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# OUTDOOR

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# ART

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# SPARKS

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**CREATIVE LEARNING  
IDEAS FOR TEACHERS  
OUT IN THE PARK**

**BARNSELY MUSEUMS &  
YORKSHIRE SCULPTURE PARK**



# OUTDOOR ART SPARKS

## ABOUT THIS RESOURCE

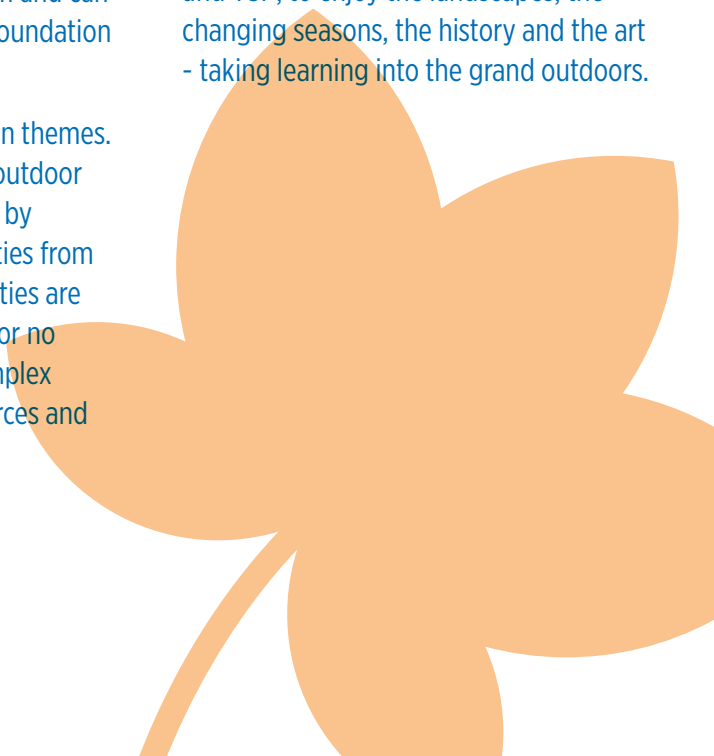
Learning outdoors is a great opportunity for children to explore, be creative, have fun and feel alive in nature. The outdoor environments of Yorkshire Sculpture Park (YSP) and Barnsley Museums are a wonderful resource for teachers to use with their classes for creative learning.

This pack is designed to support teachers in planning a self-guided visit to YSP and Barnsley Museum sites. Using art-based and creative approaches, activities link to different areas of the curriculum and can be adapted by teachers from Foundation Stage through to Key Stage 3.

The pack is organised into seven themes. Teachers can create their own outdoor sessions, tailored to their class, by selecting and combining activities from across the themes. Some activities are very light touch, requiring few or no resources; others are more complex and require pre-planned resources and preparation.

Each theme has a reference to curriculum links and learning styles as well as indicating particular areas of the Park to explore. Ideas for extension work back at school are also suggested. Although inspired by Barnsley Museum sites and YSP, activities can be adapted for other outdoor areas, such as school grounds and local parks.

We hope teachers are inspired to bring their classes to Barnsley Museum sites and YSP; to enjoy the landscapes, the changing seasons, the history and the art - taking learning into the grand outdoors.



# SCHOOLS PROGRAMMES

## BARNSELEY MUSEUMS

The five museum sites across Barnsley provide special opportunities for children to discover and learn new things.

We offer a wide range of onsite workshops for Primary and SEN school groups. The workshops support learning across the curriculum, including Local History, Art, Science, English, Citizenship, Design and Technology. Pupils develop their skills through a variety of activities including handling, drawing, writing, observation, discussion and immersive experiences.

For full details of the learning programme or to speak to a member of the Learning Team to discuss your needs:

W. [Barnsley-museums.com/school-visits](https://www.barnsley-museums.com/school-visits)  
E. [learning@barnsley.gov.uk](mailto:learning@barnsley.gov.uk)  
T. 01226 774872

## YORKSHIRE SCULPTURE PARK

YSP works with learners from Early Years Foundation Stage to Higher Education students, connecting art and landscape through creative and experiential learning.

Delivered by a skilled team of artist-educators, our learning sessions enable children and young people to engage meaningfully with art, creativity and the outdoors. Our schools programme ranges from long-term partnership projects to full-day and half-day workshops, tours, CPD sessions and self-guided visits.

