Teachers’ pack
Key Stage 1 and 2
Project dates 18 March – 18 June

Creating the Countryside

Teachers’ information
This project is aimed at years 1 – 6 and designed to link directly to the art and design curriculum.

Outline of project
Linked to our Spring exhibition Creating the Countryside: Thomas Gainsborough to Today this programme explores different artists perceptions of and responses to the countryside. In the morning students will tour the exhibition with a member of the learning team looking at both historic and contemporary pieces. They will investigate how artists have shaped our vision of the countryside and, by taking part in discussions, will form their own view of what the countryside means to them. Students will make sketches to gather information for the afternoon’s practical workshop.

In the afternoon students will explore the traditional rural craft of making hats for celebrations and events such as Easter or May Day. Taking inspiration from the exhibition students will use collage to create hats that represent what the countryside means to them.

Project timing 10am – 2.15pm
Important information for your visit

- This programme will be led by a member of the Learning Team
- Free coach parking is provided in the main car park. Coaches cannot drop off at the gallery owing to weight restrictions on the Upper Bridge.
- When arriving please enter through the gate to the left hand side of the Welcome Centre in the main car park
- The walk from the car park will take approximately 10 minutes. A member of the Learning Team will meet you at the gallery.
- We recommend a supervision ratio of 1:6 for primary and 1:10 for secondary
- Behaviour management is the responsibility of school staff at all times
- Each student will need to bring an art apron; all other materials will be provided by the Learning Team
- The mornings activities will include a visit to the gallery
- We recommended staff bring a camera to record activities in the Learning Centre, park and permanent collections. Photography is not permitted in the exhibition galleries.
- Prior to your visit please make us aware of any students with additional requirements or special needs so we can make all necessary arrangements
- Goodie bags are available to pre order from the shop. For more information please call 01926 645525.

Learning objectives

- To be introduced to the work of a variety of artists including Thomas Gainsborough and Grayson Perry and participate in an interactive gallery experience
- To appreciate how different artists have responded to the theme of the countryside
- To gain knowledge of different art forms including painting, photography and ceramics
- To develop creative thinking skills and the ability to analyse an artwork
- To participate in group discussions and offer individual, considered responses
- To create their own hat that portrays their individual view of the countryside

Learning outcomes

- An appreciation of how different artists are inspired by and respond to the same subject
- An understanding of different artforms
- Knowledge of different artists and their work
- Ability to draw creative inspiration from a given subject
- An individual hat that represents the countryside
Timetable

10am – 10.15am  Introduction in the Learning Centre

10.15am – 12.00noon  Gallery
Students will explore the exhibition with a member of the Learning Team.

12 noon – 1pm  Lunch
In the park or Learning Centre if raining. Picnic blankets will be provided.

1pm – 2.05pm  Learning Centre
Students will use the exhibition as inspiration to make individual hats

2.05pm – 2.15pm  Plenary
Students and teachers share their work and review the day

Extension activities

Students could further explore their individual views of the countryside using collage. Using a traditional landscape image as a background, they could then use magazines and other sources to find imagery they can cut out and overlay to depict what the countryside means to them. The background image could be one they draw themselves from observation, a photograph or a reproduction of a classical landscape view.

Taking inspiration from the artist Sigrid Holmwood, whose work features in the exhibition, students could explore making their own dyes and paints using natural sources such as beetroot, carrot or onion. To extract the colour from the vegetables cut them into small pieces and boil them in twice the amount of water for about an hour. Dyes can also be made from flowers, berries and nuts. Students could then experiment with mixing the dyes with other materials to make paints.

