



The Sculpture Park

at Waitakaruru Arboretum

Waikato's art-in-nature experience



Education **RESOURCE PACK**

Contents

Introduction and curriculum links	3
Key competencies	4
Pre-visit ideas	5
Suggested plan for your visit	7
Finding the ruru challenge	8
Look, look and look again!	9
Who and what else is here?	13
What story does the sculpture tell?	17
Methods of sculpture making	21
Safety and supervision	22
Hazard and risk analysis	23
Notes for school visit chaperones & Pathfinder map	24/25
Find the Roosting Ruru Activity	26/27



Introduction

The Sculpture Park at Waitakaruru Arboretum is situated on the side of a mountain in an old quarry. Through care and attention, the quarry has been transformed into gardens rich in diversity of plants and animals, alongside interesting and innovative artwork. In this magical setting there are lots of opportunities for place based and inquiry learning along the main 2km art-in-nature trail.

Using this education resource pack, teachers are invited to weave together a range of curriculum areas and links to key competencies, and we have highlighted these for you. This pack contains lots of ideas for lessons before your visit, activities and worksheets you can use once at the park, and post visit lesson suggestions you can develop into broader inquiry-based learning. We invite you to adapt these to the suit the level of your students.

The resource also contains important health and safety and risk management information for your visit as well as a note & map for chaperone is included. Please read this pack carefully and don't hesitate to talk to us before your visit if you have questions.

Key curriculum links - Level 1-4

The Arts

Visual arts

Health and physical education

Healthy communities and environments



Science

Living world

English

Speaking, viewing and presenting

Social science

Place and environment
Identity culture and organisation

Note: This Education Resource Pack is a guide for you to plan your own lessons and visit to the park. The sculpture park does not have an educator onsite.

Key competencies

Using language, symbols and text

- Responding to artwork and sharing ideas with others.
- Using spoken language while interacting and responding to the environment and sculpture at the park.

Thinking

- Responding to sculpture and the wider environment.
- Exploring the world thinking as an artist and critiquing information and experience.
- Asking and answering questions to gather knowledge and share experience.

Relating to others

- Working in collaboration with others by selecting and engaging in activities.
- Exploring meaning in artwork from perspectives other than their own.

Managing self

- Listening and acting on safety instructions at the park.
- Taking care of the wider environment by following instructions to keep the artwork and environment safe.

Participating and contributing

- Connecting to the wider community in an outdoor sculpture park.
- Exploring sustainability in the park and contributing to the care and respect of animals and plants in the environment.
- Working together to explore the park and keeping everyone safe.

Pre-visit ideas

The following ideas are designed to introduce your students to key concepts before a visit to the park. This will support their learning at the park and activate prior knowledge.

The concept of Kaitiakitanga can also be woven into these pre-visit ideas. When they visit the park students are encouraged to take care and respect the land and support us in our work to understand the past and safeguard the future of the park for generations to come.

What is a sculpture park?



Visual Arts: Developing ideas in the arts

Social science: Place and environment, Identity culture and organisation

Science: Living world

Social science: Place and environment, Identity culture and organisation

Activity

Class discussion about their visit to a sculpture park. This is also an opportunity to discuss the concept of the restoration of the quarry and kaitiakitanga.

Guiding questions	Group activity ideas
<p>What is a park, and is it different from a sports ground? What is an arboretum?</p> <p>Will there be artwork at a sculpture park? Is landscaping a garden a form of art?</p> <p>What is an exhibition? Can an exhibition be outside an art gallery?</p> <p>Is a sculpture park a gallery? Why, why not?</p> <p>What is a quarry? What does it mean to restore something?</p> <p>Will there be trees, flowers and other plants at the sculpture park?</p> <p>What sorts of animals might we see? What sort of habitats might be at the park?</p>	<ul style="list-style-type: none"> • Collage activity or mapping exercise: Students to imagine their school was a sculpture park. In groups they could decide on the type of sculptures would they want to see and where they would place them. • Group research exercise: Students could look for areas of environmental restoration in their own community.

Hmmm...what is a sculpture, what is an artwork?



Visual Arts: Understanding the Visual Arts in Context

English: Speaking, writing, and presenting

Social science: Place and environment, Identity culture and organisation

Activity

As a class investigate the question: What is a sculpture and what is an artwork?

Guiding inquiry questions	Group activity ideas
<p>Is a sculpture also an artwork?</p> <p>How is sculpture different from a painting?</p> <p>What is a 3D artwork and what is 2D artwork?</p> <p>Do sculptures have to be made to last a long time?</p> <p>Is a statue a sculpture? Is a building a sculpture?</p> <p>What types of materials can sculptures be made from?</p> <p>How big is the world's biggest sculpture? How small is the smallest sculpture?</p> <p>Do different cultures make different types of art?</p> <p>A book might tell us a story, but can an artwork also tell a story?</p>	<p>The teacher could place a painting or 2D artwork next to a small sculpture and students could discuss why one is a sculpture and one is not?</p> <p>Group research exercise: Groups research what types of materials artists might use to make sculpture and present their findings back to class.</p> <p>Student inquiry: Students could research sculptures in their local environment inside, outside, at marae, at home in the school grounds or in public spaces. Students then present their findings back to the class.</p>

Suggested plan for your visit

We have included the following timetable to support you to plan your visit. (9:30 am arrival, 2:30 pm departure). Please note you are welcome to change this to suit your timeframe and students.

