

Wednesday 16<sup>th</sup> October - morning

## Activity 3: Creating a collage or concrete poem to represent the site

### ACTIVITIES IN THE CLASSROOM.

#### Schedule: 2D interpretation of the site

Pupils to think about what a walk through the site:

- Feels like?
- Smells like?
- Sounds like?
- Looks like?

#### Pupils to:

- write a series of single words,
- draw a series of small pictures

Then, in the classroom, pupils to create a collage or 'concrete poem' using the collected words and pictures.

After explaining the schedule for the rest of week, I explained to the pupils that we were to **concentrate on our feelings** about the existing site.

The pupils wrote down in their notebook a series of words, then on an A1 sheet they wrote the words as large as possible and thought about the presentation of the words – typeface and colour.



To help, some of the pupils accompanied the artist outside to the site to think about what they could hear, smell, see etc. When they had completed the words, they cut them out so each word was on a separate piece of paper.

I then asked them to arrange them in a pattern/shape on an A1 sheet, thinking about how they had worked in the garden and the

kind of patterns and shapes they had produced or used there. Once they had a clear design, they stuck the words down and added to them with pictures, lines and solid shapes/blocks of colour.



The end result was that each pupil had a creative representation of the garden – through words, pictures and patterns, which together with the artwork they produced in the garden will enable them to produce a creative and relevant garden design.

This is a very mixed ability group – some pupils completed the task very quickly, others took all day to write out a few words and cut them out. The more able pupils were able to take their artwork much further and include 3D elements. They were also able to think more about the overall design, the use of complimentary colours, and linking together the drawings, words and shapes into one cohesive design.



Several pupils, inspired by the maze exercise of the previous day, based their artwork on mazes/labyrinths and a sense of journey.

Overall, the pupils thought very carefully about their choice of words, and the presentation of them, but when it came to creating a composition they arranged them in a very random format – only one pupil used recognizable shapes. For example, they were able to place the words on the paper and then connect them with a series of lines to represent a maze, but only one pupil thought to actually place the words themselves in the shape of a maze. One pupil went a step further and created a poem in the shape of a maze/trail, and another pupil directly connected her image and words to produce a cohesive artwork.

### Afternoon session

In the afternoon, we discussed the activities we'd done in the last few days, and what we'd learned - as I wanted to be sure that the pupils were making the connections between the different activities we had completed so far.

The pupils picked chose:

- Being creative – and not necessarily through drawing and painting
- That sculpture can be made with any materials
- Unexpected materials can be used in gardens e.g. glass, rubber
- The site is very big
- The size of a maze – can be very big (outside), or very small (on paper).

All the pupils had the opportunity to view everyone elses work and to comment on it.

### End of session evaluation

I am worried that given free rein tomorrow, the pupils will revert to previous non relevant designs. I must structure the session so that it follows on from today's exercise –

Morning: concentrate on shape of garden and identify areas e.g. quiet areas, play areas

Afternoon: play equipment and sculptures/other.

Use of 3D models for the boys

Leave the large 3D model until Friday?

Pupils who finish early, to concentrate on one aspect of the garden e.g. design a bench, archway etc.



*End of project report  
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