical  
Education**  
Sustained  
activity



## Before your visit:

- Look at the work of Andy Goldsworthy via an online image search and this BBC clip.  
<http://www.bbc.co.uk/education/clips/zh4wmp3>
- Talk to pupils about what natural materials they might find in the park to make sculpture, and what shapes they might wish to create. Talk about respect for their environment – why they can't pick flowers or disturb wildlife and what things they can use.
- The class familiarises itself with plants they might find in the park. The appropriate wildflower sheet from the **Monthly Wildflower Spotters resources 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, yew and Cedar of Lebanon. You can may find **Tree identification resource sheets 1 and 2** helpful.
- Talk about 'ephemeral art' – what other examples can they think of (e.g., sandcastles, food presentation, performances). Talk about the importance of process as well as end result. Talk about ways they could record the sculpture they make.



## Where to go:

- Collect the **BLACK RESOURCE RUCKSACKS** then explore either the area to the east of the old billiard room, by the river, or the wooded hillside on the other side of the lake.

## During the visit:

- Remind children of the kinds of materials they are looking for (and what they should avoid picking up). Send them off in pairs or small groups to collect materials and bring them back to base.
- If you are making a whole-class sculpture, call pupils together and decide on a site (between the two avenues of trees would be a good choice). Decide with the children on an overall shape (spiral, zigzag, circle, etc.) and discuss how you could measure and mark it out on the site using bags or children standing in position. Ask children to place their finds to make the artwork. Like Goldsworthy, they could use their bodies as part of the artwork by creating shapes or lying down.
- Or ask small groups or pairs to create their own sculptures within the overall area. You may wish first to measure and divide the area into small plots.
- Photograph the artwork(s).
- Ask pupils in small groups to prepare a news-style presentation about the artwork and the process of making it, incorporating comments or critiques from their classmates. This could be filmed on site.



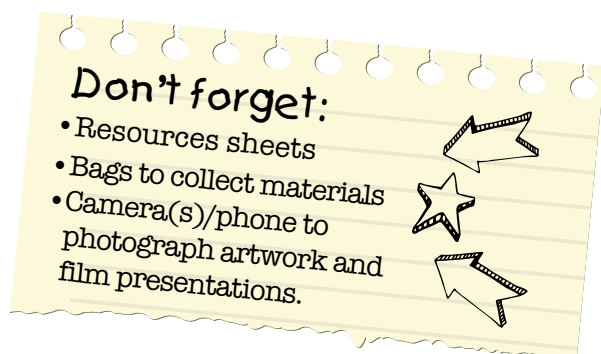


## After the visit:

- Ask pupils to do more research on Andy Goldsworthy and produce a study of his life and work.
- Ask pupils to make a presentation or to write a newspaper article about the process and final work.

## Resources during visit:

- Use on-site **BLACK RESOURCE RUCKSACKS** for ponchos and waterproof mats in case of rain and to mark off the site for your artwork.
- **School to supply:** Bags to collect materials, camera(s) to photograph artwork and film presentations.



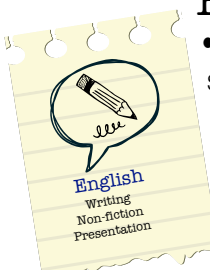
## Curriculum links:

### Art & Design:



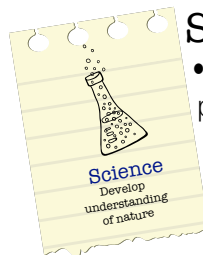
- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and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

### English:



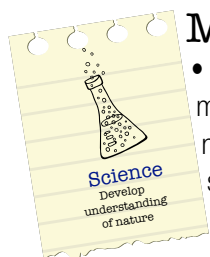
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Composition (articulating ideas and structuring them in speech and writing)
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

### Science:



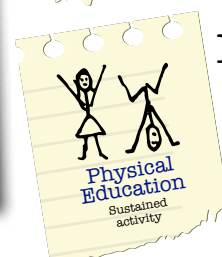
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry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

### Mathematics:



- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

### Physical Education:



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



# Resource Sheet - Kearsney Parks Sketch Map