Taking inspiration from the Shell Guides that feature in the exhibition students could create their own guidebooks to the countryside. They could look at the countryside in general or choose to focus on a specific county or geographical area, selecting their favourite features, sights and must do activities to write about. They could create different sections for their guide, for example, an introduction to the countryside, a review of a key feature, location or sight and a trail or activity to help people explore. This would allow them to explore different writing styles. They could also create an illustrated front cover and a poster to accompany their guide and advertise their chosen location.
## Compton Verney risk assessment

**Location**
Compton Verney Art Gallery.
Exhibitions, collections and park

**Description of Work**

<table>
<thead>
<tr>
<th>Hazard(s)</th>
<th>Consequence</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Preventative Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk from car/coach park to Gallery. Adverse weather conditions. Uneven surfaces.</td>
<td>Trips, falls, sprains</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td><strong>Child welfare</strong>&lt;br&gt;At all times follow CVHT policy and guidelines for working with children and those with SEN.</td>
</tr>
<tr>
<td>Learning suite rooms have tables and four legged stools. Students may fall off stools.</td>
<td>Bumps and bruises</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Students will be walking up and down stairs within the buildings carrying clipboards and pencils. Slips, falls, impact injuries.</td>
<td>Bumps, bruises, sprains, puncture wounds and cuts</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td><strong>Planning and control</strong>&lt;br&gt;All learning rooms maintained and materials checked for correct use, kept in a clean and well maintained condition.&lt;br&gt;Learning Programmer present throughout activity delivering verbal instruction.&lt;br&gt;Teachers and designated adults to supervise non-programmed activity time.&lt;br&gt;Teachers and designated adults to be responsible for student behavior and discipline at all times.&lt;br&gt;CV learning team to be made aware of any special requirements or access needs.&lt;br&gt;All materials are appropriate for child use and project specific.&lt;br&gt;Non and low toxic art materials are used - suitable for child usage.</td>
</tr>
<tr>
<td>Students will be using clipboards and pencils inside the galleries and in the park. (Project specific.) Slips, falls, impact injuries.</td>
<td>Bumps, bruises, sprains, puncture wounds and cuts</td>
<td>2</td>
<td>2</td>
<td>4</td>
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<tr>
<td>Students may use scissors in practical sessions.</td>
<td>Cuts</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>All learning delivers will be Enhanced CRB checked.&lt;br&gt;All CV learning support staff will be CRB checked.</td>
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Severity A 1 = Low 2 = Medium 3 = High
Probability B 1 = Low 2 = Medium 3 = High
Overall risk C = A x B Overall risk should be <= 4

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Registered Charity No 1032478
<table>
<thead>
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<tbody>
<tr>
<td>Students may use glue or glue sticks.</td>
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<tr>
<td>Students may use paints in their work such as watercolors, poster paint, block paint and acrylic paint.</td>
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<tr>
<td>Students may use paper or card based materials for their own art work.</td>
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<tr>
<td>Students may use collage materials from more than one source i.e. shop packaging. Contamination.</td>
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<tr>
<td>Students may use air drying clay, which contains nylon fibers. Use of appropriate modeling tools. Ingestion of clay.</td>
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<tr>
<td>Students may use mark making materials. Pencils, pastels, chalk, pens, wax crayons and felt tips.</td>
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<tr>
<td>Lunch period</td>
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### Compton Verney risk assessment

**Students cross a service road to access the picnic and play area on the West Lawn.**

Traffic Hazard.

**Park**

<table>
<thead>
<tr>
<th>Risk Event</th>
<th>Assessment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rough ground, unstable or uneven surfaces. Difficult to navigate.</td>
<td>Trips, slips, falls or sprains</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Contact with animals. Birds, insects, plants and pathogenic micro – organism.</td>
<td>Disease and infection. Allergic reaction.</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>Lake with deep water Falling into the water.</td>
<td>Drowning</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>2</td>
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<tr>
<td>Trees and shrubs Fall of objects from height E.g. branches, pine cones. Projecting low branches.</td>
<td>Impact: scratches, bruises and puncture wounds. Eye injuries. Scratches, grazes and cuts.</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Assessment carried out by:

Date of assessment:

Date of review:

I have read and understood the contents of this document

<table>
<thead>
<tr>
<th>Signature</th>
<th>Name</th>
<th>Date</th>
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</thead>
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