Activity	Time
Introduction to the park, toilet stops and health and safety briefing.	20 minutes
Walk through the park and complete the Find the Roosting Ruru Challenge as an introduction to the park.	1 1/4 hours
Lunch or snack break in the creative plan area.	3/4 hour
Head back into the park and visit selected sites to complete one of the lesson worksheets.	1 1/2 hours
Return to base and get ready to return to school.	30 minutes

The park is located along the Waitakaruru Stream which eventually flows out into the Piako River. The name of the stream means owl by the water in Te Reo. For this reason the park has a close association with our native owl (ruru/morepork) and so has adopted the ruru as its theme. When visitors arrive at the park they can take part in an activity called *Find the Roosting Ruru* as this provides a fun introduction to our art-in-nature trail. A copy of this activity sheet is attached to this education pack. This might suit your class.

In the following pages we have some ideas for lesson plans for your visit along with worksheets. We have also included some post visit lesson ideas to extend the learning beyond the park. You are welcome to adapt these timeframes and lesson plans to suit your students.

The lessons are titled:

- Look, look and look again!
- Who and what else is here?
- What story does a sculpture tell?

Look, look and look again!



Visual arts:

Developing practical knowledge in the visual arts

Developing ideas in the arts

Science:

Living world

Physical health and personal development:

Describe and use safe practices in a range of contexts and identify people who can help.

Purpose

This activity is an opportunity for you and your students to look thoughtfully and consider the elements of art while completing some 'fast' and 'slow' fun activities sketching and looking at art and the plants in the environment. This also provides a link to observation and botanical illustration as an element of science.

Learning outcomes

- Respond to an artwork and share responses with others
- Investigate shape and form in plants and artwork
- Respond to artwork by investigating texture and colour
- Investigate the role of restoration in caring for our natural environment
- Respond to a new environment by keeping themselves and others safe.

Resources:

- Phone for photos, clipboards and pencils.
- Worksheet 1 – Look, look and look again!
- Wayfinding map

Lesson plan/sequence

Teacher led health and safety briefing.

Hand out worksheets and resources.

Discuss the worksheet and answer questions, encourage adults to engage with the students in the discussions. Students to work in small groups and walk around the park trail, finding various spots to complete the activities in the worksheets.

Return to base and get ready to return to school.

Worksheet 1

Look, look and look again!

Did you know you are standing on a mountain? This maunga (mountain) once had all the trees and plants removed and it was turned into a quarry. This means machinery removed minerals like greywacke from the ground. What do you think the park looked like before the replanting? Is the replanting kaitiakitanga?

Task 1: Stop, look, listen and smell!

Ask someone in your group to set a timer for 5 minutes.

- Stop talking and look - what can you see?
- Listen carefully - what can you hear?
- Take a deep breath - what can you smell?

Task 2: Choose a sculpture and complete this task

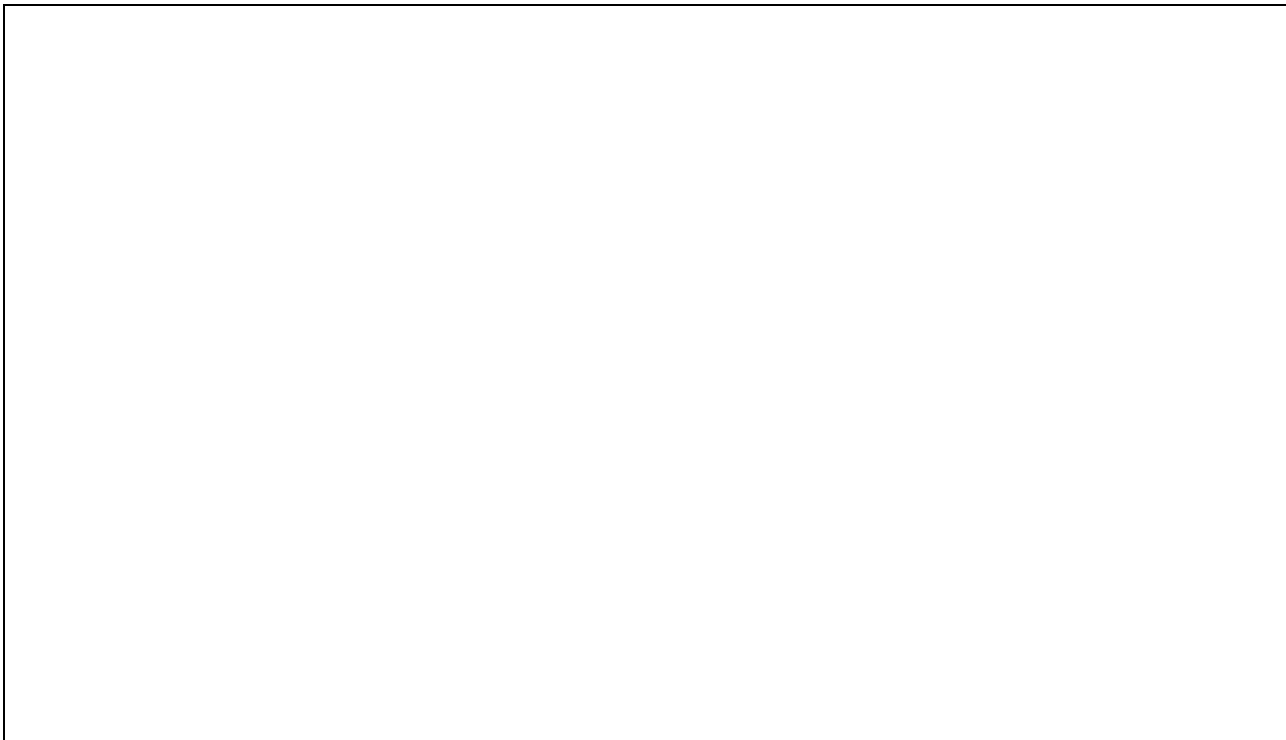
Discuss these questions with the others in group.

