

# A BILLION DREAMS

A resource pack for  
teachers on gardens

# INTRODUCTION

India: a billion dreams is the first British Council garden at the Royal Horticultural Society (RHS) Chelsea Flower Show. It is designed by award-winning garden designer Sarah Eberle and celebrates the 70th anniversary of the British Council in India. It is inspired by the hopes and dreams of young people in India, and draws on the common love of cricket between the UK and India.

For more than 200 years the RHS has known that plants and gardening make our world a better place. Through our world famous flower shows, gardens and community work we inspire millions of people to garden and grow plants around the world. We believe that more people are losing touch with the natural world, which also puts the future of our planet at risk. By gardening, people can discover the excitement, joy and wonder of reconnecting with nature. We do more to connect children with gardening and plants than any other organisation in the UK and our RHS Campaign for School Gardening helps millions of children to learn through gardening to connect with nature.

This education pack includes background information, discussion points and activities that use gardens to inspire learning across the curriculum. The resources can be used as starting points in individual lessons or as elements of a joint cross-curricular project to develop knowledge, core skills and reflections in your classrooms or with a partner school in your country or overseas.

We hope the British Council Garden and the RHS Chelsea Flower Show will inspire schools all over the world to take part in the RHS Campaign for School Gardening.

Alan Gemmell British Council Director India and Sue Biggs, Director General, Royal Horticultural Society.





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# DID YOU KNOW?

## FASCINATING FACTS TO SHARE WITH YOUR PUPILS.



1. People all round the world have been creating gardens for thousands of years. There is archaeological evidence of gardens from Ancient Egypt dating from about 2,000 BC in temple carvings, texts and paintings and model gardens have also been found in tombs. ([Garden History Matters.com](https://www.gardenhistorymatters.com))
2. The world famous RHS Chelsea Flower show is held every year in the grounds of the Royal Hospital Chelsea in London. It first started here in 1913, although it originally began elsewhere as the RHS Great Spring Show back in 1862 in a single tent.
3. The Royal Hospital where the show takes place is a retirement home for 300 Chelsea Pensioners – men and women who fought in the British army. For five days every year in May, the grounds are transformed into the world's number one flower show.
4. Exhibitors come from around the world to create gardens and displays aiming to win the prestigious gold, silver-gilt, silver and bronze medals and awards.
5. The show is opened by Her Majesty The Queen who is its Patron and 166,000 visitors come to the show each year. The gardens at The RHS Chelsea Flower show are created in just 19 days but despite its name the show is not just about flowers. It also includes full size gardens, flower arranging, educational exhibits and the huge pavilion (the size of 2 football pitches) with floral nurseries where experts talk about their plants and demonstrate crafts.
6. All plants have a name in Latin as well as their more common name. This is to classify or identify them. This system was developed back in the 18th century by a Swedish naturalist called Carl Linneus. Can you find out the Latin names for plants that grow near your school? The following link will help you find out more about Carl Linneus' work: <https://schoolgardening.rhs.org.uk/Resources/Info-Sheet/Carl-Linneus-and-plant-names>
7. All the fruit and vegetables we eat come from parts of plants, but do you know which part of the plant we eat when eating tomatoes, spinach, carrots, peas, cauliflower, rhubarb or onions? See answers below.
8. As well as food, we also use plants for many important things including clothes, shelter, drinks and medicine. If part of your school uniform is made from cotton it started life as a plant!
9. Green plants are the basis of all life on earth so it is very important that we do everything we can in schools to learn to appreciate and protect this vital resource that we all depend on.

Tomato - fruit  
Spinach - leaves Carrots - root  
Peas - seeds and seedpod if mange tout  
Cauliflower - Flower  
Rhubarb - stem  
Onions - bulb

# THE BILLION DREAMS GARDEN



**Curriculum links:** English, Art, Design & Technology

**Core skills:** Digital literacy, creativity and imagination, communication and collaboration, critical thinking and problem solving.

**Learning Objectives:** To explore the processes involved in garden design, experiment with a range of media and interpret a theme to create a miniature garden.

**Resources:** Copies of activity sheets 1 and 2, flat containers such as shallow dishes or seed trays, potting compost, plants and seeds, natural materials such as moss, pine cones and twigs, miniature figures or toys fitting the theme, modelling clay, lollipop sticks and gravel.

## BACKGROUND INFORMATION

Sarah Eberle's design is sparked by the hopes and dreams of young people in India and draws on the UK and India's shared love of cricket. The plants in the garden help to tell these stories. The blue of the Himalayan blue poppy links to the colour of the Indian cricket team's kit and the blue orchids that were first collected in India in 1848 by a British explorer called Thomas Lobb. Sarah notes "having got these concepts in mind I imagined that the garden layout would be broadly based on a Mughal\* garden with the oversize cricket stumps being temple columns and the rill (or stream) replaced by the cricket crease."

