

Exploring Land Art with Key Stage 1

PART 1 introduction

Creative activities suitable for Early Years and Key Stage 1
Develop art and design skills and vocabulary using observation
and drawing



Introduction - Taking a Line for a Walk

This resource and accompanying video have been created for Early Years and KS1 teachers. Taking the main inspiration from Richard Long's "Jackdaw Line" land art sculpture, created at Hestercombe, Somerset. The resources can be easily separated into 7 "burst" projects on the theme of **Taking a Line for a Walk** to produce creative work, exploring their and recording children's creative experiences at Hestercombe. The common theme of "line" enables national curriculum aims to be achieved with **intent**, **implementation** and **impact** whilst generating and developing original ideas in a variety of media. Imaginative drawing techniques are demonstrated so ideas, experiences and imagination can be shared.

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Using age-appropriate resources to understand Land Artist, Richard Long, can develop reading & writing skills and speaking & listening skills, especially where critical analysis of his work is referred to alongside the tasks set. Communication

skills can be developed through the art and design curriculum where children are allowed to explore and express ideas and encouraged to use mark making, new vocabulary and movement to make their own art.

Finally, all elements of the video (which can be used as a guide) and the PDF resources should install confident teaching, in and out of the classroom environment. The impact of this resource is the development of skills and processes specified in the DfE attainment targets for Art and Design national curriculum and importantly enjoyment for all participants, whether teacher or pupil.

An introduction to 7 Activities based on the theme 'Taking a line for a Walk'

Planning resources for each of the 7 activities outlined here including a summary on Intent, Implementation, and Impact, key vocabulary to introduce and a kit list can be found by downloading Part 3 Activities.

1. Walking line

Making a drawing chalk stick and taking it for a walk on a long piece of paper. Individual and/or group activity. Inspired by a walk along the "Jackdaw Line" and the pathway created. Thinking about the purpose of walking FORWARD on a journey to get from start to finish.

2. Memory line

Based on the idea of slugs and snail trails. Children are encouraged to "draw" with wool/string/streamers to leave a trail of where they have walked. Stretching UP and DOWN, looking back as well as MOVING forward. Drawing of these trails add to the observation of the path we have trodden and what memory we leave behind.

3. Walking round

A tactile and fun messy activity using the feet and footprints to create marks as to where we have stood and walking ROUND in circles. Where do we go? Thinking about a line joining to create a circle to create shape. Direct reference to Richard Long's piece 'Circle' and possibilities to look at Aboriginal art and mapping on the land.

4. Counting lines

Opportunity to use numbers and art. Sitting, observing, and counting tree trunks as part of a vertical line drawing. Taking the viewpoint and looking at the VERTICAL UP

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lines. Children draw simple lines where they see tree trunks on to coloured paper. Good activity in the wooded landscape of Hestercombe.

5. Natural wobble lines

Whilst on a walk around Hestercombe, children can be encouraged to hunt for natural wiggly lines. Looking at patterns of roots of trees and growing ivy. Considering the lines moving UP and growing. Considering the textures.

6. Waterfall line

Setting natural trails using natural found objects like the artist Andy Goldsworthy. Tracks and trails linked with stories of journey. Walking in the water and watching bubbles travel UP. Then considering the water – sitting and drawing the waterfall as the FAST LINES of water flow DOWN.

7. Colourful pattern line

The formal gardens & Victorian terrace is perfect to record shapes and lines in garden paths, looking at the patterns that are created. The colour of the flowers can inspire the use of 'drawing' with bright coloured ribbons on the ground.

Download Part 2 for ideas on leading group discussion about Richard Long and Land Art.

Making the most of the activities

Evaluating and analysing art knowledge is a key strand of good art, craft, and design education.

Teaching about great artists gives INTENT and purpose to Art and Design teaching. Reflecting on the life and works of Richard Long while "Taking A Line for a Walk" is essential to ensure the right messages are IMPLEMENTED and maximum IMPACT on learning is achieved. This resource is created to inform about the artist Richard Long and support the following.

- Explore the intent of Land Art and Richard Long
- Understand moral, social, and ethical implications of the art made by Richard Long
- Cross curricular use of written and visual language
- Develop a respect for the creative practise of Richard Long
- Respond positively to a range of cultural opportunities and widen knowledge of these opportunities
- Use what is learnt in their own working practises
- Use inspiration to design and develop own ideas

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