- Is the artwork flat or does it have lots of sides?
- Can you look at the artwork from different angles?
- What colours do you see? Are there bright or dull colours?
- Does the sculpture look rough or soft?
- Does it look heavy or light, hollow or solid?
- Is it very big or quite small or somewhere in the middle?.

Task 3 Draw without looking at the paper!

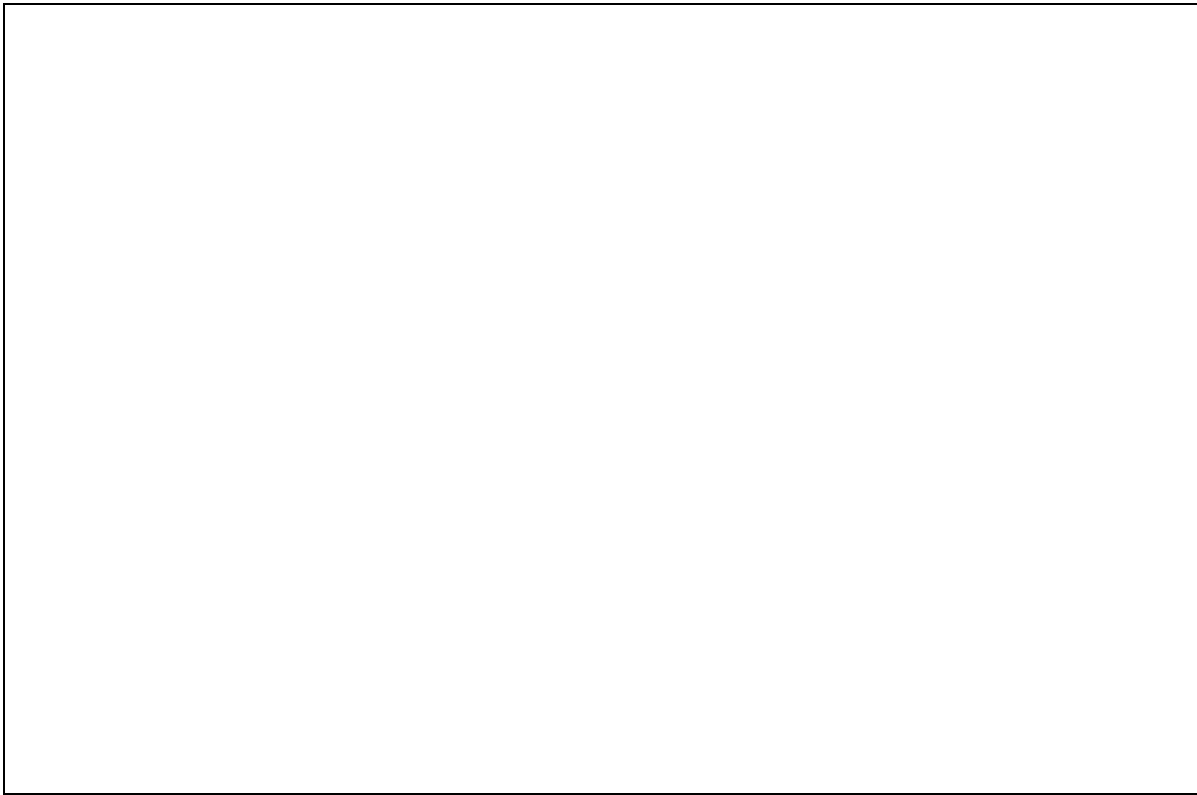
This next task is tricky but fun! It's just a way to practice looking really hard at something.

Choose a spot to sit and draw a sculpture or something in the environment **without** looking at your paper! Note even a peak! Ask your leader to set a timer on their phone for 5 minutes and do this as fast as you can!



Task 4:

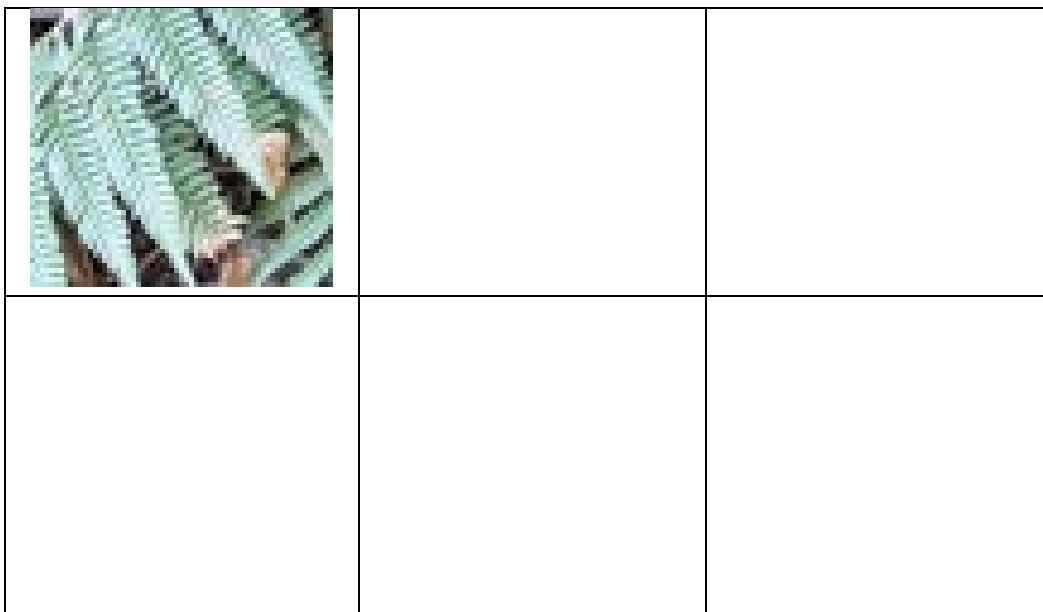
This time you can look at your paper. Have another go at drawing what you see.