**\*Mughal gardens** were built by the Mughals who ruled large parts of India in the sixteenth century. They built gardens that often included straight lines, walled enclosures, pools and fountains.

## ACTIVITIES

Make copies of the designs for The Billion Dreams Garden on activity sheet 1 to share with your pupils.

Ask them to look very carefully at the designs and discuss the following questions in pairs, before sharing their thoughts with the rest of the class.

- What are your first impressions of the garden design?
- What can you see?
- How would you describe it to someone who had never seen it before?
- Why do you think it is called The Billion Dreams Garden?
- What do you think is the theme behind the design?

Explain the concepts behind the garden design to your class. Did anyone spot the cricket motifs? The garden is inspired by the hopes and dreams of young people in India. Discuss your pupils' aspirations for the future. What are their hopes and dreams? Perhaps they could draw or paint images and words linked to these onto pebbles, pots or jam jars to decorate your school garden. You could use the following resources for inspiration:

<https://schoolgardening.rhs.org.uk/resources/activity/painted-pebbles>

<https://schoolgardening.rhs.org.uk/Resources/Activity/Decorate-a-Plant-Pot>

The garden was inspired by the life of India's greatest cricketer, Sachin Tendulkar. Can your pupils find out more about him and decide on the names of figures from their own country that they think could be a source of inspiration for a garden design. Invite them to choose their top three figures and discuss what motifs or design elements might be included in a garden design to celebrate their life and achievements? A musician's garden for example might make links to the instrument they play, whereas a garden celebrating a writer might draw on the books they have written and the things they have written about for inspiration.

The Billion Dreams garden features marble walls with flower patterns made up of semi-precious stones. The walls were built by traditional craft-workers in Jaipur, India. This style of design is called *pietra dura* and features in many Mughal buildings in India like the world-famous Taj Mahal. Sarah worked with the Indian craftsmen on a design of intertwined leaves and flowers including poppies and roses.

Ask your pupils to look carefully at the intricate designs and then create their own colourful floral patterns that include their national flower or plant in the design. Perhaps there might be a wall in your school that you could decorate with your designs.



## ACTIVITY SHEET 1 DESIGN A MINIATURE GARDEN



Sarah Eberle's design for A Billion Dreams Garden

### IN THIS ACTIVITY PUPILS CAN DESIGN AND PLAN A GARDEN AND MAKE A MINIATURE VERSION OF IT USING NATURAL OR FOUND OBJECTS.

Explain that when they create their garden plans, designers follow a 'brief' from their clients. Sarah Eberle has noted how important this is as, "every garden at Chelsea is judged alongside the brief and the final garden that the public sees must respond to this and to the story it sets, or the message it gives."

Divide your class into small groups and give them the following 'brief.'

#### CLIENT BRIEF:

The theme is to develop a garden for a family who are moving to your town from another country. The first

thing you need to do is find out a bit more about them.

#### Fill out the details below:

Who are members of the family?

Do they have any pets?

What will they use the garden for?

Would they like any of the following:

- A children's play area
- A sculpture
- A place to grow vegetables
- A fountain or pond

They don't know much about what grows in your country but would definitely like to have lots of local plants and flowers.

#### Your students might also think about and find out:

- What flowers and plants might provide food or shelter for different animals and insects?
- How could they make their garden more sustainable?

Ask your pupils to work in small groups to complete their brief and design a garden to satisfy their client's needs either on paper or using available software. Then invite them to follow the instructions on **activity sheet 2** to make miniature 3D versions of their designs. This is a great activity for a competition within the class, school or community. You can also download our certificates on **activity sheet 3** to award gold, silver and bronze awards to the winners. Send us pictures of your miniature gardens to [@schoolsonline](https://twitter.com/schoolsonline) via twitter with [#miniaturegarden](https://twitter.com/miniaturegarden).

#### PARTNER SCHOOL ACTIVITIES

If you are working with a partner school you could:

- Share your thoughts about The Billion Dreams Garden.
- Exchange ideas for inspirational figures from your country and the hopes and dreams decorations for your school garden.
- Swap photographs of the designs for your miniature gardens and your decorated wall patterns.

