Session Plan – Wild Art (KS1 & KS2)

This session lasts one hour and is suitable for a maximum of fifteen children.

Learning Objectives

- Children understand the concept of sustainability
- Children understand that nature is constantly changing

Personal Development Objectives

- Children work in groups and learn to cooperate
- Children consider what it means to act sustainably
- Children express themselves creatively with natural materials

Curriculum Links

KS1 – Art and design

Pupils should be taught:

- 2a. to investigate the possibilities of a range of materials and processes
- 2c. to represent observations, ideas and feelings, and design and make artefacts
- 3a. to review what they and others have done and say what they think and feel about it
- 4b.about materials and processes used in making art, craft and design
- 4c. about differences and similarities in the work of artists, craftspeople and designers in different times and cultures

5. During KS1, pupils should be taught knowledge, skills and understanding through:

- a. exploring a range of starting points for practical work
- b. working on their own, and collaborating with others, on projects in two and three dimensions
- c. using a range of materials and processes

- d. investigating different kinds of art, craft and design

KS2 – Art and design

Pupils should be taught:

- 1b. to question and make thoughtful observations about starting points and select ideas to use in their work.

- 2a. to investigate and combine visual and tactile qualities of materials and processes and to match these processes to the purpose of the work

- 2c. to use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts

- 3a. to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

- 4b. about materials and processes used in art, craft and design and how these can be matched to ideas and intentions

5. During KS2, pupils should be taught the knowledge, skills and understanding through:

- a. exploring a range of starting points for practical work

- b. working on their own, and collaborating with others, on projects in two and three dimensions

- c. using a range of materials and processes

- d. investigating art, craft and design in the locality and in a variety of genres, styles and traditions

Safety Considerations

Refer to relevant risk assessments for session and site. In particular bear the following points in mind:

- Children are encouraged to pick up natural materials. When doing so they must not pick up materials of human origin and they must wash hands before eating. They may only handle natural materials when told to do so and how they are told to do so.

Resources

Laminated sheets of work by Andy Goldsworthy and other landscape artists

Introduction

At the start of the session, introduce the concept of sustainability and explain to the children that they are going to be making a sustainable work of art. Explain how their artwork will return to nature through the action of wind, rain and animals and will therefore have no long-term impacts on the environment. Use this as a prompt for discussing sustainability and our impacts on the environment.

Activities

The Wild Art session is principally one of self-expression and of using natural materials in creating a piece of art. It is ideally suited for children who rarely have access to wild places. Within a defined area, children should use the time allotted to find natural materials and use them to create a work of art.

Conclusion

At the end of the session, it is very valuable for children to visit each other's work in turn, as if they were visiting exhibits at an art gallery. Each child or group expresses to the group what they wanted to make and how they made it.

Remind the children that their wild works of art are sustainable and will be changed by nature with time. Remind the group how great our impacts can be if we don't think and act sustainably.

<u>Updated 2/3/10</u>