Landscape Art:
A Crafty Countryside Creation.

Scotland – a land of fire and ice! Volcanoes and glaciers have shaped our country’s surface into what we can see around us today. In this crafty activity, create a visual representation of the mountains and valleys, corries and crags found throughout Scotland’s beautiful landscape.

This cross-curricular activity brings together social sciences with the expressive arts, with your class making their very own 3D model representing key geographical features of Scotland’s landscape. Your pupils’ crafty creations will provide a very accessible and visual way of enhancing their understanding of landscape formation. Through teamwork your pupils will create masterpieces the whole class will be proud of.

At a glance, you will need:

- A large piece of cardboard or other suitable base material. This is a base for their model.
- Glue, paint, sticky tape, pencils and all manner of crafty bits you can get your hands on.
- All the ‘modeling’ supplies you can collect. Why not try collecting cans, bottles and boxes for a week beforehand to get you started.
- Modroc or papier-mâché.
- Green cloth, crepe paper or other covering material to add the final layer.
- Why not try collecting bits and bobs that can add natural texture to your crafty creations such as sand, pebbles and twigs.

If you want to represent an area of Scotland with more accuracy, maybe the Cuillins of Skye or the Isle of Arran for example, you could use a projector to help you make an accurate map on the cardboard base.

Would you like others to see your crafty landscape creations?

We would love to see photos of your pupils’ masterpieces. Send them into us and we will put the best pictures each month onto our website for all to see!
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**Learning Intention**

We are learning about geographical features of Scotland.
We are learning to visually present our understanding and knowledge.

**Task**

We will create a 3D model of Scotland’s landforms.

**Success Criteria**

Pupils’ 3D models should:
- Show the approximate outline of the country.
- Contain mountain ranges, lochs, rivers, towns and roads. These should be in roughly the correct locations, although it is the overall impression that really matters.
- Use an imaginative range of materials.

**CfE Capacities**

**Successful Learners**
- with enthusiasm and motivation for learning in cross-curricular activities.
- able to link and apply different kinds of learning in new situations.

**Responsible Citizens**
- developing knowledge and understanding of the world and Scotland’s place in it.

**Effective Contributors**
- using enterprising attitudes to create their model.
- able to relate to and communicate with others in their group.

**CfE Outcomes**

**Social Studies- People, place and environment**
I can describe the major characteristic features of Scotland’s landscape and explain how these were formed. SOC 2-07a

To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a

Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond. SOC 3-07a

**Expressive Arts- Art and design**
I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a

Through observing and recording, I can create material that shows accuracy of representation. EXA 3-04a

While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions. EXA 3-06a

Description

Pupils can use an atlas to draw the shape of Scotland onto the cardboard base. Alternatively, a projector can be used to provide a more accurate shape. Pupils can then build up a 3D landscape within this outline, using the available range of materials such as bottles, scrunched up newspaper, cans etc. A layer of modroc should then be applied to smooth the appearance of the model. An alternative to modroc is papier-mâché however this will take longer as several layers will be needed. Using paints, card, coloured paper, tissue paper etc, pupils can decide for themselves how they wish to represent mountain ranges, significant lochs, rivers, major towns and roads. Having completed the model, this 3D representation can be used to help illustrate landscape processes such as river erosion and glaciation. Why not make the landscape waterproof by applying a layer of clear sealant over the top. Water could then be poured down the hills and collect in the valleys!

Extension

This activity can be undertaken with a view to highlighting any aspect of Scotland’s landscape. Having finished building their model of Scotland, pupils could then ‘grow’ glaciers by gradually filling the valleys with cotton wool, starting around the highest mountains. This activity could then be complemented by a class discussion on how ice carves landscapes, making the valleys we see around us today.

This activity could also easily be applied to the ‘Restless Earth’ workshop. The class could use the 3D landscape to show where Scotland’s volcanic rocks are and how this volcanic activity has affected the way Scotland looks today. Pupils could even create a model of ‘ancient Scotland’, showing erupting volcanoes in key spots such as Edinburgh, Arran or Skye and helping pupils to imagine Scotland as being a very different place in the distant past.

Web Resources

For maps of Scotland:
http://www.sat.dundee.ac.uk/
http://maps.google.co.uk/?ie=UTF8&ll=57.100452,-3.966064&spn=4.231894,14.0625&t=h&z=7

For information on Scottish glaciation and geology:
http://www.scottishgeology.com
http://www.see.leeds.ac.uk/structure/assyntgeology/geology/index.htm

For inspiring images of Scottish landscapes:
http://www.visitscotland.com/guide/inspirational/galleries/scenery
http://www.dwrobertson-photography.com/

Enjoyed this activity? Get in touch at education@dynamicearth.co.uk and let us know how it went. Remember to visit the website regularly for further activities as we are constantly working on novel content to enhance your Dynamic Earth experience both pre and post visit.