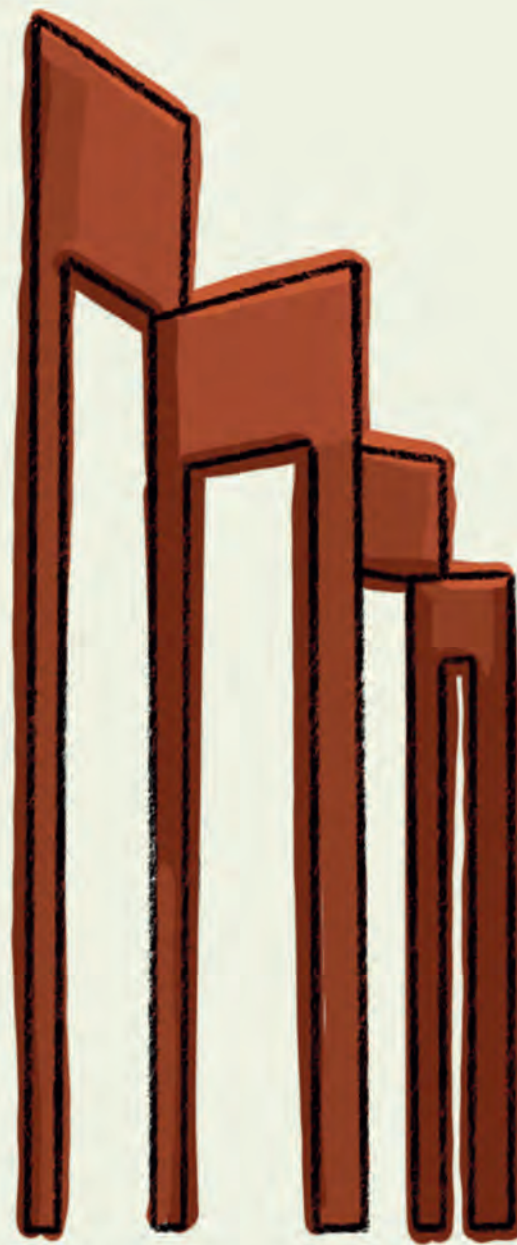


Thorpe Meadows Sculpture Trail

School Visits Activity Pack



Activity: Framing Nature

Artworks: Peterborough Arch, by Lee Grandjean
Untitled 1989 (doors), by Miles Davies



**Nene
Park
Trust**



Visiting Thorpe Meadows Sculpture Trail

On-site Art Activities

Activities duration: 90 minutes (but are adaptable according to ability and length of your visit).

