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## **Integrating Migrant Children at Schools through Artistic Expression**



**WP2: ArtsTogether Inclusive Curriculum  
Module 4 Guide: Our Shared Environment  
Activity/Output/Deliverable 2:1**

**Prepared by: Bath Spa University**



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## MODULE 4: OUR SHARED ENVIRONMENT

### Aims

1. Develop awareness of different cultural experiences through engagement with the natural environment.
2. Enhance participants' creative and linguistic understanding.
3. Promote interdisciplinary, creative and cultural participation through visual and performing arts activities celebrating the natural environment.
4. Support integration, collaboration and inclusion through the expressive arts.

### Module 4 Focus

Within our urban and wild places, humans and other species share an interconnecting environment. The module will explore contemporary concerns and issues through a range of expressive media both visual and performing arts. It will generate a range of responses at all levels, evoking a sense of place which touches on the personal, communitarian and universal.

Through our encounters with different cultures, we can make creative and collaborative connections with notions of difference, diversity and inclusion. This module is centred on the notion that human beings build their sense of self and relationships with others through the different environments they inhabit and in relation to the wider issues of global migration. Participants can explore creative experiences that highlight an inclusive approach to cultural identity and sense of place.

### Module 4 Themes

#### Theme 4A: Movement & Film

Theme 4A invites a range of movement, dance and film techniques and approaches to support participants in exploring, recording and representing wilderness within the global environment, illustrating the beauty and complexity of transformative journeys. These performances will share stories of communal voyage and individual transformation through a range of expressive media and techniques. Through experiential encounters with different cultures, participants will make creative and collaborative connections, investigating and expressing contemporary concerns and issues around our shared environment.

Emphasis will be on non-verbal communication through engagement with the natural environment. The resources provide a range of collaborative movement and dance techniques that teachers and facilitators can use to build participant's confidence and promote their linguistic development.

<p><b>Theme 4B: Recycled Sculpture Trails</b></p>	<p>Theme 4B will involve participants in developing sculpture trails in response to a sense of place, devised from a range of reclaimed and recycled media. Ideas will be developed to create curiosity about the natural environment, to promote linguistic development and to build understanding of the diverse ways in which people from different cultures have interacted and expressed themselves through art.</p> <p>Exemplars from projects such as the <i>Forest of Imagination</i> exemplify appropriate practice in this area, witnessing how nature and creativity can enhance our imagination and wellbeing.</p>
<p><b>Theme 4C: Performance &amp; The Environment</b></p>	<p>A range of different stimulus material will be used to create group performances exploring what it feels like to be an outsider and how to integrate into a different and new environment. Music, movement and physical theatre will be used to devise a series of group scenes which build mutual understanding. These could combine into one longer performance. will involve devising creative activities and developing performance skills to explore global issues, stories and experiences.</p> <p>Participants will be encouraged to incorporate their own experiences of migration and the environment with imaginative and creative responses to share with their wider community.</p>
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>● Participants investigate visual and performing arts experiences of movement &amp; film, sculpture and drama, to develop understanding, vocabulary and communication skills.</li> <li>● Ideas about relationships between the individual, the community and the environment are experienced through listening and speaking, extending vocabulary and understanding.</li> <li>● Participants gain confidence, developing visual communication and performance skills around the theme of our shared environment.</li> </ul>

<b>MODULE 4: OVERVIEW</b>			
<b>LEVEL</b>	<b>LEARNING ACTIVITY</b>	<b>FOCUS</b>	<b>TIME</b>
<b>THEME 4A: MOVEMENT &amp; FILM</b>			
All Levels	Introduction: express nature through movement & dance	Communicate natural elements through movement	1-2 hours
Level 1	Expressing nature through shape, movement & dance: Cut-outs, Movement & Dance	<ul style="list-style-type: none"> <li>• Shape cut-outs and body shapes.</li> <li>• Silhouette cut-outs, movement &amp; dance.</li> <li>• Matisse collage cut-outs &amp; dance.</li> </ul>	1-3 hours
Level 2			1-3 hours
Level 3			1-3 hours+
Level 1	Expressing nature through film and photography: Viewing Nature	<ul style="list-style-type: none"> <li>• Use viewing devices to make artwork of the environment</li> <li>• Look up at nature to create art, photographs &amp; film.</li> <li>• Collaborative art &amp; film</li> </ul>	1-3 hours
Level 2			1-3 hours
Level 3			1-3 hours+
Level 1	Expressing nature through film and dance: Sound & Movement	<ul style="list-style-type: none"> <li>• Express movement of starlings</li> <li>• Express movement of different birds</li> <li>• Dancing the environment</li> </ul>	1-3 hours
Level 2			1-3 hours
Level 3			1-3 hours+
<b>THEME 4B: RECYCLED SCULPTURE TRAILS</b>			
All Levels	Introduction: sculptures from natural, recycled and reclaimed materials	Introduction to artwork made from natural, recycled and reclaimed materials	1-2 hours
Level 1	Creating sculptures from natural materials	<ul style="list-style-type: none"> <li>• Creating natural sculptures</li> <li>• Natural sculptural environments</li> <li>• Natural sculpture trails</li> </ul>	1-3 hours
Level 2			1-3 hours
Level 3			1-3 hours+
Level 1	Creating sculptures from found and reclaimed materials	<ul style="list-style-type: none"> <li>• Creating reclaimed sculptures</li> <li>• Creating reclaimed sculptures</li> <li>• Reclaimed sculpture trails</li> </ul>	1-3 hours
Level 2			1-3 hours
Level 3			1-3 hours+
Level 1	Natural and reclaimed sculptural installations	<ul style="list-style-type: none"> <li>• Natural &amp; reclaimed installations</li> <li>• Clay &amp; mixed media installations</li> <li>• Carboard City installation</li> </ul>	1-3 hours
Level 2			1-3 hours+
Level 3			1-3 hours+
<b>THEME 4C: PERFORMANCE &amp; THE ENVIRONMENT</b>			
All Levels	Introduction: 4 Elements	Properties of the 4 Elements	1-2 hours
Level 1	Physical Theatre Become a Superhero	<ul style="list-style-type: none"> <li>• Rhythm, movement &amp; sounds</li> <li>• Designing costume &amp; performance</li> </ul>	1-3 hours
Level 2			1-3 hours
Level 2	Fire Nation Attacks	Physical theatre exploring elements	1-3 hours+
Level 2 & 3	Collage & performance of opposite elements	Text & image collage & performance expressing opposite elements.	1-3 hours+
Level 3	Save our World	Develop drama on the world's future	3 hours+

