

The following creative activities communicate the beauty of the heathland habitat and awareness of surrounding landscapes – colour, texture and range of shapes.

## TOP TIPS

Pebbles of the Pebblebed Heaths provide an excellent art material for these sessions.

Remember to charge up cameras and record the temporary artworks created below.

Use **Andy Goldsworthy** pictures of natural sculpture – inspiration for the following activities.

Choose a site with plenty of loose materials and level areas for displaying artworks.

## ACTIVITIES

### Rainbow Bits and Nature Palettes

Key Stage 1 Key Stage 2

**AIM** To increase powers of observation and create awareness of all the colours and textures in nature.

**PROPS** Large colourful buttons or coloured paper scraps (see Page 4), palettes (A6 piece of card with line of double sided tape).

Try this in different seasons – are the colours different?

Introduce topic of colour in nature. What colour can you see?

Start with Rainbow Bits activity and give out a coloured button or scrap of coloured paper and ask if they can find a piece of nature to match that colour.

Explain to the group that there are many colours in nature.

Ask them to try to find enough different ones to make up an artist's palette/paint box.

Decide which colours - this could be a whole variety of colours or a complete range of just one colour (green or browns) especially if autumn/winter when shortage of colour.

Encourage the children to use tiny pieces of plants and single petals rather than a whole flower head or complete leaf. No larger than the nail on their smallest finger!

Using small pieces they begin to build up a collage or mosaic.

Encourage creativity - no rules as to how they place the pieces.

They could create patterns with the materials, eg spirals or ripples, or even the shapes of creatures, eg butterflies.

Encourage experimenting with how they place the materials - long blades of grass can spill off the palette.

Look for variety of textures - bark, soil, moss, seeds etc.

After ten minutes gather the group together and have a look at the palettes. Show everybody the different results which the children have achieved.

Conclude with a discussion about why things are the colours they are, e.g. bright red berries to attract birds, bright colours of flowers to attract pollinating insects. Colour also vital for camouflage.



### CD Cases Mosaic

Key Stage 1 Key Stage 2

**AIM** To create a large scale group art piece using found materials.

**PROPS** Clear plastic CD cases, enough for one per pair and white sheet as backdrop for artworks.

Choose a location rich in a diversity of natural found materials on the heathland or woodland floor.

Give each group an empty clear CD case and ask them to collect natural materials that they find interesting/beautiful.

Ensure they collect 'dead' material. Live plant material carries on 'breathing' causing case to steam up.

Ask them to fill the CD case to create a pattern or collage or of a heathland creature.

When they have finished ask the children to make a large group mosaic on the sheet on the ground with their CD cases.

Gather all the children round when they have all finished and study the final 'mosaic'. What can they see - seeds, leaves, twigs, soil, moss? What colours can they see? How would it differ at other times of the year?

At the end of this activity, children empty cases.



## ACTIVITIES

### Camera/Telescopes

Key Stage 1 Key Stage 2

**AIM** Focussing on nature close up and looking at views over a habitat. Appreciating and investigating the changes in land-use.

**PROPS** Paper towel tubes for telescopes activity.

Identify area with views of heathland landscape and beyond and also good close ups of wildlife.

Explain to the children they are going to take photographs without a camera.

Working in pairs.

One child will be the camera and will stand directly in front of the other child who is the photographer.

The photographer has their hands on their shoulder as if they were going to take a photograph.

The camera child should have eyes shut.

The photographer can gently move the camera child to face a good view or advise them to crouch down for a close up.

To take a photograph, the photographer taps the shoulders of the camera.

The camera immediately responds by opening their eyes to the view.



This is a good lead in to **Natural Frames** as they will have had a chance to focus on interesting views and features which will inspire and inform the artwork to be made in their frame.

### Natural Frames - Outdoor Art Gallery

Key Stage 1 Key Stage 2

**AIM** To create an 2D artwork using natural materials.

**PROPS** White card, string, scissors, plastic hoops if sticks in short supply.

Explain that the children are going to make a picture using the nature around them.