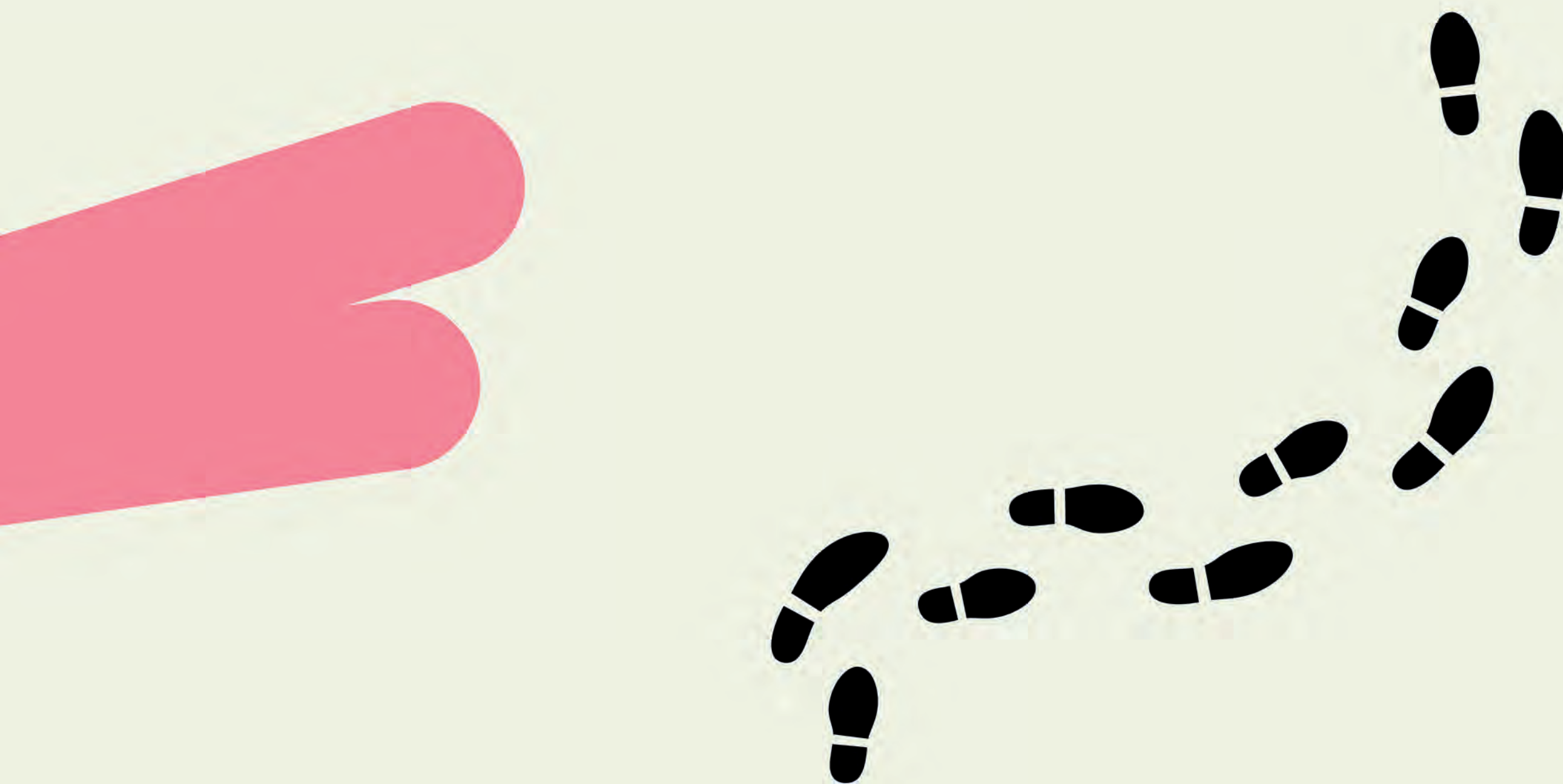
This Activity Pack can be used alongside the **Teachers Resource Pack**, which is designed to support teachers in planning and leading a self-guided visit to Thorpe Meadows Sculpture Trail. Pupils will explore two key sculptures within the Trail, as well as the landscape and nature in the Park.

The suggested activities encourage pupils to engage with sculpture in an outdoor setting, inspiring creativity, observation and discussion and links to the KS2 Art & Design curriculum.

Equipment required:

- Activity sheets & clipboards
- Sketch book or plain paper
- Writing pens/pencils
- Sketching pencils

This resource was created by Artist Sam Roddan as part of the Collection Stories Project, made possible with The National Lottery Heritage Fund.