**Levels colour-codes** (please note that most Learning Activities can be adapted to any Level):

<b>Level 1: Nursery – early Primary</b>	<b>Level 2: Mid-Primary</b>	<b>Level 4: late Primary - early Secondary</b>
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**Times:** can be adapted to participants' cognitive, creative and literacy abilities.



**MODULE 4: OUR SHARED ENVIRONMENT**  
**THEME 4A MOVEMENT & FILM: LEARNING ACTIVITIES**



Starling Murmuration (CC BY-SA2.0) <https://en.wiktionary.org/wiki/murmuration>

<p><b>Learning Outcomes</b></p>	<p>Theme 4A Learning Activities explore contemporary concerns and issues through a range of expressive media. This module is centred on the notion that human beings build their sense of self and relationships with others through the different environments they inhabit.</p> <p>Learning Activities explore movement and film through:</p> <ul style="list-style-type: none"> <li>• Visual Art: collage, film and photography</li> <li>• Performance: dance and movement</li> <li>• Literacy: poetry and song</li> </ul>
<p><b>Learning Resources</b></p>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation: Theme 4A</li> <li>• Visual materials and resources outlined in Theme 4A Plan and PowerPoint</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Coloured paper and scissors</li> <li>• Cameras and viewfinders</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Additional weblinks provide exemplification and support</li> </ul>

## THEME 4A: MOVEMENT & FILM

All Learning Activities are supported by Theme 4A PowerPoint Presentation

### THEME 4A ALL LEVELS INTRODUCTION: NATURE THROUGH MOVEMENT

#### All Levels Materials/Resources

**Websites:**

**Examples of films that profile the power of dance/movement in relation to nature and wilderness within the global environment**

*Beach Birds* (1993) by Merce Cunningham: <https://www.youtube.com/watch?v=ciOua-gzz4Q>

*Forest* (1977) by Robert Cohan: <https://www.youtube.com/watch?v=67e8RcnLRu8>

*Migration* (2017) by Sandy Silva: <https://vimeo.com/185881794>

*Native American Pride Eagle Dance*: <https://www.youtube.com/watch?v=Q9zE7O8NKb0>

*Still Life at the Penguin Café* (1998), David Bintley:

<https://www.youtube.com/watch?v=uvEUrtGkw0U>

<https://www.youtube.com/watch?v=JgvxzNBfJNA>

*Wilderness* (2015) by Tony Adigun: <https://www.youtube.com/watch?v=fBk1I4WDbKs>

**Additional links:**

[www.makingvideodance.com](http://www.makingvideodance.com)

<https://www.dancemagazine.com/dance-environment-2588230046.html>

<http://www.ilandart.org/dance-project/>

<https://en.wiktionary.org/wiki/murmuration>

Water <https://pxhere.com/en/photo/779896>

Performance art <https://en.wikipedia.org/wiki/Poi>

#### All Levels Introduction Learning Activities: Nature & Movement

- Experience natural environments and elements as much as possible e.g. being outdoors, walking in nature, learning outdoors and alongside natural elements in the classroom.
- Communicate natural elements through movement: earth, wind, water, fire (Link: Theme 4C)
- Look at examples of video, images and sound based on natural elements
- Express ideas about nature through movement and dance e.g. animal and bird characteristics and movements

