

## Unit 7C Recreating landscapes

### About the unit

In this unit, pupils explore landscape as the starting point for two- and three-dimensional work. They collect visual and other information by visiting a landscape and by studying the methods, approaches and intentions of artists and craftspeople who use the environment as inspiration.

They manipulate the visual and tactile qualities of materials to convey mood and feeling about a landscape and construct textile-based work.

This unit is expected to take 10–15 hours.

### What the unit covers

Art	Craft	Design	2-D	3-D	Individual work	Collaborative work	
Line	Tone	Colour	Pattern	Texture	Shape	Form	Space
Painting	Collage	Print making	Digital media	Sculpture	Textiles		

### Where the unit fits in

This unit builds on unit 4C ‘Journeys’ and unit 6C ‘A sense of place’ in the key stage 2 scheme of work which develop the theme of environment. Pupils’ knowledge and experience of the processes associated with textiles and assemblage is developed in unit 5C ‘Talking textiles’ in the key stage 2 scheme of work.

This unit could be linked with unit 1 ‘Making connections’ in the geography scheme of work, where pupils clarify their values and attitudes about places and environments. It could also link with unit 5, ‘Exploring England’, in the geography scheme, where pupils’ perceptions of England are challenged.

### Expectations

#### At the end of this unit

**most pupils will:** explore ideas and collect visual and other information on the theme of natural environment to help them develop a textile piece; use their knowledge and understanding of materials and processes to communicate a mood or feeling about the landscape; combine and organise shape, form, pattern and texture to suit their intentions; compare and comment on ideas, methods and approaches used in their own and others’ landscapes, and relate these to the context of the work; adapt and improve their work to realise their intentions

**some pupils will not have made so much progress and will:** collect information for their work; investigate visual and tactile qualities in materials and processes and use these to communicate ideas and meanings about a landscape; comment on similarities and differences between their own and others’ work; adapt and improve their work

**some pupils will have progressed further and will:** select visual and other information and use this in developing their work, taking account of its purpose; manipulate materials and processes to communicate ideas and meanings, matching visual and tactile qualities to their intentions; analyse and comment on ideas, methods and approaches used in their own and others’ work, relating these to the context; adapt and refine their work to reflect their own view of its purpose and meaning

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## Prior learning

It is helpful if pupils have:

- collected and recorded information by making and annotating drawings in their sketchbooks
- made detailed studies of parts of an image to explore ideas in response to a theme
- used and combined media to communicate their ideas and experiences
- explored the reasons why artists interpret themes in particular ways

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## Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly vocabulary relating to:

- natural and made environment
- composition, *eg viewpoints, visual impact, background, foreground, horizon, thumbnail sketches*
- feelings, mood
- textiles, assemblage, installation
- styles of art, *eg classical, expressionist, romantic*

Writing – through the activities pupils could:

- make notes to clarify ideas and thinking which can be used later

Speaking and listening – through the activities pupils could:

- organise, sequence and link what they say so listeners can follow it

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## Resources

For practical work, resources include:

- materials for textile work, *eg hessian or loose woven fabric, wool, threads, large-eyed needle*
- natural and made objects
- conventional or digital camera, and audio equipment if possible
- viewfinder or framing device

Examples of art, craft and design:

- paintings, photographs and prints showing different interpretations of the natural environment, *eg Bomberg, Turner, Constable, Ernst, Klimt, Lanyon, Long, Nash, Sutherland*
- books, postcards, photographs and references about individual artists' work, *eg on CD-ROM and websites*
- contemporary textiles by craftspeople, *eg Michael Brennan-Wood, Fran Reed, Penny Burnfield, Norman Sherfield*
- recorded sound related to landscapes

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## Future learning

The theme of natural and made objects is developed in unit 8A 'Objects and viewpoints'. The theme of the environment is developed further in unit 8C 'Shared view' and extended in unit 9C 'Personal places, public spaces'.

