

# Exploring Land Art with Key Stage 1

## PART 3 Planning the Activities

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



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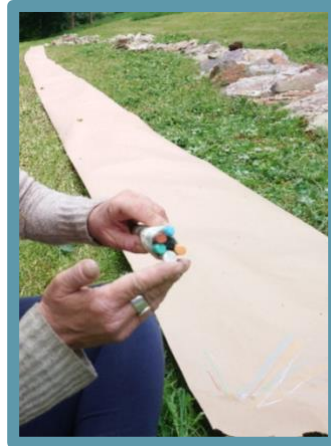
### Kit List

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## Activity 1 - Walking line

### INTENT

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.



### IMPLEMENTATION

Movement in drawing. Using drawing tools other than a pencil. Direct response to “Jackdaw Line” by physically walking by the piece. If virtual visit is preferred a study of the line and a physical recreation of Richard Long’s work out in the playground would achieve intended outcome.

Photographic documentation of the process

### IMPACT

Review and reflect on the idea of documenting a walk in a picture format. A reflection on the action of “walking” and its benefits. A physical interpretation of the “Jackdaw Line Sculpture.” Experiencing drawing in a memorable way.

Reinforce Critical Study discussions (see accompanying resource sheet ‘Prompts for Class Discussion About Richard Long at Hestercombe’)

### Key Vocabulary

Forward Journey Movement Drawing

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## Activity 2 - Memory line

### INTENT

Based on the idea of slugs and snail trails. Bug hunts may lend themselves as an appropriate starter activity. 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. Linear shape and lines used by Richard Long should be referred to.



### IMPLEMENTATION

Drawing with a 3D material like textiles. Recording through photography. Working in groups to create a collaborative still life. Drawing and photographic outcomes of a physical walk around Hestercombe Garden paths could lead to extended work on weaving techniques; may lead to story writing about following or leaving trails when the path has been walked.

### IMPACT

Opportunity to discuss environmental issues. What do we leave behind us as we walk?

Relationship developed with the site by exploration of the pathways of Hestercombe. Wider curriculum themes can include literature and natural science.

### Key Vocabulary

Liner    Yarn    Memory    Still Life    Trail

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## Activity 3 - Walking round

### INTENT

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.

Opportunities to look at other works by Richard Long which take on circle as the composition. Additional observation of the use of circles around Hestercombe and cross curricular opportunity is created with maths.



### IMPLEMENTATION

Techniques of painting and printing are used to “make” a circle walk or to physically create the walk. Circles can be observed around Hestercombe. Looking at pattern making whilst walking and using a tactile process in their creative actions.

Group work opportunity for students to assemble their “footprints” together enables collaborative art pieces to be created.

### IMPACT

Development of understanding pattern, shape, colour, form, and space.

Reflection on alternative Richard Long work

Social skills, emotional interaction.

Opportunity to work on large scale pieces

### Key Vocabulary

Footprint

Circle

Print

Paint

Pattern

Movement

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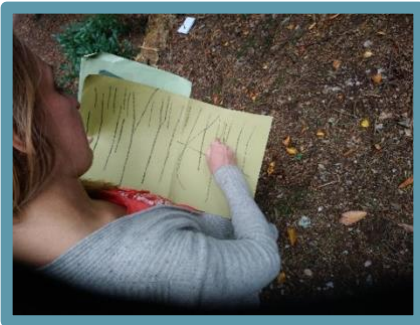




## Activity 4 - Counting lines

### INTENT

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



### IMPLEMENTATION

Using numbers to manage scale, quantity and to recognise distance, height and length.

Counting through observation, using simple mark making of vertical line to learn about “representation” of an object in simple form.

### IMPACT

Review and reflection on the space can be used as a well-being activity. Recognition of the space and place e.g. How old are the trees? Who planted them? How many are there?

A collection of drawings, displayed in a group, can recreate pieces inspired by Richard Long.

### Key Vocabulary

Vertical Line   Scale   Size   Tree Trunk   Height   Woods  
Distance   Mark Making

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## Activity 5 - Natural wobble lines

### INTENT

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. Nature walks inspiring art – recordings, using drawing and photographs, can be collated. A walk by the teacher to plan prior to a class walk may enable a treasure hunt of natural pattern to take place.



### IMPLEMENTATION

A record to develop awareness of landscape surroundings, a process not unlike that undertaken by the Land Art artists.

### IMPACT

Active participation in a creative process whilst taking physical exercise.

Develop and share experiences to fuel imagination through descriptive language.

Improve specific observations skills to inform their creative processes in the classroom.

### Key Vocabulary

Texture

Natural Pattern

Expressive Lines e.g., wobble, twisted

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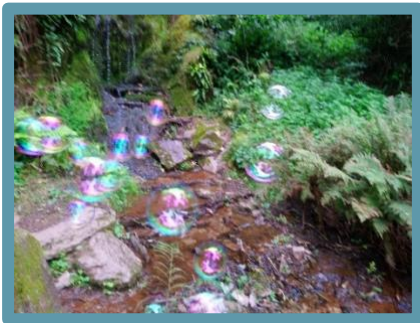


## Activity 6 - Waterfall line

### INTENT

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.

Site related observation of Hestercombe's Great Cascade. Opportunity to use free flowing lines in materials and wet media like paint and inks. Discussing the difference between painting a still object like a tree and moving object like water.



### IMPLEMENTATION

Encourage experimentation and “play” with wet materials. Line used as the vehicle to understand the “journey” the water takes as it cascades.

Richard Long sketches and paintings should be observed. Natural rock formation can be compared to the organised sculptures of the “Jackdaw Line”.

### IMPACT

Sequences of creative process encouraged through play.

Science objectives linked to water and liquid flow.

### Key Vocabulary

Down    Fast Flow    Flowing Line    Wet    Waterfall    Cascade

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## Activity 7 - Colourful pattern line

### INTENT

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. The eyes travel to the iconic view of the Great Plat to the Blackdown Hills.



### IMPLEMENTATION

Develop a basic level of understanding and technical skill in the key processes of pattern making, cutting, tearing, sticking and collaging through the landscape inspiration.

Collaged "journey" outcomes could reflect on the walks and views of Hestercombe.

### IMPACT

A conclusion of a journey. Pupils can reflect on the walks they have taken, lines they have drawn and review how this links to Land Art and Richard Long's sculptures and paintings.

Consideration and individual interpretation of their walking a line experiences are creatively expressed in explorations of colour and pattern in contrast to Richard Long's absence of colour.

### Key Vocabulary

Colour   Pattern   Formal   Geometric Shapes   Pathways   View

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Here's what you will need...

### **Activity 1 – Walking Line**

Oil Pastel/Chalk

Masking Tape

Roll of cartridge paper

Long stick, found in the grounds

### **Activity 2 – Memory Lane**

Yarn/Wool/Paper/String – anything that can leave a trail. Be creative!

Camera/ipad/phone (optional)

### **Activity 3 - Walking round**

Paint

Paint Brush

Paint Pallet

Scissors

Paper

Felt Tip Pens

### **Activity 4 - Counting lines**

Paper/sketchbook

Charcoal/Graphite Stick/Pencil

### **Activity 5 - Natural wiggle lines**

Paper/sketchbook

Charcoal/Graphite Stick/Pencil

### **Activity 6 - Waterfall line**

Bubbles (optional)

Raw materials collected on the walk

Paper/sketchbook (optional)

Charcoal/Graphite Stick/Pencil (optional)

### **Activity 7 - Colourful pattern line**

Brightly Coloured Ribbon or Felt

Camera/ipad/phone (optional)

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