For more information on our formal learning programme or to speak to a member of the Learning team:

W. [ysp.org.uk/learning/schoolscolleges](https://www.ysp.org.uk/learning/schoolscolleges)  
E. [learning@ysp.org.uk](mailto:learning@ysp.org.uk)  
T. 01924 832528

For more information about the landscape and heritage of YSP visit: [ysp.org.uk/heritage](https://www.ysp.org.uk/heritage)

# BARNSELY MUSEUMS

Barnsley Museum sites are Cannon Hall Museum, the Cooper Gallery, Elsecar Heritage Centre, Experience Barnsley Museum and Worsborough Mill Museum. This pack has been designed with Cannon Hall Museum park and gardens in mind, which comprises 70 acres of Georgian parkland and walled gardens.

# YORKSHIRE SCULPTURE PARK

YSP is an internationally renowned centre for modern and contemporary sculpture. YSP has over 500 acres of historic parkland and five indoor galleries. The natural environment of fields, woodland, lakes and formal gardens combine to create a unique setting for our open-air sculpture collection.

## ACKNOWLEDGEMENTS

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ONE

# TREASURE HUNT COUNTDOWN



## **Geography**

Early Years Foundation  
Stage: Literacy,  
Personal Social and  
Emotional Development;  
Communication and  
Language; Understanding  
the World; Mathematics

# TREASURE HUNT COUNTDOWN

## INTRODUCTION



Detail stonework. Photo © Jonny Wilde

**Aim:** To explore and become familiar with the Park

Going on a treasure hunt is a fun way of noticing and finding out more about the Park. Share ideas, find different answers. Collect your finds as photographs, drawings or written notes.

**Learning styles and skills:** Collaborative, problem-solving, visual, auditory, kinaesthetic, creative

## OUT IN THE PARK, TRY TO FIND...

# 10

### REFLECTIONS

# 9

### THINGS MOVING

CRAWLING, SLITHERING,  
HOPPING, FALLING...

# 8

### LIVING THINGS

**7**

**RESTFUL PLACES**

**3**

**DIFFERENT NOISES**

**6**

**THINGS THAT NEED  
SUNSHINE**

**2**

**THINGS THAT  
FIT TOGETHER**

**5**

**PATTERNS**

STRIPES, SPOTS,  
CURVES, CIRCLES...

**1**

**FAVOURITE THING THAT  
YOU WILL REMEMBER**

**4**

**DIFFERENT SCENTS**

## OTHER IDEAS

## BACK AT SCHOOL

Brian Fell, Ha-Ha Bridge, 2006. Photo © Jimmy Wilde



- Make an illustrated class 'Treasure Hunt' counting book.
- Make an illustrated Alphabet Frieze for your classroom based on things spotted on your visit.

- Create your own Alphabet treasure hunt. Spot things 'beginning with...' or find letters in the lines and shapes of the environment.
- Create your own Maths treasure hunt. Find different shapes, lengths and multiples in the environment.
- Set pupils the challenge of creating their own treasure hunt during their visit.



TWO

# CREATING COLLECTIONS



## **Art & Design**

Geography, Science

Early Years Foundation  
Stage: Mathematics,  
Expressive Arts & Design;  
Understanding the World

# CREATING COLLECTIONS

## INTRODUCTION



Galleries and museums have collections of objects or art works. Bringing objects together encourages us to notice how they are similar or different and what is special about them.

Explore the landscape. What catches your eye? Make a collection of things which you like or find interesting\*. What do your objects have in common? What does your collection say about what interests you? Compare collections with others in your class. How are they the same or different?

*\*Remember not to pick living things or remove anything from the sites which would damage the environment.*

## COLLECTION DISPLAY

**Aim:** To compare, investigate, sort and classify objects

**Resources:** Collecting bag, camera, sketchbook and pencil, found natural objects

Arrange objects from a collection according to colour, texture, size etc. What other categories could you use? What other ways can you think of organising the objects?

Display your collection in interesting ways - as a wiggly line, a grid or in a pattern, around a tree or using other features in the landscape.

**Learning styles and skills:** Individual and pair work, kinaesthetic, communication, creative, problem-solving, visual

## SHAPES AND PATTERNS

**Aim:** To create abstract patterns inspired by nature

**Resources:** Drawing paper and pencils, different drawing materials

On a large piece of paper arrange and draw the outline of each of your objects. Outlines could be stacked, overlapping, inside each other, edges touching etc. How can you arrange the outlines to create an overall pattern? Try using different markers, colours and different types of line.

Would you know what the objects in your collection were from your drawing? Has your drawing become something else? What do you like about your pattern or design?

**Learning styles and skills:** Visual, creative, independent working, fine motor skills

## COLLECTING TEXTURES

**Aim:** To make art from different textures from the environment

**Resources:** Wax crayons, pencils, oil pastels, thin paper (white and natural colours), drawing paper, glue stick

Use wax crayons, soft pencils or oil pastels to create rubbings of different surfaces\* around the Park, i.e. tree bark, buildings, different leaves. Experiment with how different materials create different effects. Choose different colours which connect to the environment, i.e. blues, greens and browns. Collect the different textured papers together and use to make a collage of a view in the Park.