Activity 1: Woodland Walk

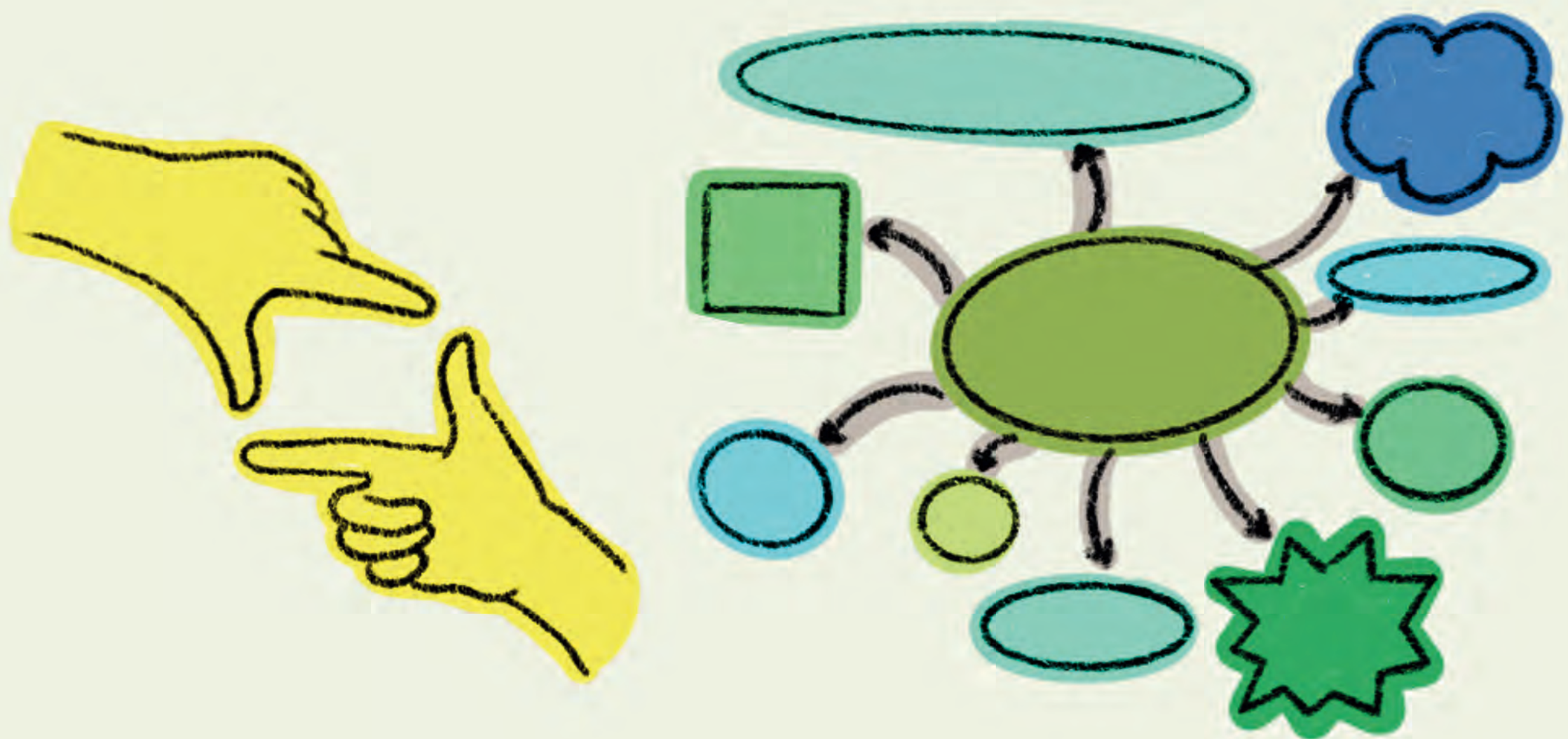
Starting Point: Thorpe Meadows Car Park

Duration: 20 minutes

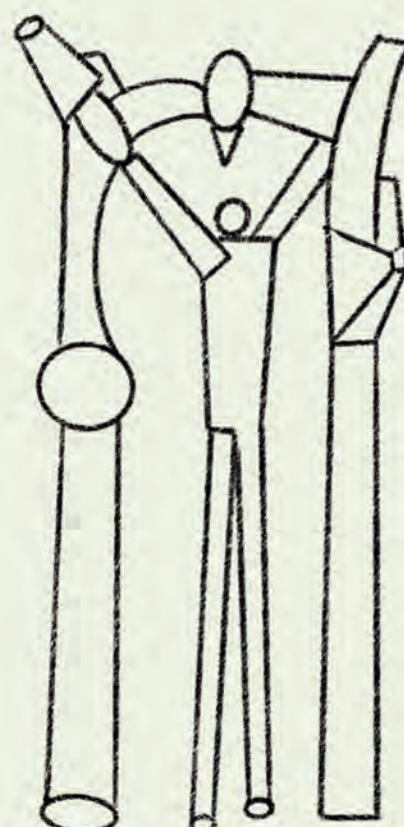
Resources: Woodland Walk Activity Sheet

Walk from the car park to the Untitled 1989 (doors) sculpture (15-20 mins) using **Activity sheet 1** to explore the woodland trail.