## ACTIVITY SHEET 2

### CREATE YOUR MINIATURE GARDEN

#### EQUIPMENT NEEDED

- Flat containers such as seed trays or supermarket mushroom or grape trays
- Potting compost, plants and seeds
- Collected natural materials such as moss, leaves, pines cones and twigs
- Miniature figures or toys fitting the theme
- Modelling clay, lollypop sticks and gravel

#### STEP BY STEP

1. Ensure your container is clean and has drainage holes. Fill the container with compost; level off with the side of a ruler to create an even surface.
2. Following your plan, add in structures such as gravel paths, a pond, twig fence, stepping-stones or bridge.
3. Place plant material such as carrot, parsnip and celery tops in a dish full of water to sprout into trees in a few days. Small plants such as alpine plants, herbs or rooted cuttings could also be used. Then add natural materials such as twigs, berries, leaves and pinecones to the design if desired.
4. Sow speedy seeds over patches where you want to create a grass effect or micro greens vegetable bed. Sieve a small layer of compost over the seeds. Water well. Leave now for a few days for seedlings to grow.
5. At the last moment, add in cuttings e.g. broccoli florets, herbs, flowers and shrubs as finishing touches to the garden.
6. Add in any figures or toys linked to your garden theme.



CERTIFICATE OF EXCELLENCE

# GOLD AWARD

FOR MINIATURE GARDEN

AWARDED TO

DATE

SIGNED



CERTIFICATE OF EXCELLENCE

# SILVER AWARD

FOR MINIATURE GARDEN

AWARDED TO

DATE

SIGNED



CERTIFICATE OF EXCELLENCE

# BRONZE AWARD

FOR MINIATURE GARDEN

AWARDED TO

DATE

SIGNED



# READY STEADY GROW!

**Curriculum links:** Science, Design & Technology, Personal social and health education.

**Core skills:** Collaboration and communication, critical thinking and problem solving, student leadership and personal development, citizenship, digital literacy

**Learning Objectives:** To give children the opportunity to taste a variety of fruit and vegetables, to grow and observe edible plants.

**Resources:** A variety of unusual fruit and vegetables, containers, compost, seeds, digital cameras

School gardens offer children the chance to get involved in growing food – a skill that will last them a lifetime. This can be on a small or large scale but the RHS' work with schools shows that the direct benefits of gardening for children are wide-ranging and include the following:

- Improves physical and mental well-being
- Builds life skills such as confidence, teamwork and communication
- Enhances literacy, numeracy and oracy skills
- Enriches the entire curriculum from science, maths and geography, to art, design and languages
- Encourages a better and healthier lifestyle
- Teaches about the environment and sustainability
- Helps young people engage with their surroundings better and develop a sense of responsibility.





# ACTIVITY 1

## WHERE IN THE WORLD?

Ask your pupils what they had for breakfast earlier in the day and discuss their answers. Talk about where the various foods come from including its country of origin and which part of the plant they have eaten. Discuss why many foods are imported into this country? Display and discuss a variety of imported fruit and vegetables. Identify their country of origin from the label and link to a world map. Find out which food has travelled the furthest and discuss the environmental impact of this. Could this food be grown in the UK?

Ask children to share their favourite fruit and vegetables with a partner. Record favourites and discuss why they are favourites, e.g. taste, appearance, smell, mum or dad always buys them!

Introduce and show a selection of unusual fruit and vegetables from different countries, e.g. lychee, pink fir potato, kumquat, passion fruit, pak choi, kohlrabi, radicchio. Taste a selection of exotic fruits and vegetables (remind children to wash hands first) and record most/least popular, like/dislike taste, etc. Discuss the new foods and ask whether children would recommend any of them to their families and friends.

Challenge your pupils to trace everything in their school lunch back to a plant. For example if they have a chicken sandwich. The bread is made from wheat, the butter from a cow fed on grass and the chicken to a bird fed on grain!



# ACTIVITY 2 PLANT AND GROW SOME EDIBLE PLANTS

Discuss with your pupils what a plant needs to grow and thrive and try growing some edible plants that your pupils can harvest and eventually eat. This can be done on a small scale. You can grow herbs, cress, lettuce, micro greens or salad leaves in pots on a windowsill. If you have outdoor space you could grow kohlrabi, carrots, courgettes, pak choi, radish, strawberries, potatoes or local produce. Look at the resources from the RHS in the Find Out More section to get you started. Ask your pupils to photograph and record their plants' growth and research recipes that they could use their harvested plants to cook.

You might also become involved in local community growing projects or visit your local allotments if have some near your school.

## OTHER IDEAS:

You could also grow plants to sell at school events, give plants as gifts, host a seed swap, replant an area of the garden or create a whole new garden or growing area.

## PARTNER SCHOOL ACTIVITIES

If you are working with a partner school you could:

- Exchange photographs of your plants at different stages and swap favourite recipes.
- Try growing the same seeds in your different climates and ecosystems and compare the results.