Task 5

Now find another spot and choose a plant or something in the landscape, perhaps an interesting rock, maybe a tree or a leaf. Look at it closely and draw a very small part of it in one of the boxes below, then try again with a different part.

We've provided an example of a close-up photo of a fern as an example of what you might draw.



Post visit lesson ideas

Create an ephemeral sculpture

Head outside and take some time to sit with the class. Ask the students:

- What do you hear?
- What can you smell?
- What do you see?
- What objects are lying around, for example leaves, sticks and stones, maybe chairs, sports balls etc..?

Spend some time collecting up objects and make a temporary (ephemeral) sculpture from these found objects - note because it is ephemeral, it should not have any permanent structure.

Look at it from different angles and take photos of the sculpture before the students take it apart or leave it in place and see how long it lasts.

Regular sketching exercises

Create a regular 15 minute sketching time in the class schedule. Students could also make special sketching books covered in collage. Here are a range of exercises to try:

- Close ups
- Blind contour drawing (drawing without looking at the paper)
- Sketching faces, feet, hands
- Sketching without lifting their pencil
- Sketching objects in unusual positions, i.e., turn a chair upside down

Who and what else is here?



Visual arts:

Understanding the Visual Arts in Context
Communicating and interpreting the visual arts

Science:

Recognise that living things are suited to their habitat

Physical health and personal development:

Describe and use safe practices in a range of contexts and identify people who can help.

Purpose

Artists often create works that respond to the environment - the living and natural world. In this lesson plan students will get an opportunity to consider and observe the natural environment, birds and other animals and how artists respond to the environment.

Learning outcomes

- Respond to an artwork and share responses with others
- Understand that artists may create work in response to their environment
- Reflect on the different environments where animals live
- Respond to a new environment by keeping themselves and others safe.

Resources:

- Phone for photos, clipboards and pencils.
- Worksheet 2 – Who and what else is here?
- Wayfinding map

Lesson plan/sequence

Teacher led health and safety briefing.

Hand out worksheets and resources.

Discuss the worksheet and answer questions, encourage adults to engage with the students in the discussions. Students to work in small groups and walk back into the park finding various spots to complete the activities in the worksheets.

Return to base and get ready to return to school.

Worksheet 2

Who and what else is here?

Did you know you are standing on a mountain? This maunga (mountain) once had all the trees and plants removed and it was turned into a quarry. This means machinery removed minerals like greywacke from the ground. What do you think the park looked like before the replanting? Is the replanting kaitiakitanga?

Task 1: Stop, look, listen and smell!

Find a spot to stop and do this task. Ask someone in your group to set a timer for 5 minutes.

- Stop talking and look - what can you see?
- Listen carefully - what can you hear?
- Take a deep breath - what can you smell?

Now fill in the table below every time you see or hear an animal.

You can write a name of the animal or just make a mark. We have done the first table is an example. If you don't know the name of the animal just put the number 1 each time you see or hear one.

Birds	Insects	Spiders	Anything else?
Blackbird Sparrow 11111	Bee Fly 1111	1	A gecko!

Birds	Insects	Spiders	Anything else?

Birds	Insects	Spiders	Anything else?

Task 3

Different animals live in different environments. At the sculpture park there are lots of different environments.

You might see:

- Muddy area
- Wood with holes
- Trees with leaves
- Trees without leaves
- Ponds
- Dry area

As you look at different areas stop and look and listen.

Can you see any animals living here?

Why do you think an animal might choose to live here?

What do you think it was like for the animals when it was a quarry and there were no plants?

How long do you think the trees have been here?

Task 4: Looking at a sculpture

As you walk around the park you will see some artworks that look like animals and plants. Choose your favourite and discuss these questions.

- Is the sculpture high in a tree or down on the ground?
- Are there trees around the sculpture?
- Why do you think it is placed where it is?
- Does it look like a real animal or plant or is it a bit different?
- Does it look like it might be a mythical/magical creature?

Now sketch (drawing quickly) the sculpture in the box below.



Post visit lesson ideas

Mapping exercise

- In groups or as a whole class, map out the living and non-living world at the park. The mapping can be developed into an art and science integrated lesson with a final collage or painting map responding to the natural environment of the park.

Sculpture

- Students create an environmental sculpture inspired by the park, or from the surrounds at the school or wider school environment.
- Students collect leaves and make a mandala, or prints and rubbings exploring textures and colours
- Make insect and bird inspired sculpture from clay

Inquiry project

- Students research areas in their school or wider local community that could benefit from ecological and artistic reclamation. This could develop into an action inquiry project.