The activity sheet encourages pupils to identify shapes, textures and colours that might have inspired the sculptures. Pupils can walk in groups, stopping at 6 points along the path to complete each activity.



Walk along the track past the Untitled 1989 (doors) sculpture. Keep walking until you reach the Peterborough Arch sculpture.



Sculpture: Peterborough Arch



Activity 2: Sculpture Shapes & Sketches

Starting Point: Peterborough Arch Sculpture

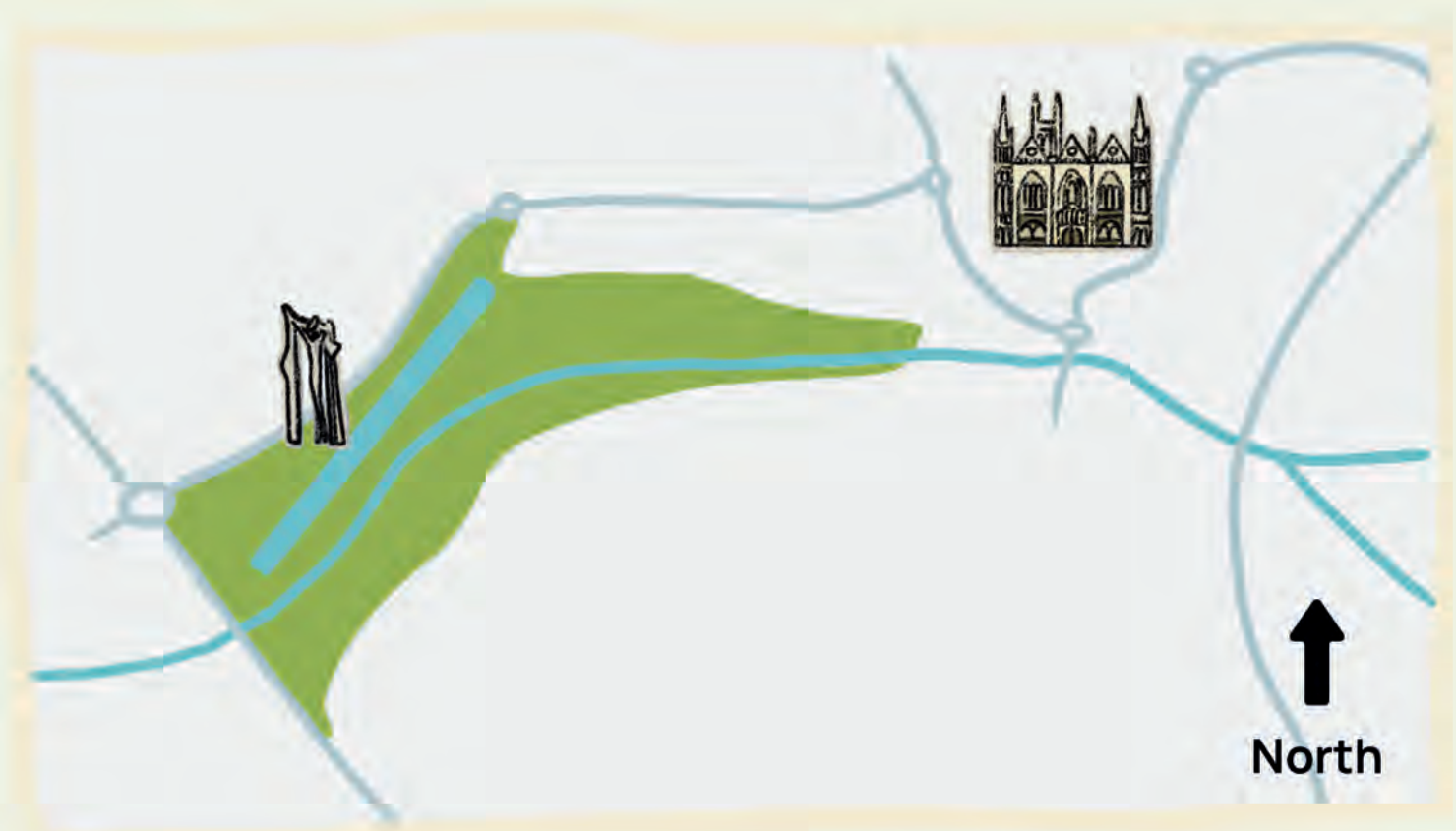
Duration: 20 minutes

Resources: Sketch book & pencil

- Pupils walk around the sculpture slowly and find as many different shapes as they can within the artwork (e.g., circles, triangles, rectangles, curves). As they have identified shapes, trace the outline of the shapes with a finger in the air. Once they have found a few shapes, they describe them to a partner and see if they can find them.
- In their sketchbooks, pupils draw the sculpture using the shapes they have identified.
- Discuss the different ways the shapes in the wooden arch have been cut – the sculpture has been cut with a saw to create straight edges on one side of the arch and carved with hand tools to create curved edges on the other side.
- Pupils then sketch the sculpture using line and tone. Encourage them to include a range of straight lines and curved lines to reflect the edges of the arch, and different mark making, as well as shade and tone - to emphasise the light and dark areas and to make their drawing look more 3 dimensional.
- Divide the group into 4. Ask the pupils to identify which direction is North, East, South, and West (see map below). Discuss which direction it is to get back to school!
- Each group will sketch the shapes of the sculpture from each of the 4 directions North, East, South, and West, moving around after 5-8 minutes to sketch a new view.

Group Discussion:

- How does walking around the sculpture feel?
- What does the shape and size of the sculpture make you think of?
- Compare the different sides of the arch. (One side is curved to represent nature, one side is angular – representing the built city, roads and buildings)
- Why do you think the artist chose wood instead of another material?
- Why do you think the artist chose this site?