# ENVIRONMENT EXPLORERS

**Curriculum links:** Science, Geography, Mathematics

**Core skills:** Critical thinking and problem solving, digital literacy, communication and collaboration

**Learning Objectives:** To investigate the biodiversity of the school environment.

**Resources:** Magnifiers, sweep nets, pooters, clipboards, identification charts, cameras, drawing tools.

## SCHOOL GARDENS PROVIDE FANTASTIC OPPORTUNITIES FOR YOUR PUPILS TO TAKE THEIR LEARNING OUTSIDE, SPOT WILDLIFE AND EXPLORE THE BIODIVERSITY OF YOUR LOCALITY.

Take your pupils for a walk and explore your school environment and discover the amazing variety of plants from the tallest trees to the tiniest plants. Your pupils could also learn about life cycles and biodiversity through investigating the birds, wildlife and minibests on your doorstep.

Help your pupils to identify the types of plants that grow in and around your school. Ask them to look for interesting leaf and flower shapes, record their size and shape, whether they are symmetrical or asymmetrical, light or dark green or patterned. They could also investigate flower shapes and make observational drawings or take close up photographs.

Encourage your pupils to spot wildlife and find out where different invertebrates live. They could make pit traps, use sweep nets or pooters to collect their minibests and use magnifiers and viewers to examine the creatures carefully. Ask them to spot some common features and make a key, noting the number of legs

and wings of the creatures as well as the differences between them. Can they identify them using the mini beast spotter guide and pollinator spotter guide or if not make up their own suitable names such as The Manylegsasaurus.

They could also carry out some Maths investigations measuring and recording data related to the height of plants and trees using the information on the following link: <https://schoolgardening.rhs.org.uk/Resources/Activity/How-tall-is-that-tree> Try counting the different types of plants that can be identified within the dimensions of a hoop and mapping the ecosystem using this to learn how plants, animals and insects all depend on each other.

Your pupils could also go on a scavenger hunt to investigate the natural environment through touch, making rubbings and collecting a range of objects that link to words such as prickly and soft or rough and smooth.

# ENVIRONMENT EXPLORERS

**FOR ALL THESE ACTIVITIES MAKE SURE YOU TAKE ALL EXPECTED PRECAUTIONS AND FOLLOW HEALTH AND SAFETY GUIDELINES AND PUT THINGS BACK CAREFULLY WHERE YOU FOUND THEM. THE FOLLOWING RESOURCES COULD ALSO HELP YOU TO ENCOURAGE WILDLIFE IN YOUR SCHOOL:**

- A guide to greening your school.  
<https://schoolgardening.rhs.org.uk/resources/info-sheet/a-guide-to-greening-your-school>
- Encouraging wildlife in your school garden.  
<https://schoolgardening.rhs.org.uk/resources/info-sheet/encouraging-wildlife-in-your-school-garden>
- Build a bottle greenhouse.  
<https://schoolgardening.rhs.org.uk/resources/project/building-a-bottle-greenhouse>

- Make a bug hotel, chilli challenge and blooming biodiversity.  
<https://schoolgardening.rhs.org.uk/resources/project/make-a-bug-hotel>  
<https://schoolgardening.rhs.org.uk/resources/project/chilli-challenge>  
<https://schoolgardening.rhs.org.uk/resources/project/blooming-biodiversity>

## PARTNER SCHOOL ACTIVITIES

If you are working with a partner school you could:

- Exchange photographs of your plants at different stages and swap favourite recipes.
- Try growing the same seeds in your different climates and ecosystems and compare the results.





# SCHOOL GARDENS IN DIFFERENT COUNTRIES

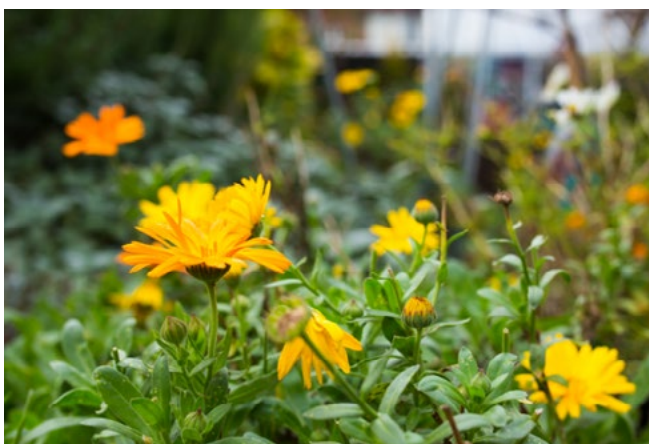
SCHOOLS ACROSS THE WORLD USE THEIR SCHOOL GARDENS FOR A WIDE VARIETY OF INNOVATIVE LEARNING EXPERIENCES FOR THEIR PUPILS. FIND OUT HOW THREE VERY DIFFERENT SCHOOLS IN THE UK, INDIA AND MOROCCO ENHANCE THEIR PUPILS' LEARNING THROUGH THEIR SCHOOL GARDEN BY READING THE CASE STUDIES BELOW.