Discuss what you might use and invite descriptions of textures - smooth, fluffy, hard, rough etc.

Divide the children into pairs or small groups and ask them to collect 4 sticks. This will be used as the picture frame. If sticks in short supply, use plastic hoops. (See 'Forest Skills' below).

Within the frame ask the children to create a picture.

Ask the children to think about where they place their picture - they will need to find a flat area.

Ensure the background to the materials is a good contrast colour - brown sticks won't show up on brown earth.

When everyone has finished have an 'exhibition' and encourage each group to talk about their work to the rest of the group.

An alternative to sticks is to use a hoop and card behind - foliage will show up better than using an earth background - after artwork made - remove hoop to view final artwork.

Ask children to think about how they could improve their work by using other materials.



#### DEVELOP FOREST SKILLS

4 sticks could be lashed together as a skill-building activity.

See Forest School skills such as this at [www.forestschooltraining.co.uk](http://www.forestschooltraining.co.uk)



## ACTIVITIES

Earth Studios -  
Natural SculptureKey Stage  
1Key Stage  
2

**AIM** To learn about the work of environmental artist Andy Goldsworthy and create a natural sculpture.

Show examples of the work of Andy Goldsworthy.

Look at the use of colour and shape.

Discuss how he only uses natural materials, for example, using thorns/thin twigs to join leaves together/ scraping the bark off twigs to reveal variations of colour.

Pupils can work in small groups.

Encourage them to think about the material they would like to use and the location of the sculpture (colour of the ground, height, position - floor, in a tree etc).

Themes may be given to support other school based art work.

Encourage the children to look at all the artworks - visiting the outdoor art gallery they have all created.

You may choose to limit the materials used, for example, only 2 colours or different types of leaves.

## Shadow Drawings

Key Stage  
1Key Stage  
2

**PROPS** Clipboards and white paper and pencils or charcoal.

On sunny days when shadows guaranteed - using a sheet of white paper or the white postcard.

Place sheet behind a plant to get the shadow of the plant on the sheet.

Draw round the outline of the plant.



## Pebblebed Postcards

Key Stage  
2

**AIM** To create a 2D landscape using natural materials.

**PROPS** Small blank postcards or similar sized pieces of card (A6), red Triassic soil on pebblebed heaths, charcoal, twig paint 'brushes', water, antiseptic hand wash.

Find a suitable site that has an interesting natural landscape.

Show the children the charcoal and discuss what it is and how it is formed.

Demonstrate a few drawing techniques on the blank piece of card using the charcoal.

Look at the landscape around you and ask the children to find a viewpoint that they like.

Challenge the children to find other sources of colour from nature - grass, petals, earth.

Give all the children a piece of charcoal and explain that you would like them to draw the landscape using the charcoal and the other colours they have gathered from nature.

When they have finished ask the children to write their names on the back in pencil.



## END OF ACTIVITY

**SESSION** Discuss the beauty of the landscape - why do they like it?

What might be a problem? Litter, fire?

What would they do if they were responsible for the land - make it a nature reserve? Build new houses? How could they protect the wildlife? Why is wildlife important?

Ask each child to make a promise, on what they have discussed. For example, to always pick up litter, help nature or never light fires on the heath.

Ask them to write it on the back of their natural paintings.

Collect in the postcards and store them away.

At the end of the year, give them back out/post to each child as a reminder of the session they had and the promise they made.








### Ask children...

How can they leave no trace when they leave the heath?

What things might cause problems for the wildlife if they take them away from the heath?



#### EXAMPLES

-  **Fallen leaves** As long as they don't take too many as invertebrates rely on leaf litter to hide from predators.
-  **Pebbles** Erosion or washing away of the soil occurs if the pebbles aren't there to stick the soil together.
-  **Flowers** Flowers might still have nectar for hungry insects such as butterflies and the pollen that the animals might transfer to help pollination won't happen.



Coloured  
paper scraps for  
Rainbow Bits and  
Nature Palettes  
activity, page 1.