Activity 3: Sculpture Lines

Starting Point: Peterborough Arch Sculpture

Duration: 20 minutes

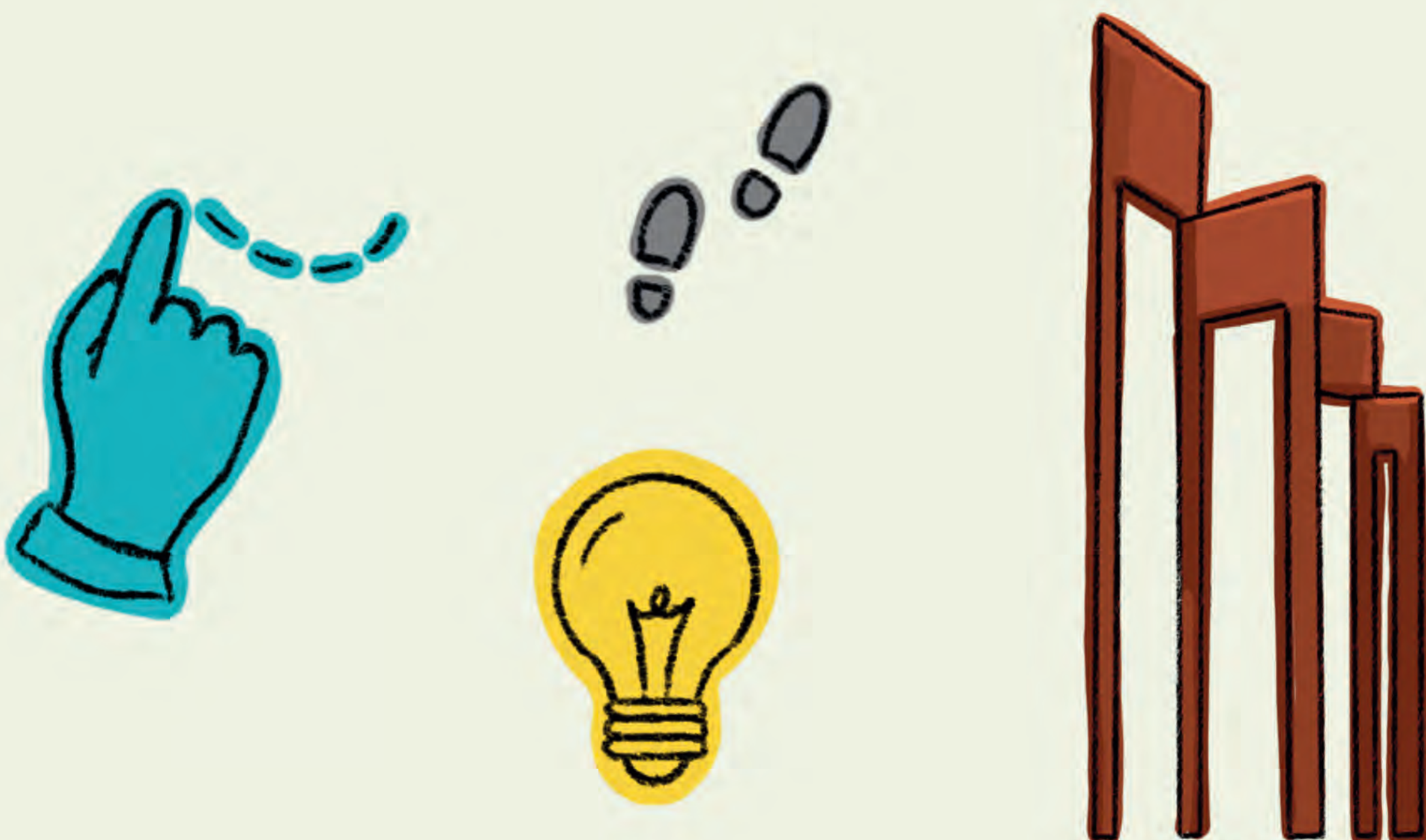
Resources: Sketch book & pencil

- Without looking at their paper, pupils trace the sculpture's outline with their eyes while slowly drawing the shape with their pencil in one continuous line - following every twist, curve and angle without lifting their pencil or looking at the paper.
- Once finished, pupils compare their drawings with a partner and discuss the most surprising parts of their sketches.
- If there is time, pupils go back to their line drawing and exaggerate some of their marks using thicker lines and different marks.

Discussion Prompts:

- Did you notice any details you might have missed if you had looked at your paper?
- What part of the sculpture was hardest to draw?
- How did this activity make you look at the sculpture differently?

Walk back along the path (north east) to the Untitled 1989 (doors) sculpture – 5 mins.



Sculpture: Untitled 1989 (doors)



Activity 4: Sculpture Survey

Starting Point: Untitled 1989 (doors) Sculpture

Duration: 15 minutes

Resources: n/a

Discussion in a group or pairs:

- What does the sculpture remind you of? (An open door, a passageway, or something else?)
- How does the colour of the sculpture connect to the surroundings?
- What is the sculpture made of?
- How do the metal panels fit together?
- Why do you think the artist didn't give the sculpture a name and called it Untitled?
- The shapes in the sculpture match the shape of the rowing lake and the nearby roads and buildings. How do you think the city has changed in the 30 years since the sculpture was installed?

Activity 5: View Finder

Starting Point: Untitled 1989 (doors) Sculpture

Duration: 15 minutes

Resources: n/a

Pupils sit behind the sculpture, facing the park. Using one of the doorways as a picture frame, pupils sketch the view of the landscape through the sculpture. Encourage them to look carefully at the shapes and textures in the landscape, particularly within the trees and in the water. Discuss the composition – how different elements of the view can be arranged and how shapes, lines and pattern can be used to represent the landscape. Pupils can include any figures they can see.

If you have time, ask the pupils to create a simplified sketch of their view, just using simple shapes or lines to record the landscape. For example, trees as triangles, paths and water as rectangles, clouds as ovals.