## THE SECRET GARDEN, CHARLTON MANOR, LONDON

The Secret Garden at Charlton Manor Primary School in London is the heart of school life with many roles including an outdoor learning resource, a place for quiet contemplation, a play area, an area to produce food and a haven for wildlife. From its beginning in 2005, pupils have taken an active part in the garden project. Working with landscape architects they saw their ideas develop from a derelict, overgrown area into a fully functional garden that includes a wildlife pond, bird hide with cameras, heated greenhouse, teaching and seating areas, raised beds, fruit, herb and vegetable growing areas, composting facilities, bees and chickens. This gives the pupils the opportunity to collect and eat fresh eggs and they also have an observation beehive that allows them to see the bees at work in the hive. This gives them real insight into the vital role that bees play in pollination. All pupils play a key role in developing and maintaining the garden and looking after the hens and bees. They also work closely with a farm and have their own allotment plot for growing additional produce. Recent projects involving the use of the school garden include:

- Measuring and growing plants, graphing the results and investigating the effects of weather
- Observing and recording parent bird activity through cameras and calculating the amount of insects being fed over a period of time to the baby birds
- Observing and recording bees collecting pollen.
- Growing vegetables for the school kitchens and a local restaurant.



## SIDI BOUSKRI SCHOOL IN ESSAOUIRA, MOROCCO

At Sidi Bouskri School in Essaouira in Morocco the pupils have been developing their skills in Mathematics by cultivating a grove of olive trees in their school grounds for a number of years. The students carry out various mathematical investigations related to olive oil production from these trees. Their investigations include calculating the yields of each plant, working out how much oil each tree will produce and even how many turns of a circle that a local camel will need to turn to crush to crush the olives. The pupils care of the trees, harvest the olives and produce olive oil, which they sell in the local market.



Planting at Sidi Bouskri School in Morocco





## PSGR KRISHNAMMAL NURSERY AND PRIMARY SCHOOL IN TAMIL NADU, INDIA

PSGR Krishnammal Nursery and Primary School in Tamil Nadu, India has a flourishing garden and the children are very enthusiastic about their school garden activities. The school provides time for the children to plant vegetables including brinjal, (aubergines) plantain trees, potatoes, tomatoes, bitter gourds, chillis and greens as well as local medicinal plants and trees.

By taking part in cross curricular outdoor learning activities in the garden, the children learn how things grow through both theoretical and practical experience preparing the soil, composting, sowing seeds, adding manure and watering the plants each day. Environmental Science topics such as photosynthesis, degradable waste and germination are linked with the school garden activities and the children learn about trees, birds and animals as well as developing skills and values such as decision making, patience, responsibility, understanding and self-confidence.

They learn to understand the importance of a healthy diet by preparing vegetables and healthy salads, and hold celebrations in the garden celebrating green events such as Tree Day and Energy Conservation Day. The school is keen to motivate the pupils to become involved with agriculture and involve their families by providing seeds and saplings for the children to grow at home. In this way they hope to support their community to reduce poverty and aim to ensure that in the future their pupils will be, 'the motivators to support the world to be a beautiful garden of fruits and vegetables without chemicals.'



Tree plantation day at PSGR Krishnammal Nursery and Primary School



Children at PSGR Krishnammal Nursery and Primary School taking saplings home to plant.



# GARDENS AND LITERATURE



## Curriculum links: English

**Core skills:** Creativity and imagination, communication and collaboration.

**Learning Objectives:** To explore an extract from *The Secret Garden* and use it as a basis to draft and write their own versions of the story.

**Resources:** Copies of extract from *The Secret Garden* and door template on appendix 2.

Many cultures have stories and poetry, myths and legends that feature and celebrate gardens. Frances Hodgson Burnett wrote one of the most famous stories in the UK over 100 years ago. *The Secret Garden* tells the story of a spoilt, lonely child called Mary Lennox who lives in India at the start of the book; but when her parents die, she travels to her uncle's grand house called Misselthwaite Manor in Yorkshire, England. This is where she first hears stories about a secret garden in the grounds of the Manor.