**Learning styles and skills:** Visual, kinaesthetic, creative, collaborative, fine motor skills

*\*Do not take rubbings of sculptures as this will damage the surfaces.*

## GO AND SEE

Pear Trees, Cannon Hall, Photo: Barnsley Museums Service



The pear trees at Cannon Hall are a very fine and rare example of a collection of Georgian trees in their original designed location. We think many of them are over 200 years old, and still produce an abundance of fruit each year. There is a real mixture of wide ranging varieties. You'll notice the pear trees as they have been 'trained' to grow up the walls, to make the best use of the sunny spots in the garden.

## OTHER IDEAS

- Make botanical studies of the pear trees at Cannon Hall. Draw the different pears, leaves and details of these plants as a way of identifying their differences. Look at their scientific names. Label your drawings for scientific interest.

- Collect objects throughout your visit and in different areas of the Park. What do the collections tell us about the changing environments in the Park? What story do they tell of your visit?

## BACK AT SCHOOL

- Tell the story from the point of view of a found object and its journey through the Park.
- Twist, bend, fold and join your textured paper rubbings from the 'Collecting Textures' activity to create 3D sculptures.
- Use the outline drawings from the 'Shapes and Patterns' activity to create repeat pattern designs which can be printed using lino cuts.

THREE

# CHANGING VIEWPOINTS

An abstract graphic consisting of three overlapping diagonal bars. The top bar is a light tan color, the middle bar is a teal color, and the bottom bar is an orange color. The bars are positioned diagonally from the top-left towards the bottom-right, with each bar overlapping the one below it.

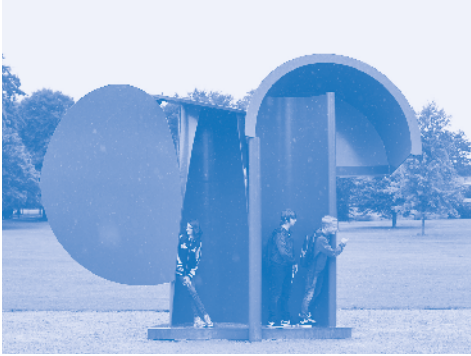
## **Design & Technology**

Art & Design, History, PSHE

Early Years Foundation  
Stage: Understanding the  
World, Physical development,  
Expressive Arts & Design,  
Communication and Language

# CHANGING VIEWPOINTS

## INTRODUCTION



Anthony Caro, *Promenade*, 1996, courtesy Amieley Juda Fine Art.  
Photo David Lindsay.

When we look at the world around us, we can take many viewpoints. We can take a distant and broad view, taking in all our surroundings or look up close, in detail. When we look at sculpture we look up, down and all around. Sometimes we can be inside and part of a sculpture. We can get up close or be far away.

Everybody sees art and the world in different ways. If we change our position, maybe we will see things differently.

## LOOKING TOOLS

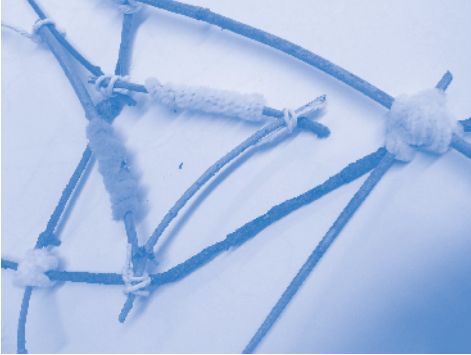
**Aim:** To look at our surroundings differently

**Resources:** Plastic tubes, hand mirrors, magnifying glasses, viewfinders

Explore the Park using looking tubes, mirrors, magnifying glasses and viewfinders. Notice small details far away through a looking tube. By placing the mirror near your chin and looking down, you will see the trees and sky beneath. Get up close, crouch down low. Look at the landscape through new eyes.

**Learning styles and skills:** Kinaesthetic, visual, communication

## MAKING A FRAME



**Aim:** To use joining techniques to create a viewing frame

**Resources:** Found sticks, string, pipe cleaners, long grasses

Make a viewing frame by joining sticks together with string, pipe cleaners or even natural grass stalks. The frame can be straight, wonky, large or small. The frame doesn't have to be square. Encourage pupils to make different shaped frames. Take your frames for a walk to find different views.

If one view could be a picture framed on a wall, which one would you pick?

**Learning styles and skills:** Collaborative, kinaesthetic, creative, fine motor skills

## GO AND SEE

Visit *Deer Shelter Skyspace* by James Turrell at YSP. Notice the subtle changes of light and colour in the small square of sky. How do you imagine the sky will change over a day, a night and through the seasons?