Activity 6: Sculpture Review

Starting Point: Untitled 1989 (doors) Sculpture

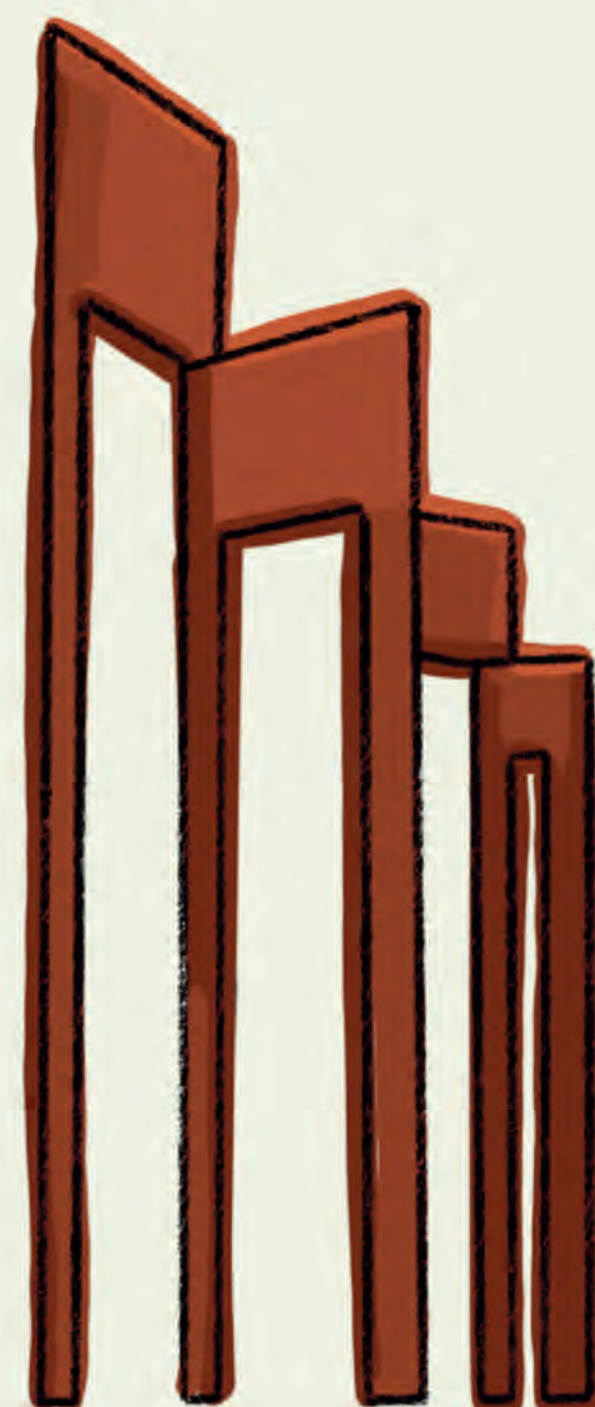
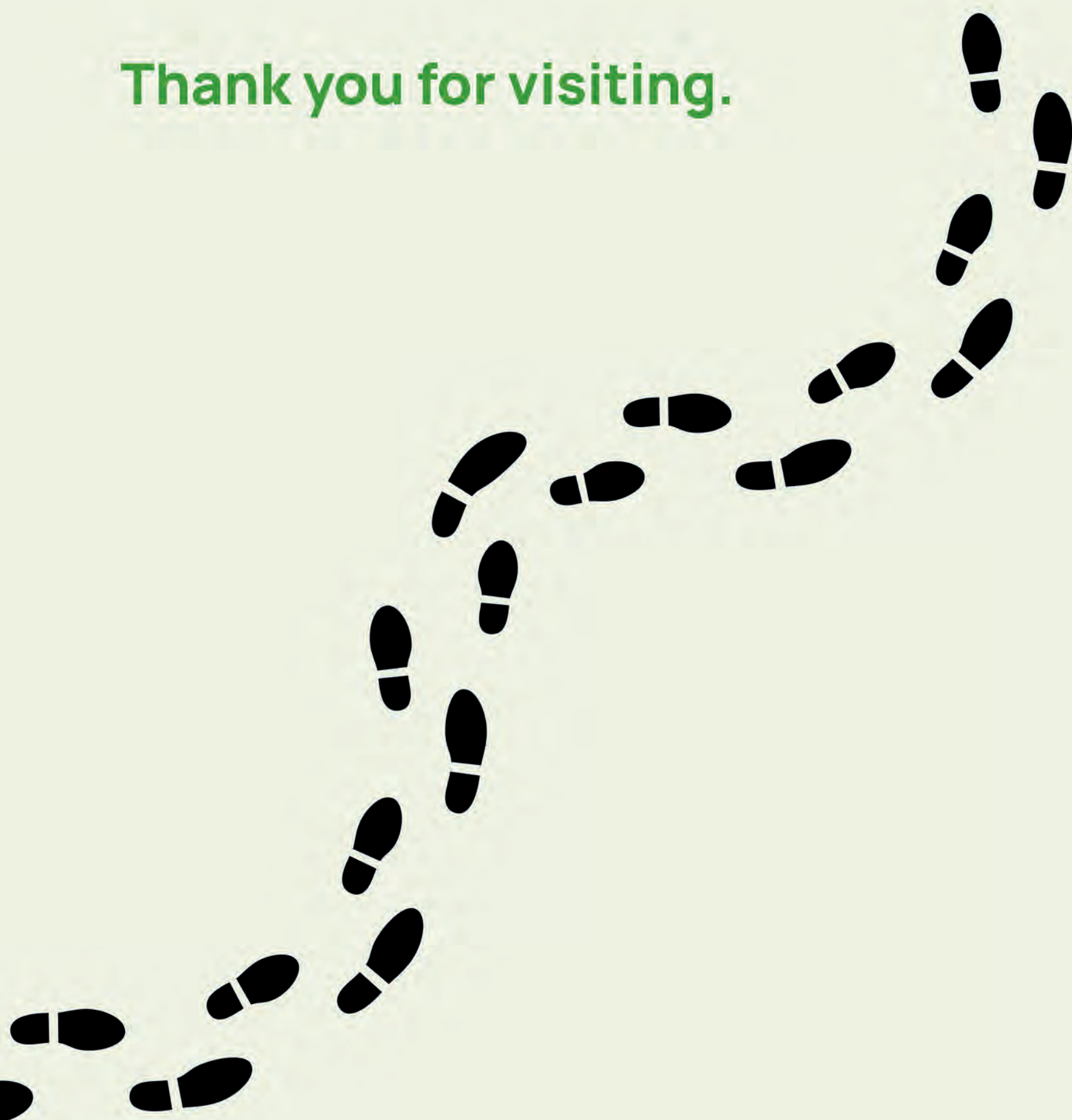
Duration: 15 minutes