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## Adapting the unit

Pupils could:

- create a landscape 'model' from found natural and made objects, *eg using broken stones, dried herbs, pieces of mirror glass, etc, to represent rocks, trees and lakes in a landscape*. They could use their model as the basis for developing a painting. They could study the work of Gainsborough who worked in this way (see *Consistency in teacher assessment: Optional tests and tasks for art at key stage 3*, unit 3 'Reconstruct the landscape', SCAA, 1996)
- interpret their studies of the landscape by weaving their designs on a large card loom or other frame, using natural and found materials to create a visually exciting weft pattern

**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****Exploring and developing ideas**

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| <ul style="list-style-type: none"> <li>to record and analyse first-hand observations</li> </ul>                        | <ul style="list-style-type: none"> <li>Arrange a visit to explore the local landscape. Ask the pupils to record their impressions in their sketchbooks, <i>eg sounds, temperature, wind directions, surfaces, natural environment, made features, flora.</i></li> <li>Ask the pupils to record views and aspects of the landscape, <i>eg explore the use of different viewpoints (look up or down a hill, use high or low horizon lines to emphasise sky or landforms), show the impact of industry on the landscape, represent unusual landscape forms, show the strangeness or power of natural phenomena.</i></li> </ul> | <ul style="list-style-type: none"> <li>make and collect sketchbook studies and other information based on their experience</li> <li>organise and present their ideas so others can follow them</li> </ul>  | <ul style="list-style-type: none"> <li>If it is not possible to visit a site in the local area, the school grounds may provide a starting point.</li> <li>As well as making studies in their sketchbooks, the pupils can collect natural and made objects and materials and make audio recordings.</li> <li>Suggest the use of different scales in sketchbook work, <i>eg thumbnail sketches, use of a double-page spread.</i></li> </ul> |
| <ul style="list-style-type: none"> <li>about continuity and change in the purposes and audiences of artists</li> </ul> | <ul style="list-style-type: none"> <li>Show examples of landscape art that demonstrate distinctively different interpretations, <i>eg classical landscape; the picturesque in gentle, rolling valleys and rugged, wild, awesome country; romanticism of the lonely wanderer.</i></li> <li>Explore how the artists interpreted the theme of landscape and the reasons why they chose different approaches. Discuss how landscape artists have expressed moods and feelings.</li> </ul>   | <ul style="list-style-type: none"> <li>describe and analyse examples of landscape painting</li> <li>identify reasons why artists choose different approaches, based on what they can see in the work and what they have found out about the artists</li> </ul> | <ul style="list-style-type: none"> <li>The work of photographers can also be used to provide powerful images of the landscape.</li> <li>Homework: ask the pupils to prepare comments on how visual and tactile qualities have been used to convey an idea or feeling in a landscape work. Link this with language work on descriptive or imaginative writing.</li> </ul>  |
| <ul style="list-style-type: none"> <li>to select from experience and imagination and develop their ideas</li> </ul>    | <ul style="list-style-type: none"> <li>Discuss the different ways that people enjoy the landscape. Ask pupils to recall and share some of their landscape experiences, <i>eg talk about locations, times of day, light, colour and weather conditions.</i></li> <li>Ask pupils to make notes to clarify their ideas and thinking that can be used later.</li> </ul>   | <ul style="list-style-type: none"> <li>talk and write about landscape based on personal experience</li> <li>use writing to help learning and memory</li> </ul>   | <ul style="list-style-type: none"> <li>Homework: ask the pupils to collect information about, and record their observations of, a landscape they know, <i>eg a garden, countryside, parkland, an area where industry encroaches on a landscape.</i></li> </ul>  |