The landscape at Cannon Hall and YSP were designed to create vistas to emphasise the wealth of the landowners. Avenues and paths guide visitors to particular views or special features. Let the landscape lead you to a special place or view.

## OTHER IDEAS

- Imagine you are 5cm high. How would the Park seem? Draw something in the Park imagining you were looking at it from only 5cm high.
- Everybody has their own opinion about art. We form opinions based on our own lives and experiences. That is why art means different things to different people. In small groups, find a sculpture or view and talk about what it reminds you of and how it makes you feel. Try and find lots of different opinions and mark them down on a large, ever-expanding mind-map.

- Use fingers, arms and legs to frame a view. Working in twos then threes, use your bodies to make a frame. Take it in turns to be the 'viewer' and the 'frame'.

## BACK AT SCHOOL

- Use bamboo sticks and fabric to make a shelter. Pipe cleaners or string can be used to tie the bamboo sticks together. Create just one small gap or 'window' to look out from. How does it feel to look out? What have you chosen as your one view onto the outside world? Draw the world outside.
- Think about how you view the world. How does your own experience and 'position' affect how you see it? Try and understand an opinion, point of view or situation from somebody else's position or viewpoint.



FOUR

# SENSING NATURE

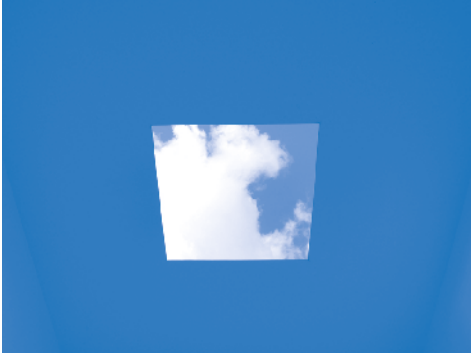
## **Personal, Social & Health Education**

Art & Design, Design Technology,  
Music, Science, Geography

Early Years Foundation Stage:  
Understanding the World, Expressive  
Arts & Design, Personal, Social and  
Emotional Development

# SENSING NATURE

## INTRODUCTION



James Turrell, *Deer Shelter, Skyspace*, 2006. An Art Fund Commission. Photo © Jonny Wolfe.

Being outdoors is a multi-sensory experience. We see colours and shadows, smell the scent of flowers, hear the birds and rustling leaves, feel the wind and sun on our faces. Being outdoors in nature allows us to notice other ways of experiencing the world.

Explore woodland, the open lawns, lakes and buildings at Cannon Hall and YSP. Experience these changing environments through your different senses.

## CLOUD SPOTTING

**Aim:** To be in the moment and be aware of our senses

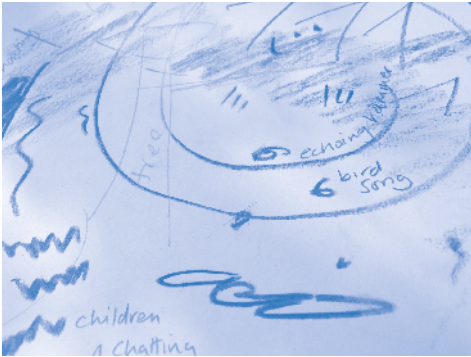
**Resources:** Blue or grey papers; white, grey, blue, yellow chalks; viewfinder

Find a comfy spot, lie down and notice the sky. Breathe deeply and focus on being in the moment. Notice the moving leaves, colour and patterns in the sky. Listen to sounds and birdsong. Feel the sun or breeze on your skin. What shapes can you see in the clouds?

Look through a viewfinder to choose an area of sky. Use grey or blue paper, white, yellow, blue, pink chalks. Blend, layer, mark-make to capture the subtle colours of the clouds. Fill a square of paper with patterns of the clouds.

**Learning styles and skills:** Visual, auditory, independent, creative

## SOUND MAP



straight, swirling, jagged, delicate, heavy lines. Can pupils 'read' each other's maps and follow their trail, identifying the sounds they have drawn?

**Learning styles and skills:** Auditory, visual, collaborative, creative, fine motor skills

**Aim:** To listen and record sounds through mark-making

**Resources:** Paper, pencils

Sit quietly, close your eyes and listen. What can you hear? Create a sound-map, describing the sounds of the landscape through mark-making. Use abstract marks to describe the different sounds. Are the sounds staccato, continuous, high-pitched or deep and low? Think about representing the sound visually through



## GO AND SEE

Cannon Hall's walled garden is a great example of a huge kitchen garden which would have grown a variety of fruit, vegetables and plants to feed the household and its workers. During its heyday, a huge team of gardeners would have been employed to keep on top of the many varieties of species grown there. Today, the walled garden includes apples, pears, quince, cherries, peaches and many other things too. The heated greenhouses look after the Cannon Hall Muscat grape, an important plant whose seeds have been used across the world.