### THEME 4A LEVELS 1, 2, 3: CUT-OUTS, MOVEMENT & DANCE

#### Level 1 Materials/Resources

**All Levels:**

Drawing, and collage materials, scissors, glue

**Websites:**

Henri Matisse: <https://www.henrimatisse.org>

National Geographic: <https://video.nationalgeographic.com/>

Cut-outs <https://pixabay.com/vectors/butterfly-shapes-silhouettes-star-154475/>



<b>Level 1 Learning Activities: Shape Cut-outs, Movement &amp; Dance</b>
<p><b>Expressing nature through movement and dance</b></p> <ul style="list-style-type: none"> <li>• Look at shapes in nature e.g. landscapes, sky, sea, rivers.</li> <li>• Make cut-outs based on shapes and patterns in nature using coloured paper</li> <li>• Respond to these shapes through movement creating a range of contrasting body shapes e.g. twisted, curved, straight, pin, ball, wide, stretched, closed, narrow.</li> </ul>
<b>Level 2: Resources/Materials</b>
<p><b>Websites:</b>  <i>Cloud Gate Dance: Songs of the Wanderer</i> <a href="https://www.youtube.com/watch?v=Lg6PrDRuVqc">https://www.youtube.com/watch?v=Lg6PrDRuVqc</a>  <i>Cooma Dance Academy Wind Dance:</i> <a href="https://www.youtube.com/watch?v=McmdbjgV4iQ">https://www.youtube.com/watch?v=McmdbjgV4iQ</a></p>
<b>Level 2 Learning Activities: Silhouette Cut-outs, Movement &amp; Dance</b>
<p><b>Expressing nature through movement and dance</b></p> <ul style="list-style-type: none"> <li>• Make drawings of figures in movement inspired by music.</li> <li>• Watch videos of dance inspired by nature - see links above</li> <li>• Create coloured-paper silhouettes and respond to these with movement and dance actions that are linked together e.g. travel, turn, gesture, jump, interlock, float.</li> <li>• In groups link the movements and shapes together to create a collaborative dance.</li> </ul>
<b>Level 3: Resources/Materials</b>
<p><b>Websites:</b>  <i>Henri Matisse:</i> <a href="https://www.henrimatisse.org">https://www.henrimatisse.org</a>  <i>National Geographic:</i> <a href="https://video.nationalgeographic.com/">https://video.nationalgeographic.com/</a></p>
<b>Level 3 Learning Activities: Collage Cut-outs, Movement &amp; Dance</b>
<ul style="list-style-type: none"> <li>• Look at collage cut-outs on Matisse website.</li> <li>• Create collage cut-outs based on movement in nature e.g. with humans, animals, landscape.</li> <li>• Watch videos of dance inspired by nature - see links above</li> <li>• Design individual and group dances showing variety and contrast in actions, space and relationships.</li> </ul>

<b>THEME 4A LEVELS 1, 2, 3: VIEWING NATURE - FILM &amp; PHOTOGRAPHY</b>
<b>Level 1 Materials/Resources</b>
<p><b>All Levels:</b> Viewing devices e.g. cardboard tubes, paper viewfinders; drawing materials, camera/phone</p>
<b>Level 1 Learning Activities: Viewing Nature</b>
<ul style="list-style-type: none"> <li>• Use a range of different viewing devices to look carefully at the natural environment e.g. hands, fingers, cut/torn paper viewfinders, cardboard tubes etc.</li> <li>• Look at close objects e.g. grass, leaves, your hand, spider's web, and faraway objects e.g. mountains, distant horizon etc.</li> <li>• How does the viewing device affect the way you see the object?</li> <li>• Make drawings and take photographs to capture your views of the near and far environment.</li> </ul>
<b>Level 2: Resources/Materials</b>
<p><b>Websites: Video</b>  <i>Inspiration from nature</i> video: <a href="https://www.youtube.com/watch?v=W1IrSIVpSuE">https://www.youtube.com/watch?v=W1IrSIVpSuE</a></p>

<b>Level 2 Learning Activities: Viewing Nature – Looking Up</b>
<ul style="list-style-type: none"> <li>• Look up at nature using your viewing devices and naked eyes – look at views above you e.g. tree-tops, sky, mountains etc.</li> <li>• How does this make you feel?</li> <li>• Share and discuss – share expressive words and create poetry about your experiences.</li> <li>• Create artwork, take photographs and make videos using a camera/phone.</li> </ul>
<b>Level 3: Resources/Materials</b>
<b>Websites:</b> <i>Nature: the World’s most relaxing film:</i> <a href="https://www.youtube.com/watch?v=r3fE6FQT82s">https://www.youtube.com/watch?v=r3fE6FQT82s</a>
<b>Level 3 Learning Activities: Favourite View in Nature</b>
<ul style="list-style-type: none"> <li>• Watch the video and discuss your favourite view in nature e.g. beach, forest, river, mountain.</li> <li>• Create a collaborative mural, collage, picture or film of your favourite places and views</li> </ul>
<b>THEME 4A LEVELS 1, 2, 3: NATURE, FILM &amp; DANCE – SOUND &amp; MOVEMENT</b>
<b>Level 1 Materials/Resources</b>
<b>All Levels:</b> Drawing materials, camera/phone
<b>Websites: Videos</b>
<b>Level 1:</b> <i>The Flight of the Starlings:</i> <a href="https://www.youtube.com/watch?v=V4f_1_r80RY">https://www.youtube.com/watch?v=V4f_1_r80RY</a>
<b>Level 2:</b> <i>Beach Birds:</i> <a href="https://www.youtube.com/watch?v=ciOua-gzz4Q">https://www.youtube.com/watch?v=ciOua-gzz4Q</a>
<i>Native American Pride Eagle Dance:</i> <a href="https://www.youtube.com/watch?v=Q9zE7O8NKb0">https://www.youtube.com/watch?v=Q9zE7O8NKb0</a>
<b>Level 3:</b> <i>Forest</i> by Robert Cohan: <a href="https://www.youtube.com/watch?v=67e8RcnLRu8">https://www.youtube.com/watch?v=67e8RcnLRu8</a>
<b>Level 1 Learning Activities: Sound &amp; Movement</b>
<ul style="list-style-type: none"> <li>• <b>Watch video:</b> <i>The Flight of the Starlings</i></li> <li>• Respond through dance and movement to sounds and movements of birds in the environment.</li> <li>• Individually and in groups mimic the starlings’ ‘<i>murmeration</i>’ - flightIntro movements and sound.</li> <li>• How does the sound affect the movements you are performing?</li> </ul>
<b>Level 2 Learning Activities: Sound &amp; Movement</b>
<ul style="list-style-type: none"> <li>• <b>Watch videos:</b> <i>Beach Birds &amp; Native American Pride Eagle Dance.</i></li> <li>• How do the dancers express the movement of the different birds?</li> <li>• In groups create dances based on birds of your choice.</li> <li>• Develop motifs of sound and movement to express the birds’ movements.</li> <li>• Make photographs &amp; short films using camera/phone taking a range of different shots e.g. close-up, distant, aerial. How do the different shots fragment the body?</li> </ul>
<b>Level 3 Learning Activities: Sound &amp; Movement</b>
<ul style="list-style-type: none"> <li>• <b>Watch video:</b> <i>Forest</i> How does movement and sound express the forest?</li> <li>• In groups devise a dance combining individual/group responses to the forest or another natural environment or element. e.g. beach, sea, mountains, rain, a storm.</li> <li>• Add other animals – <b>Watch Video:</b> <i>Still Life at the Penguin Cafe</i></li> <li>• Show variety and contrast in movement, space, dynamics, relationships, sound.</li> <li>• Develop a clear motif in your movements which is repeated and varied in your dance.</li> </ul>
<b>All Levels: Watch Video <i>Globe Trot:</i></b> <a href="https://www.youtube.com/watch?v=uXgYKU9F-0A">https://www.youtube.com/watch?v=uXgYKU9F-0A</a>
<ul style="list-style-type: none"> <li>• Work together to create your own version of <i>Globe Trot</i> using dances from the video and from your community.</li> <li>• Film your dances and combine using phone/cameras</li> </ul>