Who else is living at our school

- Students to continue observations in their school and at home. Create nature diaries to record what they see and hear in their environment.
- Become explorers drawing and recording creatures around them without disturbing their habitat.

What story does a sculpture tell?



Visual arts:

Understanding the Visual Arts in Context
Communicating and interpreting the visual arts

English:

Speaking, writing, and presenting

Physical health and personal development:

Describe and use safe practices in a range of contexts and identify people who can help.

Purpose

The visual arts provide a fantastic starting place for narrative writing. The purpose of this lesson idea is to allow students to explore the sculptures and the environment at the park and use their experience to generate ideas for narrative writing once back in the classroom.

Learning outcomes

- Respond to an artwork and share responses with others
- Generate new ideas in collaboration with others based on an artwork
- Respond to a new environment by keeping themselves and others safe

Resources:

- Phone for photos, clipboards and pencils.
- Worksheet 3 – What story does a sculpture tell?
- Pathfinder map

Lesson plan/sequence

Teacher led health and safety briefing.

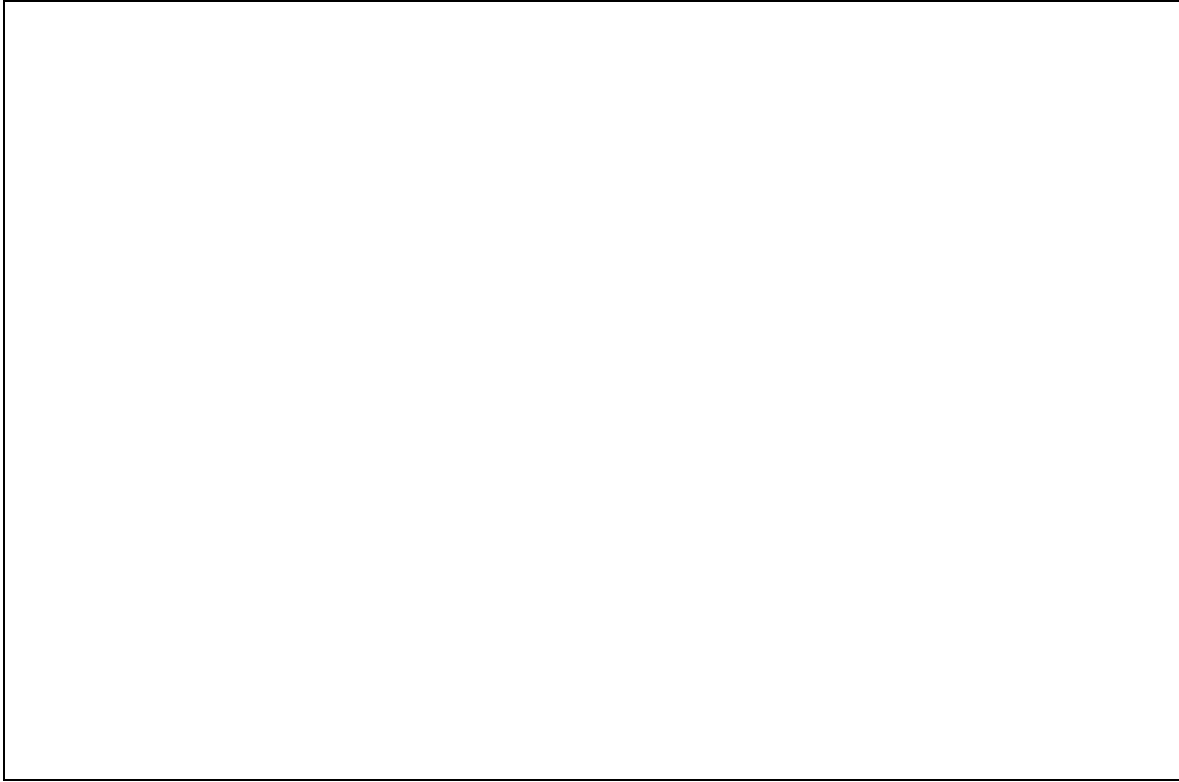
Hand out worksheets and resources.

Discuss the worksheet and answer questions, encourage adults to engage with the students in the discussions. Students to work in small groups and walk back into the park finding various spots to complete the activities in the worksheets.

Return to base and get ready to return to school.

Task 4: Sketching

Sketch (quickly draw) the sculpture in the box below.



Task 3: Be Bold! Rename!

Can you see little blackboards by the sculpture. In your group decide on a new name for the sculpture. What do you think it should be called?



Post visit lesson ideas

Hot seating activity

Students take turns being the sculpture they choose at the park. Other students and the teacher ask questions and explore the character of the sculpture.

A message to a friend

Students develop written work from the point of view of the sculpture. They write an email or message/letter to another friend to tell them about how they are, what they see and where they are.

A poem by a sculpture

Students write poems based on the experiences of 'being' a sculpture at the park.

Instructions for a sculpture minder

Students develop and write down a list of instructions for someone who is employed to look after the sculpture they have chosen. This can be a formal list of instructions for a ground's person, for example:

- how to protect the sculptures from the rain
- how to protect the sculptures from the public
- how would a sculpture like this be installed – does it need to be hung or lifted?

For a creative writing experience, they could write about the view point of a sculpture:

- What the sculpture likes to eat?
- What they think would make the sculptures fit better in their environment?
- What they think the sculpture should be paid?
- What they think the sculptures do for entertainment?

