



# Designs from Nature

## Key Stage 1 Art & Design Teachers' notes

This unit of work is based on **QCA Art unit 2B 'Mother Nature - Designer'** in which children explore line, shape, colour and texture in natural forms and use these as the basis for a textile collage. It could be used alongside the Key Stage 1 science unit from this pack 'Plants and animals' or the Key Stage 1 numeracy unit 'Looking at leaves', which looks at symmetry in woodland forms.

### Learning Objectives Covered by this Work

- ☉ to record from first-hand observation and experience and explore ideas for a design
- ☉ to represent observations and ideas, and design and make a paper collage

### Before the Visit

Display a selection of natural objects (for example plants, seed pods, roots, leaves, flowers, fruits and vegetables) alongside pictures and photographs showing line, shape, colour and texture in nature.

Look at these pictures and objects as a class, paying particular attention to;

- ☉ shape e.g. thin, regular, symmetrical, flowing.
- ☉ texture e.g. smooth, prickly, shiny, furry.
- ☉ colour e.g. of plants, soil, in different seasons.

Introduce key words associated with groups of colour, types of shape and surface qualities.

Provide the children with an opportunity to observe the objects closely and to make sketches.

### In the Woodland

Find, identify and examine selected woodland plants and animals. Use the pupil worksheet to guide the children to look closely for different shapes, textures and colours.

Collect dead or dying materials, for example, fallen leaves, twigs, bark and stones. Aim to select objects displaying differing textures, shapes and colours. Emphasise the importance of disturbing the area as little as possible. Instead of collecting living material, the children could record this by taking photographs.

Before leaving the woodland, consider how the colours, shapes and textures found will change over the course of a year.

### Follow-up Work

In the classroom, ask the children to make small, visually attractive displays of the materials collected in the woodland.

Ask them to look more closely than was possible in the woodland, using a magnifying glass to find interesting qualities. As previously in this work, encourage the children to pay the greatest attention to the colour, shape and texture of the objects. Ask the children to identify the visual and tactile qualities of the objects that appeal to them.

Observe the displays from different positions, noting the changes. Ask the children to select a viewpoint and to describe why they find it interesting.

On one sheet of paper, make a series of drawings of the objects. In doing so the children should:

- ☉ use a careful line to describe the main shapes of the object chosen
- ☉ organise where shapes and other visual information will be placed on the paper
- ☉ think about size and relationship of shapes
- ☉ block in, blend and overlay colours to show changes of shape and surface.

Develop the drawing into a design (or series of designs) to be incorporated into a textile collage. This should be done by enlarging and simplifying the main shapes of their design

Bring together the individual ideas and designs to create a large-scale textile collage, communicating the shapes, textures and colours of the woodland environment. More details of how to produce such a fabric collage are given in the QCA scheme of work.

### Extension Activity

Look at the work of designers who use nature as a source of ideas, for example wallpaper designs by William Morris and decorative patterns by Henri Matisse.



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Find and make sketches of natural woodland objects that match the descriptions in the boxes

Colour	Shape	Texture
Something dark green	Something long and thin	Something smooth
Something yellow	Something round	Something prickly
Something brown	Something symmetrical	Something furry

