



Recreating Woodlands

Key Stage 3 Art & Design Teachers' notes

This unit of work covers the first part of **QCA Art Unit 7C 'Recreating landscapes'**. It builds upon 'Designs from Nature' and 'Signposts', the Key Stage 1 and 2 art units from this pack and leads on to 'Fuelling a Revolution', the other Key Stage 3 art activity in this pack.

Learning Objectives Covered by this Work

- ② Record and analyse first-hand observations.
- ② Understand about continuity and change in the purposes and audiences of artists.
- ② Select from experience and imagination and develop their ideas.

Other learning objectives are covered during the follow-up work, these being listed in the QCA scheme of work.

Before the Visit

Discuss the different ways in which people enjoy the landscape. Ask pupils to recall and share some of their landscape experiences, making notes that can be used later.

Describe and analyse examples of landscape art that demonstrate different interpretations. Explore why the artists chose the approach they did and how they expressed their moods and feelings about the landscape.

In the Woodland

Start by finding one interesting woodland object and describing its form and texture. Continue to collect natural and made objects throughout the visit. To minimize damage to the woodland environment and to encourage discrimination, limit the number of items that each child can collect to between 3 and 5. No living objects should be collected.

Observe the range of different surfaces in the woodland, recording these using written notes, sketches and photographs.

Record unusual landscape forms or observations on the strangeness or power of natural phenomena, as for example in the shapes of trees.

Collect views of the woodland landscape at a variety of scales from, for example a small area of tree bark to a view beyond the edge of the woodland. In some cases, the latter could involve a consideration of the impact of industry or urbanisation on the landscape. Explore the use of different viewpoints, e.g. looking directly upwards at the woodland canopy or downwards at the forest floor.

When collecting visual information in sketchbooks, work at a variety of scales, from thumbnail sketches to the use of a double-page spread. Supplement sketchbook work by taking photographs.

As well as visual impressions, collect other information about the woodland including notes on the flora and fauna; sounds (for which use could also be made of a tape recorder); the weather; and other aspects of the environment and made features.

Follow-up Work

Follow or adapt the remainder of the QCA unit in which children produce a textile design based on their woodland visit. This could incorporate natural and made materials found during the visit.

Alternatively, children could create a landscape 'model' using the natural and man-made objects found in the woodland, supplemented by materials from other sources. This could then be used as the basis for developing a painting.



Key Stage 3 Art & Design Pupil sheet

Recreating Woodlands

Use this sheet to make sketches and collect notes on interesting or attractive woodland features including those below

A woodland surface e.g. tree bark

A woodland form e.g. part of a tree

A close-up view of the woodland floor

A view beyond the edge of the wood

Use the spaces below to make notes on:

The plants and animals seen in the woodland.

The weather at the time of the visit.

The sounds heard in the woodland.

Other aspects of the woodland environment.

