

THE LOST WORDS: THE MISSING PIECE

Art
 Key stage 1/2



OVERVIEW OF THE ACTIVITY

To create two pieces of art in the style of the Lost Words illustrations.

EQUIPMENT REQUIRED

- » The Lost Words book
- » Clipboards, paper, pencils, art materials

LEARNING OBJECTIVES

- » To tell a story using art.
- » To produce two pieces of artwork in the style of Jackie Morris from the 'Lost Words' book.
- » To organise an outdoor art exhibition as a class, showcasing their artwork.

SET UP

Choose a location where pupils can be surrounded by the natural world. If your school grounds do not provide such an environment, consider taking the class to a local woodland, park or beach.

It is likely that you will need more than one session for this task, and you may wish for some of the artwork to be produced inside due to ease of access to artistic materials.

PLENARY

What technique did you use to demonstrate that there was a plant or animal obviously missing from your picture? Do you think it was effective or would you change anything if you were to do it again?

MAIN ACTIVITY

Encourage pupils to look at the illustrations preceding and following one or more of the spells. What do you notice about the two pictures? In what different ways does the artist, Jackie Morris, show that there is something missing from the picture? For example, the painting preceding the Magpie spell shows two empty spaces where the magpies should be, the picture preceding the starling spell shows empty telephone wires, the picture preceding the acorn, shows grassland rather than woodland. Encourage pupils to notice how the artist has used letters within the picture and how the 'lost word' is subtly included in a different colour.

Give pupils time to explore the outdoor area and encourage them to notice the wonders of the natural world. Ask them to notice which species are abundant and to think about how the same area would look if they were no longer there. If you are in a location where any of the 'lost words' are found, either from the book or from the list of others removed from the dictionary, draw pupils' attention particularly toward them.

Pupils could start with sketching the scene that includes their lost word. Ask them to think about how they can make their chosen plant or animal stand out, either size or colour etc. Once they have finished that picture, ask them to use it to think about how they can depict the same scene but to show that their plant or animal is obviously missing from it. Encourage them to think about how the artist Jackie Morris did so in her illustrations. Remind pupils to also include the letters in the same style as was used in the book.

When pupils have completed the two pieces of artwork, the class can organise an exhibition of their work in the outside location where the lesson was set. They can open it up to the rest of the school community and use it to raise awareness of the 'Lost Words'.

EXTENSION ACTIVITIES

This lesson can be done in conjunction with the 'Conjuring Words' lesson. Pupils can write their own spell in the style of Robert Macfarlane's spells about the plant or animal they have drawn.