## OTHER IDEAS

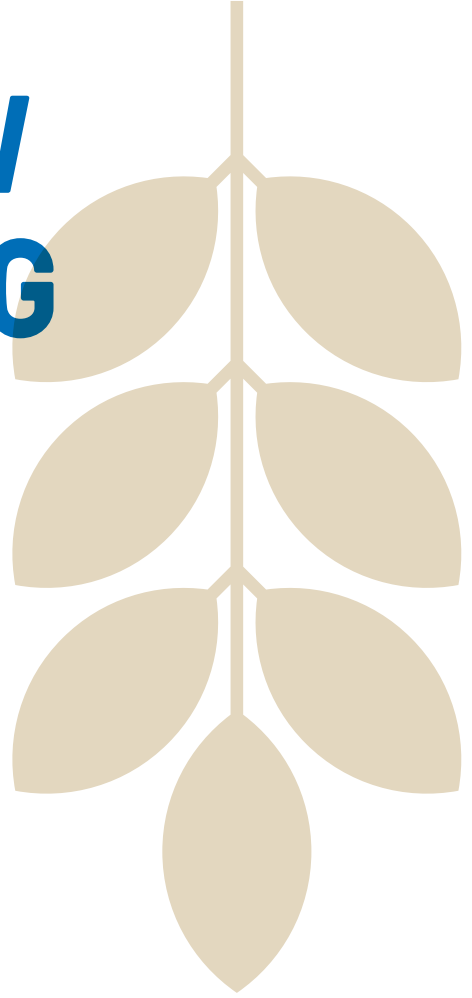
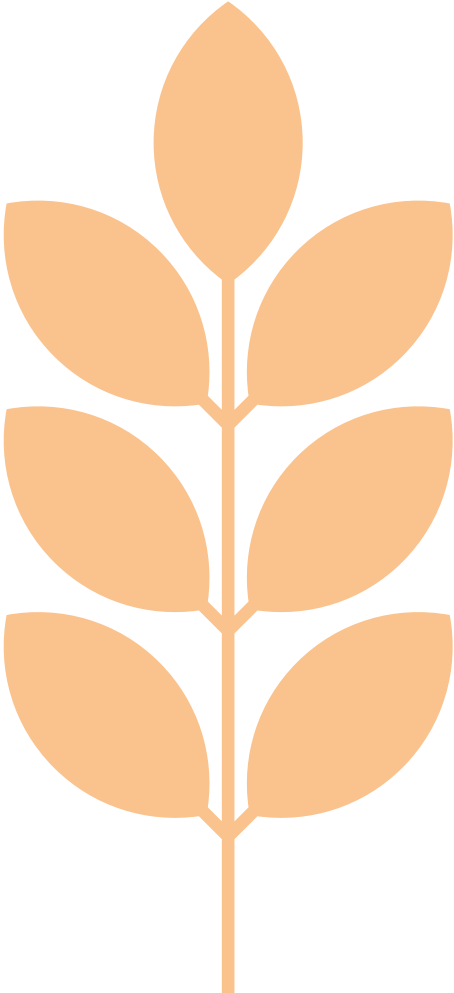
Create different maps of your visit. How can your map describe how different areas of the Park make you feel? Can your map tell the story of your visit?

## BACK AT SCHOOL

- Find out more about the plants in the walled garden at Cannon Hall. Which are grown for food, for medicine or healing qualities and which are grown for decoration? Are there any other uses for these plants?
- Create a 'Wind Whirligig'. Draw coloured patterns onto a clear plastic bottle using permanent markers. Cut the flat bottom off your bottle then cut a strip about 2cm wide, going round and round your bottle. Leave the 'shoulders and neck' of the plastic bottle intact and slide onto a slender tree branch. Nest the bottles together by tucking each one into the one before it. Watch the spirals move in the wind.

**FIVE**

# **SHADOW CHASING**



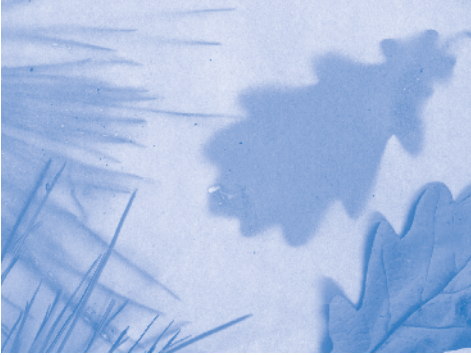
## **Science**

Art & Design, Design  
Technology, Geography

Early Years Foundation Stage:  
Understanding the World,  
Physical Development

# SHADOW CHASING

## INTRODUCTION



Notice the shadows in the Park. Notice how shadows change as the light changes, as the sun gets high in the sky, as the day gets later. Notice how the sun and the shade are part of the landscape.