Methods of sculpture making

Environmental Sculpture

Environmental sculpture (land art, earth art, ecological art) is an artform that uses natural materials that usually have a low impact on the environment. They are often created for a specific site and explore political, social and environmental themes.

Often an important element of environmental sculpture is the use of materials that do not have a negative impact on the environment. Some environmental art is also ephemeral sculpture.

Ephemeral sculpture

Ephemeral sculptures are made with materials collected in the place the sculpture is made. Ephemeral art is intended to be in place for as long as the materials last. Examples include artwork made from balanced rocks, autumn leaves and twigs.

Assembled/constructed sculpture

Sculpture made by using pre-existing objects which are assembled and developed into new forms giving the objects new meaning and form. Sculpture made from recycled objects will often be assembled or constructed sculpture.

Carved sculpture - Whakairo

This is one of the more well-known sculptural techniques and involves removing material to reveal a form. Carved sculpture can be made from a range of materials, - for example, wood, stone, hardened plaster of paris, leather, hard clay, bone, or ivory. The artist will use tools specific to the material and the outcome they are wanting to achieve, from fine chisel tools to chainsaws.

Cast sculpture

Casting means making a work of art by pouring a molten material (like metal, glass, plaster of paris, wax or any material that changes state when heated) into a hollow form (mould), where it hardens. After the hardening process this mould is removed and the artwork can be finished by polishing or maybe painting it.

Modelled sculpture

A modelled sculpture is build-up out of soft material like clay, plaster or paper machè, shaped by using hands or tools. This technique can easily be used at home or at school, you can even use play dough to make a non-permanent sculpture.

Depending on the size of the work artists might work in separate pieces and assemble the artwork after it has hardened.

Glass sculpture

Glass can be worked into sculptures in a variety of ways, for example it can be blown, fused, cast, heated in a kiln or carved.

Glass is found naturally when rock high in silicate is heated to a high temperature. This is the way obsidian (or volcanic glass) is formed. Glass that we use for windows, bottles, glasses and artwork is produced from silicon dioxide (sand), sodium carbonate (soda) and calcium carbonate (limestone).

Safety and Supervision

Transport & Buses

There is plenty of room for cars in the car park. Twenty-seater buses are also able to come across the bridge to park in the car park. Larger buses (typically 45-seater) must park in the space before the bridge. We normally recommend that the driver back into the space from the entrance and one of us will be at the entrance to assist. We can then use the microphone on the bus for the brief introduction.

Picnics

The artists' shelter may be used for your school picnic area. It is our only large shelter from sun and rain. The chairs and tables are not very robust so please supervise their respectful use. We also ask that you take all your waste rubbish away with you as our rubbish bins are only for café use. We provide free tea and coffee for teachers and caregivers.

Alternatively, many schools prefer for the children to have their lunch in the creative play area where they can make dens, climb trees, and find skinks.

Additional Information

We are happy to greet and help with the facilitation of a large group to provide an introduction about the quarry, the planting, and the sculptures. How useful this may be, will depend upon the nature of the group and the teacher's intentions for the excursion.

Hazard and Risk Analysis

The park is a rehabilitation of a former quarry. The terrain and structure left by the quarry developers dictated a trail that includes steps, slopes, and areas close to waterways so there are a number of potentially dangerous places – cliffs, streams and ponds. It is important for their safety that adult supervision of the children is provided.

We recommend a minimum ratio of 1 adult per four children for primary. For intermediate and high school a ratio of 8 children per adult is acceptable. All children are expected to be accompanied by adults and be kept to the pathways. Students are to remain in these groups with their accompanying adults at all times. Supervising adults should be advised of their responsibilities and the behaviour to expect from their students. Help these chaperones by advising them on how to make the visit an effective teaching and learning experience for all students. Accompanying adults are responsible for ensuring that:

- They provide active supervision by staying in close proximity to students and are able to provide immediate assistance or direction
- Students behave in an appropriate manner
- Please be considerate and respectful of other individuals and groups in the park

These notes are designed to help teachers complete Risk Management Statements for a park visit.

We also include a map and safety notes especially for adult chaperones. Please ensure that all volunteer chaperones have a copy before they come.

Close supervision is also important because artists entrust us with sculptures that can be delicate or fragile. We are happy for sculptures to be touched gently as they are very tactile and should be enjoyed for their feel as well as their appearance.

An outline of potential hazards in the park:

Potential hazard	Severity of risk	Likelihood of risk	Level of risk if accident occurs
Slipping or tripping on pathways & steps	Low/minor	rare	Potential cuts, bruises or worst case broken bones
Falling into ponds or down a cliff face	Low/minor	rare	Depending on location it could be extreme
Poisoning from eating plants	Low/minor	rare	Poisoning
Stinging from insects such as wasps	Low/minor	rare	Allergic reaction
Falling rocks, tree limbs, seeds	Low/minor	rare	Bruising and cuts

