



Fuelling a Revolution

Key Stage 3 Art & Design Teachers' notes

This unit of work is based upon **QCA Art Units 8C** 'Shared View' and **9C 'Personal places, public spaces'**.

Learning Objectives

- ② Record, analyse and select from first hand observations.
- ② Experiment with and select methods and approaches, and synthesize observations, ideas and feelings, to design and make a collaborative piece.
- ② Investigate, combine and manipulate materials and images, taking account of purpose and audience.
- ② Analyse and evaluate own and others' work, expressing opinions and making reasoned judgements.

Before the Visit

Study examples of art in public areas in the locality, in particular any representing the industrial past. Examine examples of work by environmental artists, identifying materials and methods used.

Explain to the pupils that they are going to collaborate to produce a large-scale sculptural work for a local woodland, depicting the theme 'Fuelling a Revolution' and designed to draw public attention to the connection between the area's woodlands and its industrial history. The structure should be strong and free-standing and could take a functional form, for example a seat.

In the Woodland

Visit the intended site for the work. Make annotated sketches of the area, considering features of the location that might affect the structure to be produced, for example the size of the space, people using the wood, the availability of materials, light levels and direction, natural forms and colours, sightlines and routes to and from the area. Photograph the site from a number of angles.

Identify and record features of the local natural and made environment that could contribute to the design. Part of a tree seen through a viewfinder could form a source for the sculptural form. The use of charcoal to sketch trees would be particularly appropriate.

Follow-up Work

Develop first hand sketches into designs for a sculpture. Annotate designs with proposals for use of materials, relating these to practical constraints.

Work together to design the final structure, combining ideas from individuals and agreeing the content, materials and scale.

Ask each pupil to design and produce a small section of the construction so that each person has a distinct role in the designing and making process. Demonstrate the use of materials and processes as necessary. Pupils should be given clear instructions about the use of any dangerous equipment.

In the Woodland

Revisit the woodland to place the finished construction in situ. Take photographs.

Alternatively, digitally combine photographs of the site with images of the artwork.

Ask the pupils to discuss how the theme of 'Fuelling a Revolution' has been addressed in their work. Reflect on the success of the finished product and on the process of realisation.



Key Stage 3 Art & Design Pupil sheet

How large is the space in which the proposed sculpture will stand?

Do any paths approach the site. From which direction(s)?

From which direction(s) is the sculpture most likely to be viewed?

How well lit is the site? Does more light come from some directions than others?

What different kinds of people use the wood?

Fuelling a Revolution

Visit the site of the proposed sculpture and make notes on the following features that might influence the design of the sculpture.

Are there likely to be problems of vandalism?
What effect will this have on the design of the sculpture?

What natural materials are available that might be incorporated into the sculpture?

What natural forms are present in the area that could be used in the design of the sculpture?

What natural colours are dominant at the site?
What other colours are present? Should the colours of the sculpture complement or contrast with the natural colours of the site?

Now photograph and make annotated sketches of the site from a number of angles. Use your sketchbook to record features of the natural and made environment of the proposed sculpture that could be incorporated into its design.