## MOVING SHADES

**Aim:** To use tone to describe 3D form

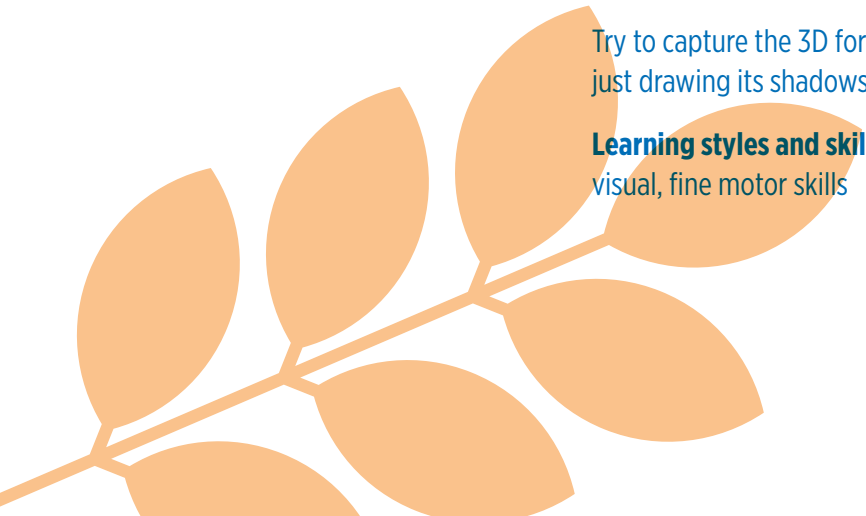
**Resources:** A2 or A3 paper, soft pencils (2B, 4B, 6B), sketchbook

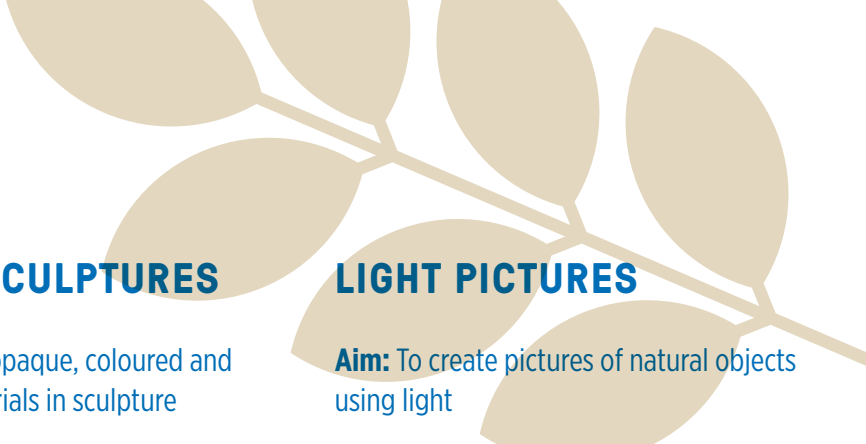
Place a large piece of paper under a tree and capture the movement of leaves and light. Draw the shadows using a continuous line, marking the movement of leaves as the shadows dance around the paper.

Spot different types of shadows – on leaves, twigs, on the grass, on the trunks of trees. Shadows can have soft or hard edges and be of different tones. Use 2B, 4B and 6B pencils to draw shadow, using the side of the pencil to create gradations of tone.

Try to capture the 3D form of a tree by just drawing its shadows.

**Learning styles and skills:** Independent, visual, fine motor skills





## SHADOW SCULPTURES

**Aim:** To explore opaque, coloured and translucent materials in sculpture

**Resources:** Different shaped cards, masking tape, scissors, coloured and clear acetate, translucent materials

Make a shadow-cast sculpture using different shaped card. Bend and fold the card to make 3-dimensional shapes or assemble the shapes by slotting together. Pierce holes in the card and notice the shadows created. Add coloured acetate shapes to the sculpture. Introduce translucent materials. What happens to the shadows?

What happens if you move your sculpture to a new position? How do the shadows change?

**Learning styles and skills:** Visual, problem-solving, collaboration, kinaesthetic

## LIGHT PICTURES

**Aim:** To create pictures of natural objects using light

**Resources:** A5 Cyanotype paper, A5 perspex or acetate sheets, water, water tray, natural objects, sunshine

Use the daylight to create prints using a cyanotype process. Place found objects, like leaves or petals on top of cyanotype paper. If it is windy you may need to put a sheet of clear plastic on top of your objects to keep them in place. Leave the paper in direct sunlight to develop (around 5 minutes on a bright day). Remove the objects and cover the cyanotype in water to set the image. You will have created a delicate silhouette of your objects, made by the sun.