Resources: n/a

- Quick-fire words: Pupils share two words to describe the Peterborough Arch sculpture and Untitled 1989 (doors) sculpture and record their words in their sketch books.
- Read out the information on the orange information sign next to the sculpture.
- Pupils have discussions in pairs about how the sculpture looks – its colour and shape, texture, material, recording 5 descriptive words in their sketch books- along with key facts about the sculpture that are described on the sign.

Walk back along the Woodland Trail or down the grass slope to the Rowing Lake, and along the tarmac path to the car park.

Thank you for visiting.



Woodland Walk Activity Sheet

1. Pattern

Find the tallest tree and sketch the tree trunk and branches.

Explore the patterns in the bark, and the shapes that the branches make.

2. Shapes

Find a leaf with an interesting shape.

Draw the outline and the veins on the leaf using only dots!

3. Colours

Look into a wooded area. List all colours that you can see around you.

4. Observational Drawing

Look out for an insect. Look closely at its shape and features and make a quick sketch to capture the insect's forms.

5. Continuous Line drawing

Find a flower or plant.

Draw it using a continuous line (that means not lifting your pencil off the paper).

6. Describe something you see that has been built by a person.

**Turn the sheet over to
fill in your answers!**

Woodland Walk Activity Sheet

1. Pattern

2. Shapes

3. Colours

4. Observational Drawing

5. Continuous Line drawing

6. Describe something you
see that has been built by a
person.

**Remember – your drawings
don't have to be perfect!**