

# TATE KIDS

## Bird World

An imaginary land of birds

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4 to 7 year olds

### Aims

Pupils will:

- experience the excitement and reward of imaginative and creative design
- begin to be aware of the process of making art

### Learning Outcomes

Pupils will:

- understand that they cannot be wrong when expressing ideas
- have the opportunity to create their own responses to a given stimulus
- work together to create an imagined environment
- be aware that a work of art needs to be thought about and planned
- make their own or be supported in making decisions about what they create and the materials and skills they will use
- have the opportunity to try out tools and techniques
- have the opportunity to review and enjoy their work

### The Idea

Please refer to the following **Tate Create** activities for ideas which you might like to develop as part of this lesson:

**Cut out a bird, Pop art hat, Make a mask, Art of the garden, Junky funky sculpture and Angel face.**

For the youngest children, keep the focus on one or two of the activities. For older children, try extending the idea by combining two or three activities and allowing pupils to work in groups, with each group contributing one part of Bird World.

You can also use **Tate Paint**. Pupils can use it as part of the planning process, as part of the completed design itself or on completion to encourage children to record individual responses to the work.

[www.tate.org.uk/kids](http://www.tate.org.uk/kids)

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### Timing

This depends on the time you can give. The idea could be completed on a small scale in one 'making' session followed by a plenary. Alternatively, you could work on a more extensive scale, allowing pupils to be involved in the planning of their work and the actual construction of Bird World. This would give them the opportunity to fully experience the process of planning, making and reviewing their work.

The outline below is for the full project. Feel free to adapt according to your needs.

### You need

- The relevant activities from Tate Create
- Examples or guidance for pupils to follow: You are creating Bird World so make any necessary adaptations to the activities; making **bird** masks or **bird** hats for example. Allow older pupils the opportunity to consider the various ideas and choose the ones they wish to try out.
- Suggestions for an environment (optional): Older pupils might enjoy creating an environment for the birds. You could get some ideas from Junky funky sculpture or Art of the garden.
- Helpers: A must for younger children.

### Do it!

#### Session 1 (at least one hour)

- For the youngest pupils choose one or two activities
- Remind helpers to encourage pupils to express their ideas, make suggestions and select their own materials.
- Older pupils should work in groups, each group choosing one suggested activity to contribute to Bird World. One group might want to build the environment.
- Pupils follow the method outlined in the activity/activities. Older pupils working in extended sessions can start by planning how their work will contribute to the whole, offering suggestions as to how it can be displayed and how it will interact with the work of other groups. This can be done by sketches, diagrams and using Tate Paint.

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#### Session 2 (one half hour session)

- Share and enjoy the children's work.
- Plan the assembly of Bird World – where it should go, how the artwork should be displayed for example. Pupils could again use Tate Paint as part of this planning process.

#### Session 3 (Teacher's discretion)

- Work together, with helpers for younger children, to construct or display Bird World.

#### Plenary (one half hour session)

- Sit back and admire your work.
- Encourage pupils to reflect on what inspired them, what techniques and media they used and would like to use again, what they enjoyed most etc.

#### Curriculum links

Pupils who undertake this lesson in its simplest form will experience the areas noted in black. Those who explore all the ideas in the project will also cover the areas noted in pink. These links are based on the English Art and Design Curriculum for Key Stage 1 and guidelines for creativity within the Foundation Stage.

#### Exploring and developing ideas

Pupils will:

- explore ideas and record/create from imagination
- plan starting points for their work and develop their ideas

#### Investigating and making art, craft and design

Pupils will:

- try out various tools and techniques to represent their ideas and feelings and to design and make images and artefacts
- be given the opportunity to investigate a range of materials and processes

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### Evaluating and developing work

Pupils will:

- review their work and that of others and say what they think and feel about it
- identify ways in which they might change or develop their work in the future

### Knowledge and understanding

Pupils will:

- learn about different materials and processes used in making, art, craft and design
- explore various visual and tactile elements including colour, pattern and texture, shape, form and space
- be given the chance to consider differences and similarities in the work of different artists and craftspeople

### Breadth of study

Pupils will:

- be given a creative stimulus (such as a story, poetry or their own experiences) as an example of one of a variety of starting points for creative work
- explore a range of starting points to help them plan their work through considering the work of selected artists and using their own ideas and experiences
- collaborate with others on a three dimensional project using a range of materials and processes

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