**MODULE 4: OUR SHARED ENVIRONMENT**  
**THEME 4B RECYCLED SCULPTURE TRAILS: LEARNING ACTIVITIES**



Photograph: Permission of [Forest of Imagination](#)

<p><b>Learning Outcomes</b></p>	<p>Theme 4B Learning Activities explore Recycled Sculpture trails through:</p> <ul style="list-style-type: none"> <li>• Visual Art: making sculptures from natural and reclaimed materials</li> <li>• Performance: creating performance trails around the sculptures</li> <li>• Literacy: poetry and stories</li> </ul> <p>Theme 4B will involve participants in developing sculpture trails in response to a sense of place, devised from a range of reclaimed and recycled media.</p> <ul style="list-style-type: none"> <li>• Ideas develops curiosity about the natural environment, and the diverse ways in which people from different cultures express ideas through art.</li> <li>• Exemplars from the <i>Forest of Imagination</i> and <i>Bath Spa University Sculpture Trail</i> show how nature and creativity enhance our imagination and wellbeing.</li> </ul>
<p><b>Learning Resources</b></p>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation: Theme 4B</li> <li>• Visual materials and resources outlined in Theme 4B Plan and PowerPoint</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• Forest of Imagination <a href="http://www.forestofimagination.com">www.forestofimagination.com</a></li> <li>• A range of other sculpture trails and environmental resources</li> </ul>

**THEME 4B: RECYCLED SCULPTURE TRAILS**  
All Learning Activities are supported by Theme 4B PowerPoint Presentation

**THEME 4B ALL LEVELS INTRODUCTION:**

**All Levels Materials/Resources**

- Natural/organic materials e.g. plants, stones, shells, sand, twigs, water etc.
- Coloured paper and scissors
- Reclaimed and recycled materials e.g. packaging, card, metal, plastic, wood
- Fixing materials e.g. glue, tape, string, scissors
- Clay, boards, tools
- Cameras/phones and sketchbooks

**Websites:**

- *Andy Goldsworthy* : <https://www.tate.org.uk/art/artists/andy-goldsworthy-7274>
- *Richard Long*: <http://www.richardlong.org/>
- *Forest of Imagination*: <http://www.forestofimagination.org.uk/>
- *Grizedale Sculpture Trail*: <http://www.grizedalesculpture.org/>
- *Yorkshire Sculpture Park*: <https://ysp.org.uk/>

**Films**

- <http://www.youtube.com/watch?v=AT3lveJmjY8>  
<http://www.youtube.com/watch?v=FPDH8yCnlk0>

**All Levels Introduction Learning Activities:  
Sculptures made from natural and recycled & reclaimed materials**

- **Research artists who work with natural/organic materials and elements:**
- [Andy Goldsworthy](#)
- [Richard Long](#)
- [Forest of Imagination](#) & Sculpture Trails' websites above
- How does the artist communicate natural elements through sculpture: earth, wind, water, fire.
- **Research artists who work with recycled and reclaimed materials:**
- Tony Cragg: <https://www.tate.org.uk/art/artists/tony-cragg-953>
- What is the artist saying about our relationship with materials & waste in 21<sup>st</sup> C. life?