**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****Investigating and making**

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| <ul style="list-style-type: none"> <li>• how visual and tactile qualities of materials and processes are used to convey ideas and feelings</li> </ul>                                | <ul style="list-style-type: none"> <li>• Show the pupils how to use a framing device to isolate areas of the images they have recorded during their visit. Ask them to select interesting sections of images, considering the foreground and background and the focal point.</li> <li>• Ask the pupils to use their sketchbooks to develop these images into small-scale, detailed studies that emphasise particular qualities, <i>eg line, pattern, texture, space</i>.</li> <li>• Encourage the pupils to use appropriate media to convey a sense of mood or feeling in the landscape, <i>eg thick paint to show surface texture, pen/pencil and wash to show clear sky or cloud forms, pastel, wax/oil crayon and coloured inks to show pattern of fields, earth and hedgerows</i>.</li> </ul>  | <ul style="list-style-type: none"> <li>• experiment with media and different methods and approaches to communicate ideas and feelings about landscape</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate techniques. Show examples of other pupils' work where techniques have been used effectively.</li> <li>• Using their sketchbooks will enable pupils to explore a variety of viewpoints and media and to annotate their work.</li> </ul> |
| <ul style="list-style-type: none"> <li>• to organise and present work in different ways as a part of the process of exploring ideas</li> </ul>                                       | <ul style="list-style-type: none"> <li>• As the pupils produce their studies, ask them to think about how they present their work in their sketchbooks. Encourage them to present a range of work, showing how they have explored and developed their ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>• analyse their sketchbook studies as a part of the process of exploring ideas</li> </ul>                                 |   |
| <ul style="list-style-type: none"> <li>• about visual and tactile qualities of materials and processes and how these can be manipulated and matched to ideas and purposes</li> </ul> | <ul style="list-style-type: none"> <li>• Show examples of the work of contemporary craftspeople. Ask the pupils to compare and comment on the work.</li> <li>• Discuss the craftspeople's ideas, how they use and value different materials and how their work reflects the environment, <i>eg use materials found in their locality, use traditional skills, use contemporary ideas</i>.</li> </ul>   | <ul style="list-style-type: none"> <li>• compare and comment on the work of contemporary craftspeople</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>• to investigate, combine and manipulate materials, taking account of purpose</li> </ul>  | <ul style="list-style-type: none"> <li>• Ask the pupils to select an idea from their sketchbook studies to recreate using textiles. Ask them to enlarge a section from one of their studies onto a loose-weave fabric, <i>eg hessian</i>, marking out broad areas of the design.</li> <li>• Ask the pupils to use paint and cut paper stencils to create a pattern to represent the landscape features. Encourage them to overlap large shapes of colour, and weave in smaller areas to create detail, using coloured threads, wools, etc.</li> <li>• Ask the pupils to develop the fabric into a three-dimensional form, <i>eg tree or plant forms, hilly features, industrial features such as chimneys</i>. Ask them to think about ways of joining the parts of the construction, <i>eg fix the textile around a wire form using decorative stitches</i>.</li> <li>• Encourage pupils to try to convey the tactile qualities of the chosen feature. Attach natural or made objects to represent particular details of the landscape, <i>eg objects could be tied or attached with knotting, etc, and blended into parts of the painted or textile surfaces</i>. Emphasise the need to choose materials and objects carefully so that they represent the qualities and surfaces of the chosen landscape.</li> </ul> | <ul style="list-style-type: none"> <li>• combine and manipulate materials and processes to express mood and feeling of landscape</li> </ul>                      | <ul style="list-style-type: none"> <li>• Pupils may need guidance on selecting and enlarging one of their studies.</li> <li>• Objects can be attached using a glue gun. Health and safety procedures should be emphasised.</li> </ul>   |

Pupils should learn:

Pupils:

### Evaluating and developing work

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| <ul style="list-style-type: none"> <li>to evaluate their own work, express opinions and make reasoned judgements</li> </ul>       | <ul style="list-style-type: none"> <li>Discuss the outcomes of the work. Ask the pupils to comment on:               <ul style="list-style-type: none"> <li>the use of different viewpoints and the ways of organising and composing work</li> <li>the visual impact of detailed studies</li> <li>the effective use of visual and tactile qualities and materials</li> <li>the success of combining found natural and made objects</li> <li>the expressive content of their work and how it communicates mood or feeling</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>evaluate their work, expressing opinions about technical and expressive aspects</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils should be encouraged and supported so that they can develop the confidence to make judgements about their own and others' work.</li> </ul> |
| <ul style="list-style-type: none"> <li>to modify and improve their work, developing it to realise their own intentions</li> </ul> | <ul style="list-style-type: none"> <li>Develop a discussion about the role of the initial studies. <i>Did pupils collect enough visual and other information to help them develop ideas?</i></li> <li>Talk about the value of developing ideas and intentions while the work is being made and the way in which materials affect the way the work develops. Ask pupils to organise, sequence and link what they say so listeners can follow.</li> <li>Ask the pupils to compare how their use of visual and tactile qualities and materials matched their intentions at each stage of their work. <i>Did they make effective use of their detailed study? How well did they use and incorporate materials and objects in their textile designs? What is the impact of their work on others? What would they wish to improve and develop further in their work?</i></li> <li>Ask the pupils to make considered changes to their work, if needed, based on their own and others' views.</li> </ul> | <ul style="list-style-type: none"> <li>give a clear explanation of what they have learnt from their work, using appropriate subject vocabulary</li> <li>make considered changes to their work to modify and improve it</li> </ul> | <ul style="list-style-type: none"> <li>This is an opportunity for pupils to recognise that modifying their work can be a part of the creative process.</li> </ul>                        |