



## Wood you call it art?

(This activity is best undertaken in the autumn, but can be modified for other seasons)

### LEARNING INTENTIONS

(pupils should be taught...)

- Risk assessments for working in Clouts Wood (pre-visit activity) and based upon the Risk Assessment activity to be found at: [www.countrysideaccess.gov.uk](http://www.countrysideaccess.gov.uk) Go to the site and under Countryside Code, click on learning resource centre.
- About the work of Andy Goldsworthy on-line or via one of his books, e.g. 'A Collaboration with Nature' (pre-visit activity)
- To listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say (on-site activity)
- To explore areas that are new to them, including ideas, techniques and processes (on-site activity)

### LEARNING OUTCOMES

(pupils will have learnt...)

- To produce imaginative outcomes that are both original and of value.
- To explore and experiment with ideas, materials and techniques.
- To take artistic risks and learn from mistakes.
- To explore visual, tactile and other sensory qualities of their own and others' work.
- To reflect on and evaluate their own and others' work, adapting and refining their own work
- To respond to the school's location
- How to produce and implement simple risk assessments

**KEY WORDS:** LAND ART ENVIRONMENTAL ART EPHEMERAL ART

### CARE FOR OURSELVES (our health and well-being)

- Pre-visit risk assessment undertaken by learners
- Appropriate clothing

### CARE FOR OTHERS (across cultures, distances and generations)

- Provide opportunities for learners to discuss / question the use of this local wood. Who uses it and why?

### CARE FOR THE PLANET (both locally and globally)

- Provide opportunities for discussion of the Countryside Code and the wider importance of woods in the landscape. Its role in sustainable communities.

### Resources:

- nature!!
- resource pack
- camera

**ECM Outcomes:**

- Be Healthy
- Stay Safe
- Enjoy & Achieve
- Make a Positive Contribution
- Economic Well-Being

## Teaching & Learning Activities

### INTRODUCTION

- Make the learning intentions and outcomes clear to the learners and re-cap lesson on ephemeral nature-based art and Andy Goldsworthy (brief résumé on Information Sheet).
- To set boundaries to behaviour and range in woods appropriate to age group, e.g. no trampling on or picking flowers, disturbing nesting birds. Provide map of woods with areas chosen to undertake session, as appropriate to age group.

### MAIN ACTIVITIES

The concept that learners will be working with is that Clouts Wood is a great resource for the creation of ephemeral nature-based art.

Introductory activity: Look at the interpretation panel in the wood – How has the environment been used to stimulate the imagination of the wood's visitors?

After a walk around Clouts Wood using the attached map as a guide, the learners have an open discussion, with all contributing, as to why Clouts Wood is a great resource for ephemeral nature-based art and what resources are available

Learners then disperse around the woods, in pairs, to collect materials for their ephemeral art piece. Learners are to be instructed **not to remove leaves/twigs/branches from trees or plants, living or dead or to pick or remove any living plant**. Learners to produce ephemeral art at discrete locations or bring materials back to central point, e.g. under the lime tree marked with a **red X** on the map. Learners to take photographs.

### PLENARY

Learners to reconvene and asked to reflect on the activity. Learners to reflect on and evaluate their own and others' work.

### HOMEWORK

Learners to produce written evaluation of ephemeral art and its importance as a sustainable art form. Annotated photographs should accompany the work.

**ADDITIONAL ACTIVITIES:** To rearrange the materials collected to produce an other piece of ephemeral art (no new materials to be collected)

### MOST LEARNERS:

Have selected suitable materials and produced a piece of ephemeral art and have started to critically evaluate it.