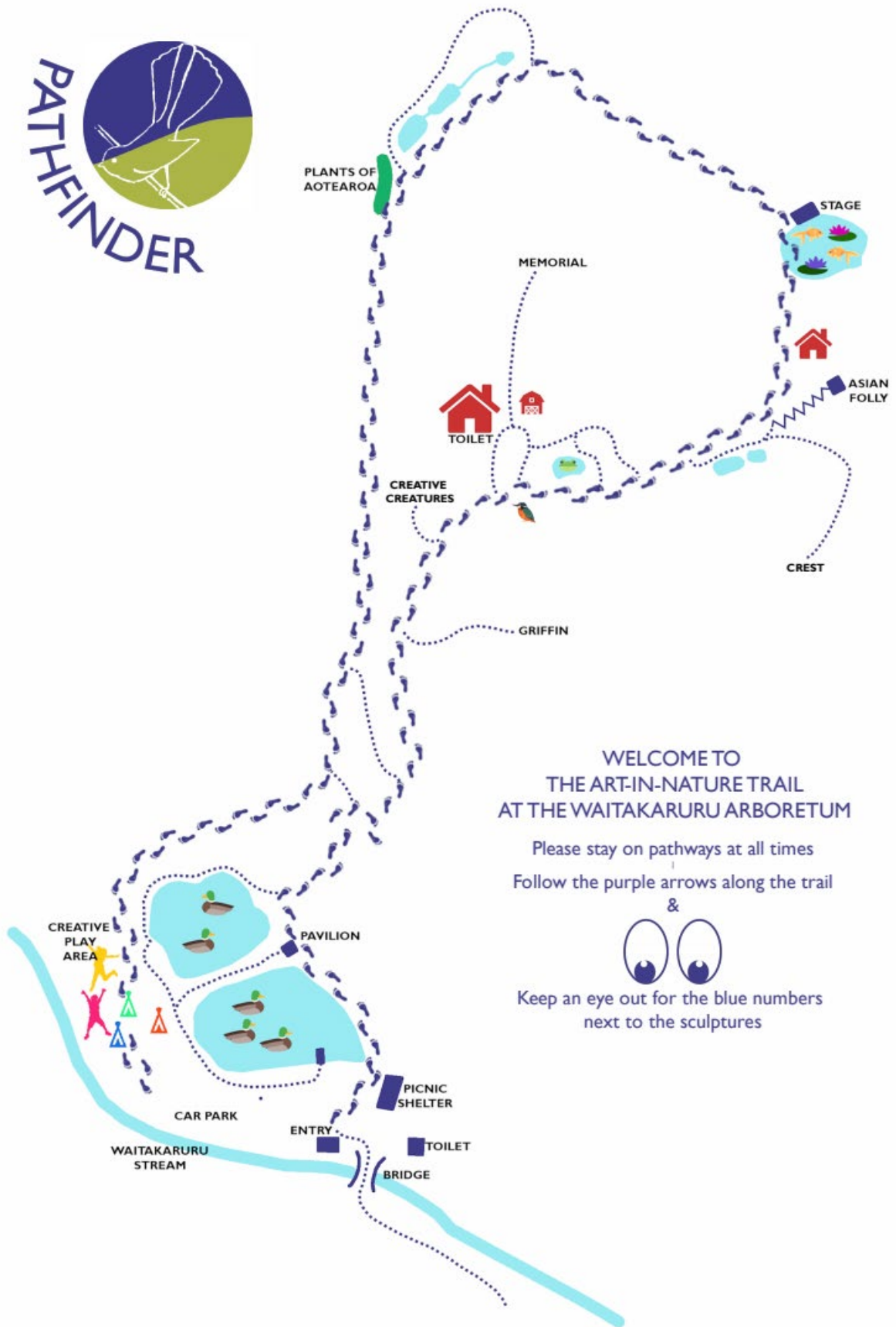
Notes for School Visit Chaperones

Welcome to the Sculpture Park @ Waitakaruru Arboretum

We want to make sure that all visitors are safe and can enjoy their visit here. Please take a look at the map on the back of this sheet and be aware of the following:

- Ensure that everyone keeps on the pathways-- some can be slippery and uneven
- Children need to be supervised closely and within sight at all times because:
 - There are ponds and waterways, cliffs and steep hills
 - There are breakable sculptures and installations—touching sculptures that are close to pathways is usually okay but jumping on them is not
 - Some rock edges are unstable – it can be tempting for children to balance on them
 - Trees shed limbs and seeds from time to time
 - Rocks tumble down onto pathways occasionally
 - Some plants are poisonous
 - There are occasionally insects such as wasps
 - Poisons are located in bait stations and used to kill pests such as possums and rats
- There are two toilets in the park (see map)
- If you are waiting for others, the creative play area at the end of the car park has den-making, skinks, and trees to climb --- a good place to hang out
- Please report any injury to management

We'd also really encourage you to take part in the activities today. Complete your own worksheet and discuss the ideas you have with the kids, remember the park is for everyone!



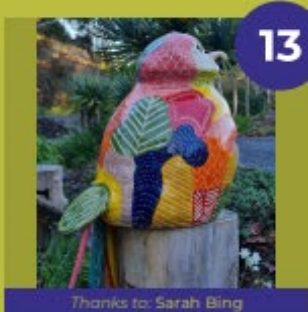
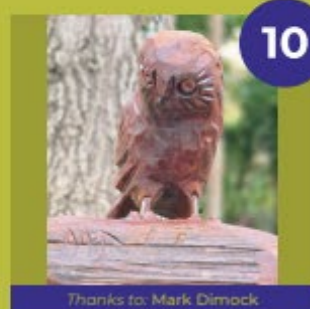
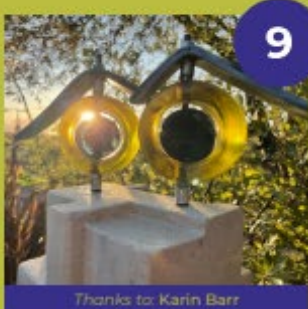
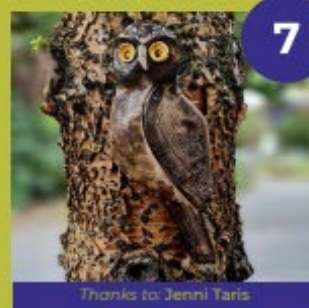
WELCOME TO
THE ART-IN-NATURE TRAIL
AT THE WAITAKARURU ARBORETUM

Please stay on pathways at all times
Follow the purple arrows along the trail
&



Keep an eye out for the blue numbers
next to the sculptures

Find the Roosting Ruru



Did you Know?