*\*Cyanotype paper can be sourced from a range of suppliers. Please follow instructions for use of the paper provided by the supplier, as sensitivity of the paper will vary.*

**Learning styles and skills:** Visual, problem-solving, experimentation, individual or pair work, following instructions

## GO AND SEE

Find the sculpture *Promenade* by Anthony Caro at YSP. Made up of large 3D forms, shadows are cast around and inside the sculpture. Go inside and notice the shadows. How do you think the shadows will change throughout the day? How will they move?

Sundials are a fascinating way to tell the time, but you have to look very closely. The Cannon Hall sundial hasn't been seen for some time and was thought to be lost. However it has recently been rediscovered and will be given a new home within the grounds. What do you think the gardeners would have used the sundial for? Investigate how it works.

## OTHER IDEAS



Photo © Jonty Wilde

Use your own bodies to make shadow-shapes on the ground. Working in pairs or small groups, experiment with creating different shapes and forms.

Imagine your shadow was a shadow of a sculpture. What would it be? Draw your imagined sculpture.

## BACK AT SCHOOL

- Research sundials and how they work. Design and make a sundial for your school inspired by the one at Cannon Hall and the sculptures at YSP.
- Create your own paper or model sculptures, using transparent, translucent and opaque materials. Experiment with wire, card, paper, coloured acetate, plasticine etc. Use torches and coloured light sources to cast shadows. Make the shadows as much part of the art work as the physical sculpture. Take a photograph of your shadow and light sculpture.



SIX

# COLOUR

A decorative graphic featuring three overlapping circles. The top-left circle is a vibrant green and has two drips extending downwards. The bottom-left circle is a light, muted green and also has two drips extending downwards. The right circle is a soft pink and has two drips extending downwards. The word 'COLOUR' is written in a bold, blue, sans-serif font across the top of the green circles.

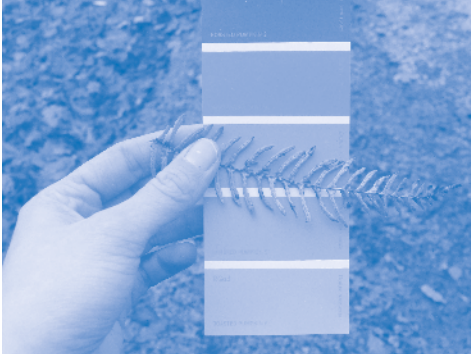
## **Art & Design**

Science, Literacy

Early Years Foundation  
Stage: Understanding the  
world, Communication and  
Language, Expressive Arts  
& Design

# COLOUR

## INTRODUCTION



Go hunting for colour. Notice the colours of leaves and flower petals, the sky, the bark of a tree. Notice how man-made colours are different to natural colours. How do colours change with the weather or seasons? Stone and wood may darken after a rain shower. Leaves turn to yellows, reds and browns in autumn.

## PLAY SWATCH MATCH!

**Aim:** To notice varieties of colour in the natural world

**Resources:** Selection of DIY colour swatch cards

Collect sample paint colour cards from a DIY shop and give each player a set number of different colour cards. Pupils match, as close as they can, each swatch to a colour in the landscape. If pupils have a smartphone or camera they can take a picture of their matches. First one to match them all wins!

Try this activity in lots of different locations; inside your classroom, in the park, in the playground. Are the colours that you match the same or different in different locations? Why?

**Learning styles and skills:** Visual, pair work, communication

## WATERCOLOUR NOTES



Try to recreate the colour through careful colour mixing. Pages of a sketchbook could be filled with lots of different 'notes' or 'hues' of colour as pupils try to mix the colour they can see. Add notes to describe the colours used.

**Learning styles and skills:** Visual, independent, creative

**Aim:** To mix different colour hues

**Resources:** Watercolour sets, foam sitting mats, sketchbooks, sealed water jars, sketchbooks, viewfinder

You will need to take out small, portable watercolour sets, water and foam mats to sit on. Choose a leaf, bark, flower or other natural object and, using a small viewfinder, find a small area of colour on the object, i.e. brown on the edge of a leaf, green moss on a twig.



## GO AND SEE

At YSP there is a sculpture, *Night and Day* by Marialuisa Tadei, which is made of coloured mosaic. One side of the sculpture has mainly cool colours (blues, greys, greens, purples). The other side has mainly warm colours (yellows, oranges, reds). Which side do you think is night and which do you think is day?

Cannon Hall Museum was built during Georgian times, when wealthy landowners began to improve and expand their homes in the latest fashions. Colours such as Pea Green and Wedgewood Blue became popular for interior design.

## OTHER IDEAS

Inspired by the names of paint colours on the market, i.e. 'Midnight Bay Blue' or 'Cold Stone', invent names or phrases to describe some of the colours painted in your sketchbook. Combine colour names with names of countries, animals, emotions or the seasons to create poetic combinations. i.e. African Red, Shy Winter Blue, Hot Star Yellow.