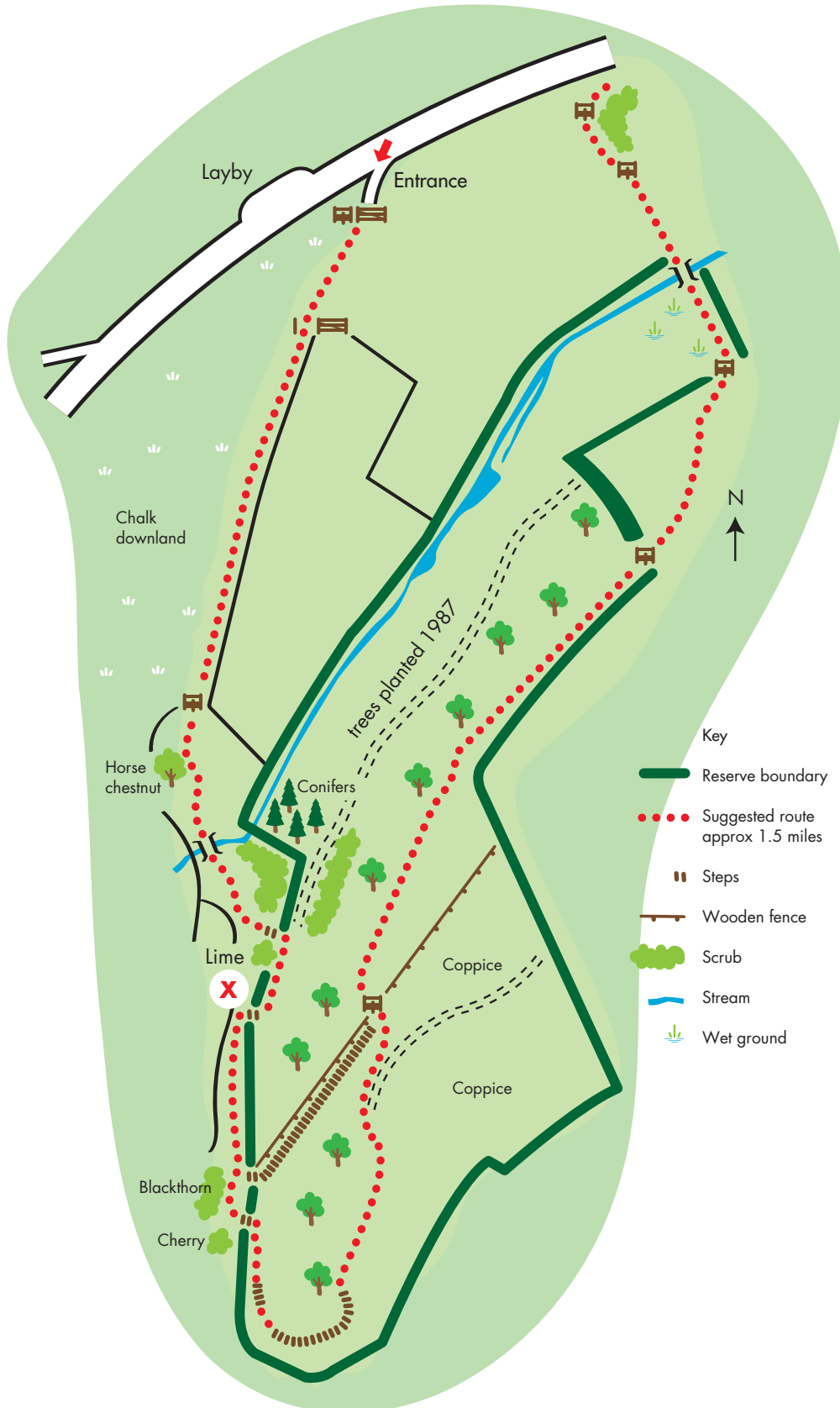
### SOME LEARNERS HAVE NOT MADE SO MUCH PROGRESS AND:

Have selected suitable materials and produced a piece of ephemeral art.

### SOME LEARNERS HAVE PROGRESSED FURTHER AND:

Have evaluated their piece of ephemeral art in the context of their surroundings and have considered the deeper cultural meaning of ephemeral art.

# Clouts Wood Nature Reserve Map



## Information Sheet

**ANDY GOLDSWORTHY** (born 26 July 1956) is a British sculptor, photographer and environmentalist living in Scotland who produces site-specific sculpture and land art situated in natural and urban settings. His art involves the use of natural and found objects, to create both temporary and permanent sculptures which draw out the character of their environment.

The materials used in Andy Goldsworthy's art often include brightly-coloured flowers, icicles, leaves, mud, pinecones, snow, stone, twigs, and thorns. He has been quoted as saying, "I think it's incredibly brave to be working with flowers and leaves and petals. But I have to: I can't edit the materials I work with. My remit is to work with nature as a whole." For his ephemeral works, Goldsworthy often uses only his bare hands, teeth, and found tools to prepare and arrange the materials.

Photography plays a crucial role in his art due to its often ephemeral and transient state. According to Goldsworthy, "Each work grows, stays, decays – integral parts of a cycle which the photograph shows at its heights, marking the moment when the work is most alive. There is an intensity about a work at its peak that I hope is expressed in the image. Process and decay are implicit."

(Source: Wikipedia)

To see examples of his work, type "Andy Goldsworthy" in to 'Google images'.