Our native owl is known as ruru or morepork. It is a nocturnal bird, sleeping during the day and hunting for moths, mice and other small creatures at night. The ruru's distinctive call is heard in woodland and forests after dark. Birds often choose hollow tree stumps to nest and can be very vulnerable to predators such as possums, cats, stoats and weasels.

How to Play

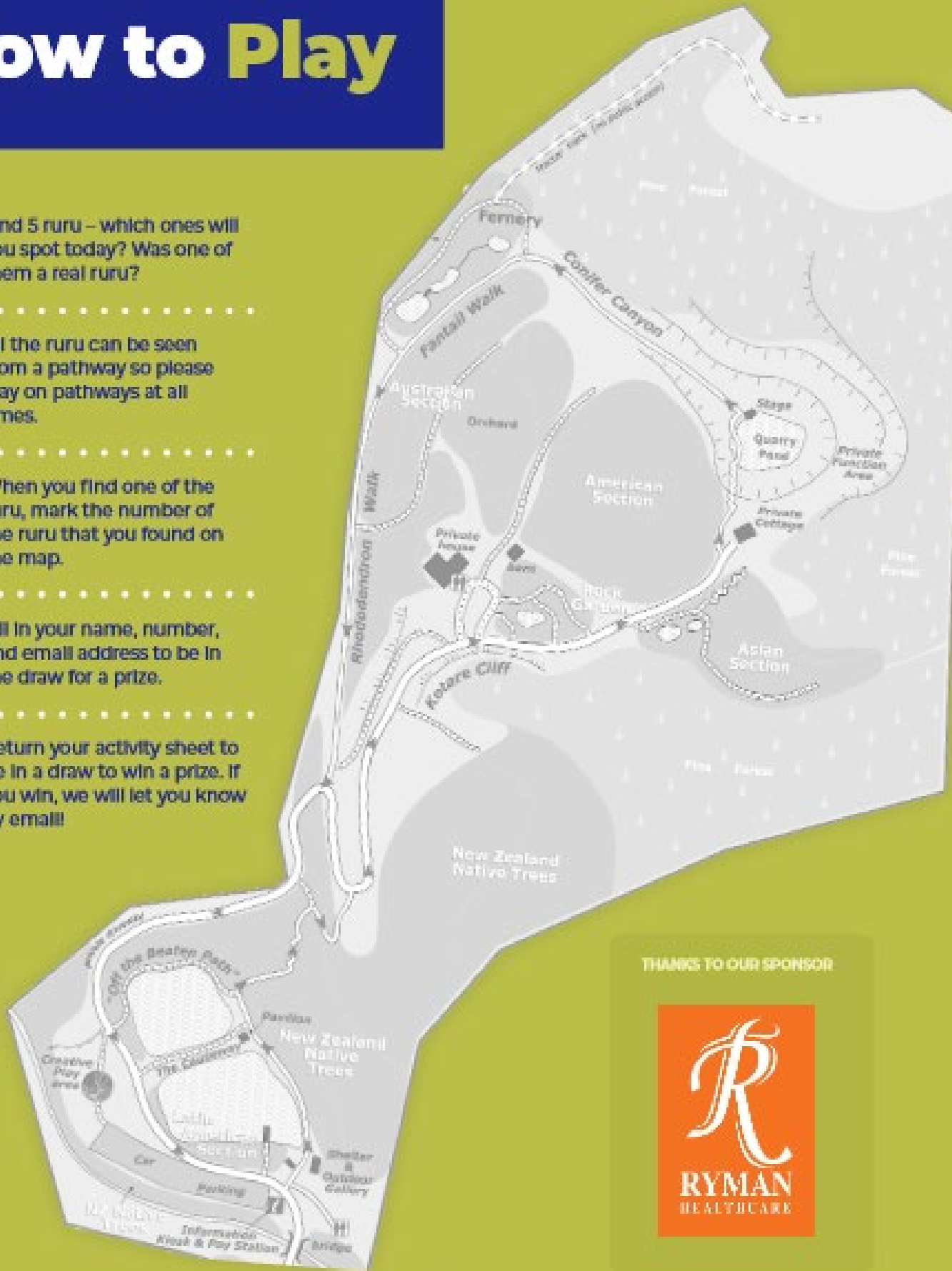
1 Find 5 ruru – which ones will you spot today? Was one of them a real ruru?

2 All the ruru can be seen from a pathway so please stay on pathways at all times.

3 When you find one of the ruru, mark the number of the ruru that you found on the map.

4 Fill in your name, number, and email address to be in the draw for a prize.

5 Return your activity sheet to be in a draw to win a prize. If you win, we will let you know by email!



THANKS TO OUR SPONSOR



Name:

Phone:

Email: