

**TEACHING ABOUT FARMING AND THE COUNTRYSIDE IN THE NATIONAL CURRICULUM AT KEY STAGE 2
LINKS WITH THE NATIONAL CURRICULUM AND THE QCA UNITS OF WORKS,
SUGGESTED TEACHING ACTIVITIES, OPPORTUNITIES AND RESOURCES FROM THE INTERNET**

ART AND DESIGN CURRICULUM LINKS

1 a,b,c

Exploring and developing ideas

Pupils should be taught to:

a - record from experience and imagination, to select and record from first-hand observation b - question and make thoughtful observations about starting points and select ideas to use in their work and c - collect visual and other information to help them develop their ideas.

4a

Knowledge and understanding

Pupils should be taught about:

a - visual and tactile elements including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes

Breadth of study

5a,b,c,d

Pupils should be taught the Knowledge, skills and understanding through:

a - exploring a range of starting points for practical work b - working on their own, and collaborating with others on projects c - using a range of materials and processes, including ICT and d - investigating art, craft and design in the locality and in a variety of genres, styles and traditions



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SUGGESTED TEACHING ACTIVITIES

QCA suggested units:

4C *Journeys* – short local journey, farm trail

5B Containers

5C *Talking textiles* - wool

6C *A Sense of Place* -based on a farm visit

9*Visiting a museum, gallery or site* – use a farm, farm museum, historic house visit

In the classroom

Design your own labels for marketing particular types of food - locally produced and more exotic fruit and vegetables. Drawing and designing cans. Design fabric patterns using plant and animal designs and develop the theme further by investigating patterns in nature and use this start to move towards abstract works.

3D models of animals, plants and fruit in clay, papermache or similar. (Cross curricular links with Geography when teaching about fair trade and field sketching, and Numeracy –data handling)

School grounds and immediate surroundings Pupils use the school grounds, in particular any wildlife area with different colours and shapes as a source of inspiration for art.

Painting, printing and rubbing with leaves, collage work with a variety of plants – shape, colour and texture work. Use wax on fabric and wash over with Brusho dyes to create wax resistant work. Try to avoid just observations (although important). Take advantage of seasonal changes in colour and texture of leaves, seeds, fruits and nuts, sliced to make seasonal art sculptures. Collect a variety of natural material for use in design and collage work - feathers, fruits, dead leaves, twigs, moss, lichens etc. Weaving in response to landscapes, using collected materials

Use a digital camera to record the same landscape or trees at different times of the year to show seasonal change in colour and growth activity

Pupils make bark rubbings from trees. Numeracy links could be made - *Recognising and copying patterns, Creating patterns using natural materials – predicting algebraic pattern. Investigating naturally occurring symmetrical patterns.* Ask a local farmer to bring a tractor into the school playground for observation drawing. Use tyre prints (compare patterns, shape and size with a car or pupils' shoe prints) on grass verges for pattern work. Link with PHSE – Choices and Respect for Property

School visit Use a farm visit, farm museum or historic house visit to give a sense of place. Link with both geography and history. Encourage the skill of field sketching and observation of different buildings, objects and equipment. Make 3D models of the farm yard. Discuss what the buildings are used for and how and why they are positioned – dairy, barn stable, grain store etc. Many farms have old orchard areas or are part of a countryside stewardship scheme where fields and/or hedgerows are natural and pupils have good opportunities to work with a variety of colour, textures and wildlife. Use drawing made from life to inspire work about movement. Discuss how have other artists expressed movement? Could be followed up with making moving models e.g. flapping birds(cross curricula links with PE).

Record of a visit - illustrate a visit to the countryside or a farm based story by experimenting with different media to convey different parts of the story - links with literacy and music. Journey sticks made on a walk could link to study of Aborigine art.

Collect items on a visit for: 1. still life with a farm theme -wheat/barley stems, feathers and extend work to farm produce - loaves of bread, milk bottles, cheese, vegetables etc. 2.creating stencils or silhouettes with a farm or countryside theme 3.natural sculpture using the materials collected 4. making pine cone bird feeders 5. 'Well dressing' type pictures from flower petals and leaves, or 'Rangoli' pictures from seeds, rice and grains 6. Plaster casting of found objects and paw prints

Link with Music -drawing to music with a countryside or animal theme

RESOURCE LINKS



Farming & Countryside Education (FACE)

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FACE LINKS – Farm Profiles and Farm as Living classroom

OTHER USEFUL WEBSITES

Yellow Pages Recycling Challenge – working with the Woodland Trust

www.yellgroup.com

www.birdsofbritain.co.uk offers help with identification

Use www.british-trees.com to identify trees

British Wool Marketing Board www.britishwool.org.uk

The Forest Education Initiative has regional co-ordinators and organise programmes throughout the UK www.foresteducation.org

British Wool Marketing Board www.britishwool.org.uk

www.enchantedlearning.com and www.kinerart.com have ideas for simple craft activities

www.artcylopedis.com gives images of artists work