**THEME 4B LEVELS 1, 2, 3: NATURAL SCULPTURES**

**Level 1 Materials/Resources**

**All Levels:**

Natural/organic materials e.g. plants, stones, shells, sand, twigs, water etc.  
Drawing materials, camera/phone

**Websites:**

- *Andy Goldsworthy* : <https://www.tate.org.uk/art/artists/andy-goldsworthy-7274>
- *Richard Long*: <http://www.richardlong.org/>
- *Forest of Imagination*: <http://www.forestofimagination.org.uk/>
- *Grizedale Sculpture Trail*: <http://www.grizedalesculpture.org/>
- *Yorkshire Sculpture Park*: <https://ysp.org.uk/>



### Level 1 Learning Activities: Natural Sculptures

- Watch videos on natural sculpture in the environment & look at websites above for inspiration.
- **Create Sculpture:** if possible work outside in pairs/small groups.
- Collect materials from the outdoor environment e.g. plants, stones, shells, sand, twigs, water
- Arrange natural objects together to create a natural sculpture e.g. weave grass and leaves together; mix flowers and plants together and float on water.
- Discuss and draw your natural sculpture and take photographs with your camera/phone.

### Level 2 Learning Activities: Natural Sculptural Environments

- Continue with Level 1 activities working in groups to extend your sculpture to a wider area to create a natural sculptural environment.
- The sculptural environment will use natural materials as above – it can be created in larger collaborative groups.
- This environment can be a place for the group to meet and share ideas and responses to the landscape and environment.
- Draw your natural sculpture and take photographs/video with your camera/phone.

### Level 3 Learning Activities: Natural Sculpture Trails

- Continue with Level 2 activities working in groups to create a natural sculpture trail which can be explored by the group and visitors.
- Select a theme and title and create group sculptures and creative installations.
- The sculpture trail will use natural materials as above.
- This trail can be a place for the group to meet and share ideas and responses to the landscape and environment. Develop poetry and stories based on the theme of the sculpture trail.
- The trail can be a place to perform the poetry & stories.
- Draw your natural sculpture and take photographs – create an exhibition.
- Make video of performances with your camera/phone.

## THEME 4B LEVEL 1, 2, 3: RECLAIMED & RECYCLED SCULPTURES

### Level 1 Materials/Resources

#### All Levels:

- Drawing materials, coloured paper and scissors
- Reclaimed and recycled materials e.g. packaging, paper, card, metal, plastic, wood
- Fixing materials e.g. glue, tape, string, wire

#### Websites:

- Julieann Worrall Hood: [https://j Julieann-worrall-hood.artparks.co.uk/artpark\\_sculpture\\_sculptor\\_details.php?artistID=332&sculptor=julieann\\_worrall\\_hood](https://j Julieann-worrall-hood.artparks.co.uk/artpark_sculpture_sculptor_details.php?artistID=332&sculptor=julieann_worrall_hood)
- *Forest of Imagination*: <http://www.forestofimagination.org.uk/>

### Level 1 Learning Activities: Reclaimed & Recycled Sculptures

- Collect a variety of found and reclaimed materials e.g. paper, card, packaging, plastic, wood.
- Discuss the materials and talk about colour, texture, pattern qualities.
- Experiment with putting objects together in new ways to create reclaimed sculpture

<b>Level 2 Learning Activities: Reclaimed &amp; Recycled Sculptures</b>
<ul style="list-style-type: none"> <li>• Develop Level 1 work - make sculptures using found and reclaimed materials inspired by sculptors: Julieann Worrall Hood and Forest of Imagination.</li> <li>• Experiment in groups with using reclaimed and recycled materials to create sculpture in the landscape</li> </ul>
<b>Level 3 Learning Activities: Reclaimed &amp; Recycled Sculpture Trail</b>
<ul style="list-style-type: none"> <li>• Choose a theme for the Sculpture Trail.</li> <li>• Collect a mixture of found and reclaimed materials</li> <li>• Experiment with materials to create sculpture in the landscape.</li> <li>• Create story-telling events and performances in the Sculpture Trail</li> </ul>
<b>THEME 4B LEVEL 1, 2, 3: NATURAL &amp; RECLAIMED INSTALLATIONS</b>
<b>Level 1 Materials/Resources</b>
<p><b>All Levels:</b></p> <ul style="list-style-type: none"> <li>• Natural/organic materials e.g. plants, stones, shells, sand, twigs, water etc.</li> <li>• Coloured paper and scissors</li> <li>• Reclaimed and recycled materials e.g. packaging, card, metal, plastic, wood</li> <li>• Fixing materials e.g. glue, tape, string, scissors, knives, cutting board.</li> <li>• Clay, boards, tools</li> <li>• Cameras/phones and sketchbooks</li> </ul>
<p><b>Websites:</b></p> <p><b>Level 2:</b></p> <ul style="list-style-type: none"> <li>• Clare Day: <a href="http://www.claredayceramics.com/">http://www.claredayceramics.com/</a></li> <li>• Forest of Imagination <a href="http://www.forestofimagination.org.uk/">http://www.forestofimagination.org.uk/</a></li> </ul> <p><b>Level 2 &amp; 3:</b></p> <ul style="list-style-type: none"> <li>• Bower Bird's Grand Performance BBC video: <a href="https://www.youtube.com/watch?v=1XkPeN3AWIE">https://www.youtube.com/watch?v=1XkPeN3AWIE</a></li> <li>• <i>Pillars: Project Another Country, 2018: Alfredo and Isabel Aquilizan</i> <a href="https://www.aucklandartgallery.com/whats-on/exhibition/pillars-project-another-country">https://www.aucklandartgallery.com/whats-on/exhibition/pillars-project-another-country</a></li> </ul>
<b>Level 1 Learning Activities: Natural and Reclaimed Sculptural Installation</b>
<ul style="list-style-type: none"> <li>• Collect and arrange natural materials e.g. stones, shells, plants, sand etc. outdoors or indoors.</li> <li>• Add drawings, photographs and personal objects to make a group installation.</li> <li>• Discuss your objects building language skills and sharing experiences</li> <li>• Use the sculptural installation as a place to sit and meet and share stories.</li> <li>• Invite visitors to come and add to the installation.</li> </ul>
<b>Level 2 Learning Activities: Natural and Reclaimed Sculptural Installation</b>
<ul style="list-style-type: none"> <li>• Look at <u>Clare Day</u> ceramics and other artists' websites</li> <li>• Experiment with clay, paper, card and other recycled materials to create sculptural objects which can be combined to create an installation.</li> <li>• Use natural objects as inspiration e.g. stones, trees, cones, shells, leaves etc.</li> <li>• Experiment with clay to create objects – combine groups of ceramic pieces together to create an indoor or outdoor installation.</li> </ul>