The following passage describes her discovery of the door to the mysterious garden one day as she follows a robin:

One of the nice little gusts of wind rushed down the walk, and it was a stronger one than the rest. It was strong enough to wave the branches of the trees, and it was more than strong enough to sway the trailing sprays of untrimmed ivy hanging from the wall. Mary had stepped close to the robin, and suddenly the gust of wind swung aside some loose ivy trails, and more suddenly still she jumped toward it and caught it in her hand. This she did because she had seen something under it—a round knob which had been covered by the leaves hanging over it. It was the knob of a door.

She put her hands under the leaves and began to pull and push them aside. Thick as the ivy hung, it nearly all was a loose and swinging curtain, though some

had crept over wood and iron. Mary's heart began to thump and her hands to shake a little in her delight and excitement. The robin kept singing and twittering away and tilting his head on one side, as if he were as excited as she was. What was this under her hands which was square and made of iron and which her fingers found a hole in?

It was the lock of the door which had been closed ten years and she put her hand in her pocket, drew out the key and found it fitted the keyhole. She put the key in and turned it. It took two hands to do it, but it did turn.

And then she took a long breath and looked behind her up the long walk to see if any one was coming. No one was coming. No one ever did come, it seemed, and she took another long breath, because she could not help it, and she held back the swinging curtain of ivy and pushed back the door which opened slowly—slowly.

Then she slipped through it, and shut it behind her, and stood with her back against it, looking about her and breathing quite fast with excitement, and wonder, and delight.

She was standing inside the secret garden.

## ACTIVITY

Share the passage with your pupils and ask them to discuss the following questions in pairs.

- How do you think Mary is feeling when she finds the door? What words in the passage tell us this?
- Can you describe the way into the secret garden?
- Which phrases in the text heighten the suspense?
- What do you think Mary sees when she steps into the garden?
- Do you think Mary should carry on or turn back? Give your reasons.

Invite your pupils to imagine they are standing in Mary's shoes. Describe what you can see, hear and feel on the other side of the door? What happens next? Does anyone find you? What do you do?

Ask them to work in small groups to create a freeze-frame as Mary opens the garden door and then bring it to life, dramatising what happens next.

Encourage your pupils to use their suggestions to continue the story and write their own next thrilling instalment to *The Secret Garden*. When they are happy with their draft, ask them to draw a box (to fit under the size of the door on the activity sheet) and write their final version to neatly fit in the space. They can then cut out and fold the door template on activity sheet 2 and stick it on top, so that their piece of creative writing is revealed when the door is opened.

If you have a school garden and the weather is fine you could continue reading aloud *The Secret Garden* and compare the original to your pupils' versions or have storytelling circles outside where pupils choose their favourite extracts from books and poems to read aloud. One school in the UK has introduced a fire pit to their school garden where the pupils sit round the campfire on special occasions, toasting marshmallows and telling stories.

### PARTNER SCHOOL ACTIVITIES

If you are working with a partner school you can:

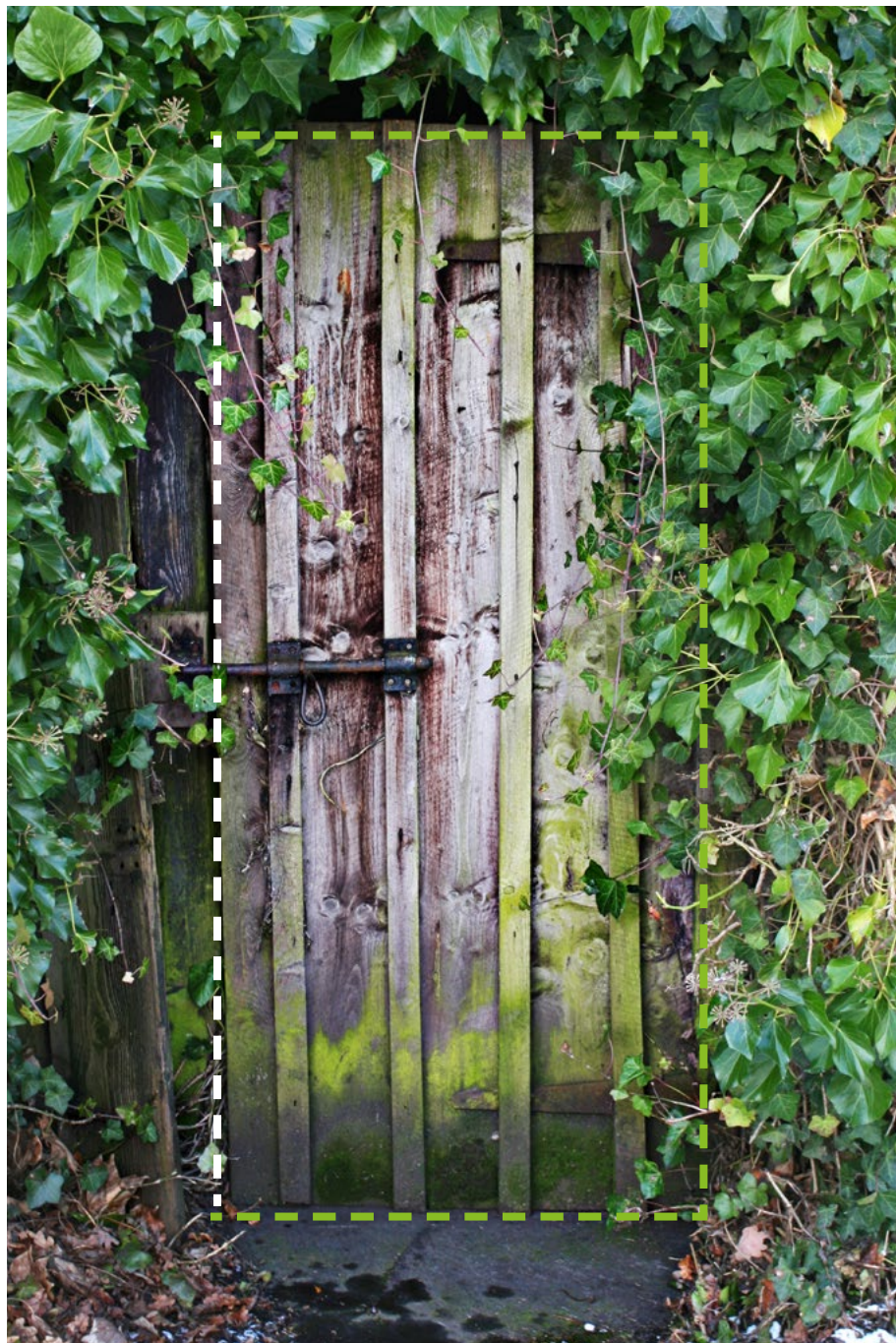
- Exchange information about garden stories and poetry in both countries
- Swap your *Secret Garden* stories or create a book of stories from both schools.



## ACTIVITY SHEET 1 BEHIND THE GARDEN DOOR

### INSTRUCTIONS

- Cut out the box around the door carefully using a craft knife or scissors.
- Cut around three sides of the door.
- Fold along the white dotted side of the door.
- Stick your piece of creative writing about the secret garden behind the door so it is revealed when the door is opened.





# GARDENS, ART AND ARTISTS

**Curriculum links:** Art and design

**Core skills:** Digital literacy, creativity and imagination, communication and collaboration, digital literacy

**Learning Objectives:** To explore different types of artwork linked to plants and gardens, make patterns in their surroundings and use these as a basis for their own creative work.

**Resources:** A selection of drawing tools, sketchbooks, viewfinders, digital cameras, paper, crayons, magnifiers. Access to the internet.



La Gerbe, Matisse (1953)

Many artists from different periods and cultures have created works depicting gardens. These include many famous names from the Impressionist period such as Monet, Renoir and Matisse. Monet in particular painted his own garden and water lily pond many, many times and said that he became an artist because of his own garden at Giverny in France.

## ACTIVITIES

Like the Impressionists, encourage your pupils to draw and paint outside. They can use viewfinders if they are looking at a landscape or magnifiers for close up observational drawings.

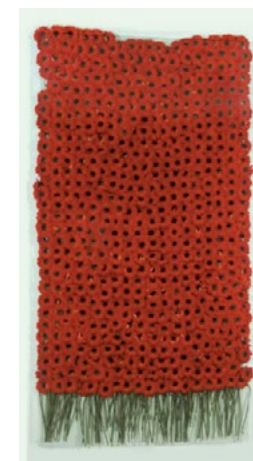
Ask your pupils to collect different interesting leaf shapes and draw or trace round them onto brightly coloured paper and then mount them onto another colour. You can make them larger, turn them around, and place them at angles or upside down in the style of Matisse's famous cut-outs.



Modern and contemporary artists such as Andy Goldsworthy and Anya Gallaccio continue to find inspiration in gardens and nature.

## PRESERVE BEAUTY (2009) BY ANYA GALLACCIO

Preserve Beauty is an installation of five hundred red daisies, which are pressed between a sheet of glass and a wall in a rough grid formation. In time, the flowers begin to decompose. Withering and shrivelling, they fall out of place, or to the floor, slowly rotting. What starts out as pretty and attractive turns dull and crackled, and covered with a fluffy grey mould. In this way, the artist invites us to think about how we understand beauty and how our ideas of beauty change with time.