## BACK AT SCHOOL

- Create Haiku poems inspired by the paint colour names you invented and feelings of being in nature.
- Create your own Cannon Hall colour palette inspired by the colours of the landscape.
- Create a 'mood board' of different colours, patterns, furniture and household objects cut out from magazines. Design your own 'country house' inspired by Cannon Hall and its natural surroundings.

**SEVEN**

# **BACK TO THE LAND**



## **Art & Design**

Geography, History, Design  
and Technology, Science

Early Years Foundation  
Stage: Personal, Social and  
Emotional Development,  
Mathematics, Understanding  
the World, Expressive Arts  
and Design

# BACK TO THE LAND

## INTRODUCTION



Nature provides many resources for making art. Flowers, fruits, seeds and plants are full of natural pigments with which we can colour. Clay and mud are natural materials which we can use to draw, print or mould. Sticks, branches, fallen leaves, pebbles, stones can be used to build, stack, join, balance and arrange to make sculptures in the landscape.

## SCULPTURE BAG

**Aim:** Construct a 3D, free-standing sculpture from natural materials

**Resources:** String, block of clay in a sandwich bag, pipecleaners, wire, selection of natural objects (wooden discs, twigs, stones), rucksack or drawstring bag

Sculpture bags full of materials are a great resource for open-ended and creative learning. Use a selection of natural materials found in the environment (fallen leaves, acorns, pine cones, stones...) with items in your sculpture bag to create patterns on the ground or 3D forms\*. Clay or string can be used for joining objects together. Use the clay to collect impressions of bark or delicate leaves to add to your sculptures.

Use tree roots, spaces between branches or flat areas of grass to position your sculpture and create your own mini sculpture park.

*\*make sure to put natural objects back to where they belong.*

**Learning styles and skills:** Visual, kinaesthetic, creative, collaborative, problem-solving

## DORODANGO

**Aim:** To manipulate clay and create a sculptural installation

**Resources:** Piece of clay in a sandwich bag, found objects

‘Dorodango’ or ‘mud dumpling’ is a Japanese art form and a traditional pastime for pre-school children in Japan. It can be very meditative and calming.

Roll a small piece of clay into a sphere with the palm of your hands. Smooth out the surface so there are no marks or cracks. Once you have a smooth sphere, use twigs or leaves to make impressions and a pattern on the surface.

Working in groups, or as a whole class, create an arrangement of spheres – in a straight or wiggly line, in a circle, around or amongst roots of a tree. How can a whole class of ‘Dorodangos’ be arranged to look like an outdoor sculptural installation?

**Learning styles and skills:** Visual, kinaesthetic, creative, collaborative, fine motor skills

## HAPAZOME

**Aim:** To create pictures using natural plant pigments

**Resources:** Boards or flat surface, rubber mallets, squares of thin cotton cloth, variety of plants

Collect leaves, petals, and wild flowers. Fold a large piece of white cotton fabric in half and place on top of a firm board, tree stump or large rock. Arrange your collection inside one half of the cloth, gently folding the other half down over the top.

Using a rubber mallet (or a large stone), gently bash the cloth. Open up the cloth and remove the plants. What can you see? You should have a mirror image of the plants on both halves of the cloth, printed in their natural pigments.

**Learning styles and skills:** Kinaesthetic, experimentation, visual, collaborative

## GO AND SEE

*Barnsley Lump* and *Three Stones for Three Trees* at YSP are by sculptor David Nash. David Nash calls them his 'coming and going' sculptures as they change and wear naturally over time. *Barnsley Lump*, is made of coal and will gradually disintegrate back into the ground. In *Three Stones for Three Trees*, the stones will shift and topple as the roots stretch beneath them and the trees grow ever taller.

Deer Shelter, Cannon Hall, Photo: Barnsley Museums Service



At Cannon Hall seek out the deer shelter, made from natural materials. Can you find the hidden faces in the carved stone?

## OTHER IDEAS

- Inspired by the symmetry of hapazome, use a mirror as a tool to find lines of symmetry in nature. Work with a partner and together draw half of the symmetrical object you have found. Swap and complete each other's symmetrical drawings.
- Find leaves on the ground and a muddy puddle. Dip the leaf in the mud and print onto cloth or paper. Try to capture the delicate lines of the leaf on your print.

## BACK AT SCHOOL

- If you have access to a kiln, recreate your 'dorodangos' with firing clay, using natural glazes to decorate them before firing to make permanent art works.
- Much of the wealth which created the grand estates of Bretton Hall at YSP and Cannon Hall was made through coal mining or owning land. Research the history of the land in this area. How is coal made? How important was it to communities in this area?