### Level 2 & 3 Learning Activity: Bower Bird Installation

- See *Forest of Imagination* Bower Bird Installation in the PowerPoint.
- Children work in groups collecting and using natural and reclaimed materials to create sculptural installations inspired by the bower bird's bower making.
- **Watch: Bower Bird's Grand Performance** for further inspiration.
- Create Bower Bird installations in groups, discuss your responses, develop stories and performances about the bird.

### Level 3 Learning Activity: Recycled Cardboard Imagined City Installation

- **Research:** reclaimed cardboard sculptural installations:  
[Pillars: Project Another Country, 2018: Alfredo and Isabel Aquilizan](#)
- The project is an interactive installation based at Auckland Art Gallery – it explores the idea of home, encompassing migration, displacement, relocation, settlement.
- The reclaimed cardboard sculptures are made in conjunction with local schools and communities.
- **Make:** now make your own Imagined City installation using reclaimed cardboard e.g. packaging boxes etc.
- **Work in groups** – decide what your Imagined City theme will be e.g. futuristic city, space city, historical city etc. Discuss ideas, choose a venue e.g. school, community centre and develop images.
- **Create** Imagined City and install in your venue -invite family, friends & community to see it.

**MODULE 4: OUR SHARED ENVIRONMENT  
THEME 4C PERFORMANCE & THE ENVIRONMENT:  
LEARNING ACTIVITIES**



**Beautiful Fire Flame (CC PD)** <https://www.pexels.com/photo/beautiful-fire-flame-266614/>

<p><b>Learning Outcomes</b></p>	<p>Learning Outcomes are generated across a range of foci: Theme 4C Learning Activities support participants in using physical theatre, movement and music to create a series of short performances. There will be a focus on:</p> <ul style="list-style-type: none"> <li>• Creation</li> <li>• Performance</li> <li>• Evaluation</li> </ul> <p><b>Literacy:</b> Participants develop language understanding and communication and performance skills</p>
<p><b>Learning Resources</b></p>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation: Theme 4C</li> <li>• Visual materials and resources outlined in Theme 4C Plan and PowerPoint</li> </ul>



## THEME 4C: PERFORMANCE & THE ENVIRONMENT

**All Learning Activities are supported by Theme 4C PowerPoint Presentation**

### THEME 4C ALL LEVELS INTRODUCTION:

#### All Levels Materials/Resources

##### Materials:

- Paper and coloured pens, white card, paper, colours, magazines, newspapers.
- Fabric to make simple costumes.
- Basic percussion instruments such as maracas, shakers and sticks
- **Props and costume box:** fabric, costume, random objects

##### Websites:

- *Aakash Odedra – TED performance: a dance in a hurricane of paper, wind and light.*
- [https://www.ted.com/talks/aakash\\_odedra\\_a\\_dance\\_in\\_a\\_hurricane\\_of\\_paper\\_wind\\_and\\_light?language=en](https://www.ted.com/talks/aakash_odedra_a_dance_in_a_hurricane_of_paper_wind_and_light?language=en)
- *Adunga Dance Theatre:* <https://www.youtube.com/watch?v=IVPLIuBy9CY>
- *Adugna Dance Theatre Five:* <https://vimeo.com/28955025>
- *Akram Khan* <http://www.akramkhancompany.net>
- *Akram Khan Xenos* <https://www.youtube.com/watch?v=DI7R1p1dtlQ>
- *Baka women:* <https://www.youtube.com/watch?v=pEgJhfWKq4A>
- *Cooma Dance Academy Wind Dance:* <https://www.youtube.com/watch?v=McmbbjgV4iQ>
- *The Rhythm Project:* <https://www.youtube.com/watch?v=IVPLIuBy9CY>
- *Cloud Gate Dance: Songs of the Wanderer* <https://www.youtube.com/watch?v=Lg6PrDRuVqc>
- *DJ Mercan Dede: Nar I Ask* <https://www.youtube.com/watch?v=kKRY27Bv82s>
- *DJ Mercan Istanbul:* <https://www.youtube.com/watch?v=W7aIdw-drtM>