Courtesy of the artist and Thomas Dane Gallery, London



**LOOK AT ANYA GALLACCIO'S ARTWORK MADE FROM FLOWERS IN THE BRITISH COUNCIL COLLECTION AT:**

<http://visualarts.britishcouncil.org/collection/artists/gallaccio-anya-1963/object/preserve-beauty-new-york-gallaccio-19912003-p7871>

Arrange for your pupils to collect a variety of fallen natural objects such as leaves, stones, grasses, petals or sticks. Emphasise the importance of not disturbing the area whilst you do this and looking for interesting colours, patterns, shapes and textures. Create a natural sculpture in your school grounds using leaves, bark and other natural objects like the one in this photograph.

Ask your pupils to photograph their initial piece and they could also record its decay over a period of time. They could use time-lapse photography software to show the process speeded up.



Alison Willmott

**PARTNER SCHOOL ACTIVITIES**

If you are working with a partner school you can:

- Find out more about artists from each other's countries who created work on nature and gardens.
- Exchange photographs of work and create an online gallery or padlet of photographs showing your school garden in different seasons.





## CELEBRATE YOUR LEARNING

To celebrate your learning, have a picnic outdoors using some of the food you have grown. Invite parents and share the work you have been doing including your stories and artwork. Ask parents about their favourite plants and memories of visiting gardens. This could also be a great opportunity to recruit some volunteers to continue to help develop and maintain your school garden.

### FIND OUT MORE

For additional resources visit the RHS website at:  
<https://schoolgardening.rhs.org.uk/>

Find out how other schools have transformed their school gardens as part of the RHS school gardening campaign at:  
<https://schoolgardening.rhs.org.uk/school-stories?stype=&regionID=&region=&ageGrpID=undefined&ageGrp=&storyTypeID=&storyType=&page=1>

### Useful RHS resources for art and literacy:

Colour all around us  
<https://schoolgardening.rhs.org.uk/Resources/Lesson-Plan/Colour-all-around-us>

Make a rainbow  
<https://schoolgardening.rhs.org.uk/Resources/Activity/Make-a-Rainbow>

Flowers in Shakespeare's plays  
<https://schoolgardening.rhs.org.uk/Resources/Info-Sheet/Flowers-in-Shakespeare-s-Plays>

Historic herbs  
<https://schoolgardening.rhs.org.uk/Resources/Info-Sheet/Historic-Herbs>

### USEFUL RESOURCES FOR GROWING:

Container gardening  
<https://schoolgardening.rhs.org.uk/Resources/Info-Sheet/Container-gardening>

Edible flowers  
<https://schoolgardening.rhs.org.uk/Resources/Info-Sheet/Edible-flowers>

Easy herbs to grow in school gardens  
<https://schoolgardening.rhs.org.uk/Resources/Info-Sheet/Easy-Herbs-to-Grow-in-School>

Health & safety in the garden  
<https://schoolgardening.rhs.org.uk/Resources/Info-Sheet/Health-safety-in-the-garden>

Make a mini allotment  
<https://schoolgardening.rhs.org.uk/Resources/Activity/Make-a-mini-allotment>

Saucer veg  
<https://schoolgardening.rhs.org.uk/Resources/Activity/Saucer-veg>

### RHS VEGETABLE CROP SHEETS:

Carrot crop sheet  
<https://schoolgardening.rhs.org.uk/Resources/Activity/Carrot-crop-sheet>

Courgette crop sheet  
<https://schoolgardening.rhs.org.uk/Resources/Activity/Courgette-crop-sheet>

Radish crop sheet  
<https://schoolgardening.rhs.org.uk/Resources/Activity/Radish-crop-sheet>

Onion crop sheet  
<https://schoolgardening.rhs.org.uk/Resources/Activity/Onion-crop-sheet>

Salad leaf crop sheet  
<https://schoolgardening.rhs.org.uk/Resources/Activity/Salad-leaf-crop-sheet>

## CELEBRATE YOUR LEARNING

### FICTION BOOKS ABOUT GARDENS

The Secret Garden by Frances Hodgson Burnett

The Tiny Seed by Eric Carle  
<https://www.youtube.com/watch?v=Is6wTeT2cKA>

Tom's Midnight Garden by Philippa Pearce

The Promise by Nicola Davies  
<http://www.foodrepublic.com/2014/11/24/10-things-you-didnt-know-about-carrots/>

Education Pack written by Alison Willmott.

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