#### All Levels Introduction Learning Activities: Physical Theatre & the 4 Elements

- **Introduction to the four elements: fire, water, air and earth.**
- Identify and discuss the properties and qualities of the four elements
- Make a colourful group collage of the individual elements on a large piece of paper
  
- **Introduction to physical theatre**
- Use your body to tell a story or create an object or idea.
- Physical Theatre is often abstract in style.
- It uses movement in a stylised way with little or no dialogue.
- Make a shape of each of the elements one by one. Then with a friend, then in a group of 3 or 4.
- Look at the properties of each element on the earlier slides. Can you show these qualities in your shapes? Can you show more than one?
- Add movement to each shape. What does this look like in the different elements?
- Try and move from Fire to Water seamlessly. Try other combinations e.g. Earth to Fire; Air to Earth. Move between all four elements.

## THEME 4C LEVEL 1: PHYSICAL THEATRE & THE 4 ELEMENTS

### Level 1 Materials/Resources

- Paper and coloured pens, white card, paper, colours, magazines, newspapers.
- Fabric to make simple costumes.
- Basic percussion instruments such as maracas

**Props and costume box:** fabric, costume, random objects

**Website: *Baka women*:** <https://www.youtube.com/watch?v=pEgJhfWKq4A>

### Level 1 Learning Activities: Physical Theatre & the 4 Elements

Create short physical theatre piece which shows all of the 4 elements.

- Make a list of words to describe the elements as well.
- Develop movements expressing one of the 4 elements – vary the speed and direction.
- Listen and watch the Video of the *Baka women* – how do they create rhythm?
- Add sound & rhythm to your movements – create rhythm through clapping, add percussion instruments e.g. drum, tambourine, maracas, shakers and sticks. Create your own by adding stones to a screw-tip plastic container.
- Add masks or costume to develop the image of the element- these can be made with coloured paper, card, recycled material etc.
- Put the element movements together to make a performance.
- Rehearse. Develop music, props, costume. Perform to an audience

### Level 1 Learning Activities: Become a Superhero

- Imagine you are a superhero and have magical powers found in the elements.
- Choose one of the elements and develop your character. Choose a name which reflects one of the elements.
- Design a logo and costume to show your magical powers.
- Use paper and recycled materials to make a mask (See Theme 3B for ideas).
- Use recycled materials to make other parts of your costume.
- You have to save the world! Work in a small group to develop a story about how your superhero will do this. Will your superheroes work together or against each other?
- You can go on a journey anywhere in the story – take a trip around the world!
- Make a series of short scenes.
- Put these together to make a performance.
- Rehearse. Add music, props, costume. Perform to an audience

## THEME 4C LEVEL 2: THE FIRE NATION ATTACKS

### Level 2: Resources/Materials

- Paper and coloured pens, white card, paper, colours, magazines, newspapers.
- Fabric to make simple costumes.
- Basic percussion instruments such as maracas

**Props and costume box:** fabric, costume, random objects

**Websites:**

*Cooma Dance Academy Wind Dance:* <https://www.youtube.com/watch?v=McmdbjgV4iQ>

### Level 2 Learning Activities: Fire Nation Attacks Performance

- Create a piece of Physical theatre which shows what happens when the Fire Nation attacked.
- Explore how the elements would react – fire, storm, floods, winds, hurricanes.
- Create movements which express these situations – add percussion to increase the effect.
- Create scenes in groups responding to the situations – try different scenarios with the different elements. In your groups go on a journey to develop your story.
- Create short scenes – each scene can develop a different element.
- Small groups pieces can be based on a journey around the world.
- Design and make a costume for one of the elements using recycled materials.
- Put the movements, sounds and costumes together to make a performance entitled ‘The Fire Nation Attacks.
- Rehearse. Add music, props, costume. Perform to an audience.

### THEME 4C LEVEL 2 & 3: CONTRAST OF 4 ELEMENTS

#### Level 2 & 3 Learning Activities: Collage & Movement of 4 Elements

**Materials:** paper, drawing materials, collage materials, glue & scissors

**Website: Wind** <https://www.youtube.com/watch?v=McmdbjgV4iQ>

- Make a list of words to describe the elements. Find opposite words e.g. strength & weakness, freedom & captivity, calm & stormy, hot & cold....
- Make a group collage incorporating your words. Combine two or more opposite elements e.g. Fire & Water – use text and images to show the contrast
- **Watch this performance: Wind** <https://www.youtube.com/watch?v=McmdbjgV4iQ>
- Develop and perform a short movement sequence which highlights the contrasting qualities of the elements you have chosen.
- Create dramatic movements - vary the speed and direction of your movement.
- Add rhythm - clap, stamp, click your fingers.
- Add musical instruments such as drums and maracas. Make sticks & shakers from objects you have nearby.
- Add props & costume.
- Add words to your dance.

### THEME 4C LEVEL 3: SAVE OUR WORLD

#### Level 3: Resources/Materials

- Paper and coloured pens, white card, paper, colours, magazines, newspapers.
- Fabric to make simple costumes.
- Basic percussion instruments such as maracas

**Props and costume box:** fabric, costume, random objects

**Websites:**

- *Adunga Dance Theatre:* <https://www.youtube.com/watch?v=IVPLIuBy9CY>
- *Adugna Dance Theatre Five:* <https://vimeo.com/28955025>
- *Cooma Dance Academy Wind Dance:* <https://www.youtube.com/watch?v=McmdbjgV4iQ>
- *The Rhythm Project:* <https://www.youtube.com/watch?v=IVPLIuBy9CY>

#### Level 3 Learning Activities: Save Our World

- Create a piece of Physical theatre to present an important conference which is trying to save the planet for future generations.
- The piece will show the audience both the good and the troubled side of our world.

- In groups identify and discuss what you feel is the best and also the most troubled aspects of our world. Develop a story based on these ideas.
- If appropriate – discuss your personal experiences and incorporate them into the story.
- Consider contrasts and opposites in developing your story.
- **Watch Adunga & Cooma Dance performances.**
- Create a piece of Physical theatre which expresses your feelings about the things happening in the world and explores some personal ideas.
- Add rhythm, music, props, costume
- Rehearse. Add music, props, costume. Perform to an audience

## MODULE 4 REFERENCES & ACKNOWLEDGEMENTS

### THEME 4A: MOVEMENT & FILM

#### Websites:

- *Forest* (1977) by Robert Cohan: <https://www.youtube.com/watch?v=67e8RcnLRu8>
- *Beach Birds*(1993) by Merce Cunningham: <https://www.youtube.com/watch?v=ciOua-gzz4Q>
- *Boy* (1995) by Peter Anderson and Rosemary Lee  
<https://www.youtube.com/watch?v=JgvxzNBfJNA>
- *Still Life at the Penguin Café* (1998) by David Bintley: <https://www.youtube.com/watch?v=uvEUrtGkw0U>
- *Wilderness* (2015) by Tony Adigun: <https://www.youtube.com/watch?v=fBk1I4WDbKs>
- Making Video Dance: [www.makingvideodance.com](http://www.makingvideodance.com)
- *Migration* (2017) by Sandy Silva <https://vimeo.com/185881794>
- <https://www.dancemagazine.com/dance-environment-2588230046.html>
- <http://www.ilandart.org/dance-project/>

### THEME 4B: RECYCLED SCULPTURE TRAIL

#### Websites:

5x5x5=creativity [www.5x5x5creativity.org.uk](http://www.5x5x5creativity.org.uk)  
 Andy Goldsworthy : <https://www.tate.org.uk/art/artists/andy-goldsworthy-7274>  
 Canadian Sculpture Trails:<http://sculpturesaintjohn.com/sculpture-trail-2/>  
 Clare Day Ceramics: <http://www.claredayceramics.com/>  
 Forest of Imagination [www.forestofimagination.com](http://www.forestofimagination.com)  
 Grizedale Sculpture Trail <http://www.grizedalesculpture.org/>  
 Richard Long: <http://www.richardlong.org/>  
 UK Sculpture Trails: <https://www.ordnancesurvey.co.uk/blog/2012/08/top-five-sculpture-trails/>  
 Yorkshire Sculpture Park <https://ysp.org.uk/>



#### THEME 4C: PERFORMANCE & THE ENVIRONMENT

*Aakash Odedra – TED performance: a dance in a hurricane of paper, wind and light.*  
[https://www.ted.com/talks/aakash\\_odedra\\_a\\_dance\\_in\\_a\\_hurricane\\_of\\_paper\\_wind\\_and\\_light?language=en](https://www.ted.com/talks/aakash_odedra_a_dance_in_a_hurricane_of_paper_wind_and_light?language=en)

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*Akram Khan* <http://www.akramkhancompany.net>

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*Baka women:* <https://www.youtube.com/watch?v=pEgJhfWKq4A>

*Cloud Gate Dance: Songs of the Wanderer* <https://www.youtube.com/watch?v=Lg6PrDRuVqc>

*Cooma Dance Academy Wind Dance:* <https://www.youtube.com/watch?v=McmbdjgV4iQ>

*DJ Mercan Dede: Nar I Ask* <https://www.youtube.com/watch?v=kKRY27Bv82s>

*DJ Mercan Dede Istanbul:* <https://www.youtube.com/watch?v=W7aIdw-drtM>

*Fire:* <https://www.pexels.com/photo/beautiful-fire-flame-266614/> (CCPD)

*Kite in sky:* <https://www.maxpixel.net/Summer-Kites-Flying-Fun-Outdoor-2409885> (CCPD).

*Landscape:* <https://pxhere.com/en/photo/386275> (CC0 Public Domain)

*Superhero logo*(CCPD): <https://en.wikipedia.org/wiki/File:L80385-flash-superhero-logo-1544.png>

*Planet Earth:* <https://pixabay.com/photos/earth-blue-planet-globe-planet-11015/> (CCPD)

*Sea storm:* <https://pixabay.com/photos/wave-atlantic-pacific-ocean-huge-1913559/> (CC PD)

*The Rhythm Project:* <https://www.youtube.com/watch?v=IVPLIuBy9CY>

*Tornado:* <https://pixabay.com/photos/tornado-auto-escape-monkey-storm-3198574/> (CCPD)

*Water drops:* <https://www.pexels.com/photo/blue-clean-clear-dew-298949/> (CC0 License)

*Waves:* <https://pixabay.com/photos/wave-water-surf-ocean-sea-spray-3473335/> (CCPD)

*Volcano:* <https://www.maxpixel.net/Rash-Volcanism-Science-Fiction-Lava-Volcano-Roche-2876292> (CC PD)