

# Mark Making : Art : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore ways of drawing lines when joining one point to another.	In this first lesson, children will begin by listening to the story 'The Dot' by Peter H. Reynolds, learning how the smallest mark like Vashti's dot, can be a piece of art. Children will then be guided through how to hold a pencil correctly before practising drawing a range of different lines.	<ul style="list-style-type: none"> <li>Can children hold a pencil correctly?</li> <li>Are children able to connect one point to another?</li> <li>Can children use pressure to change the appearance of a line?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Line Cards</li> <li>The Dot by Peter H. Reynolds</li> <li>Chalk (FSD? Activity only)</li> </ul>
<b>Lesson 2</b>	To create patterns using repetition.	Following on from the previous lesson, children will look in more detail at the techniques they can use to change the appearance of lines by using different grades of pencil or by using different pressure. Children will then go on to learn how to create patterns by using repetition. As an alternative activity, children will be encouraged to make magic with crayons and watercolours.	<ul style="list-style-type: none"> <li>Are children able to use repetition to create pattern?</li> <li>Can children make choices about which pencil to use when drawing patterns?</li> <li>Are children beginning to have control over the marks they make?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Template 2A/2B/2C</li> <li>Line Cards</li> <li>Sketchbooks (Or plain paper)</li> <li>White wax crayons (FSD? Activity only)</li> <li>Watercolour Paints (FSD? Activity only)</li> <li>Plain Paper (FSD? Activity only)</li> </ul>
<b>Lesson 3</b>	To understand and experiment painting with a paintbrush.	This lesson focuses on how to use a paintbrush. First, children will learn how to hold and 'load' the paintbrush before looking at what makes a good brushstroke. Your class will begin to experiment with brushstrokes to create lines and shapes.	<ul style="list-style-type: none"> <li>Can children hold a paintbrush correctly?</li> <li>Can children say what happens if they apply too much pressure on the brush?</li> <li>Are children able to use different techniques when painting?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Card 3A/3B/3C</li> <li>Paper, paint, paintbrushes</li> <li>Painting Pictures Worksheets (FSD? Activity only)</li> <li>Painting Technique Mat (FSD? Activity only)</li> </ul>
<b>Lesson 4</b>	To experiment with a variety of mark making and materials.	In this penultimate lesson, children will be introduced to the term 'texture' and will learn how to describe texture using adjectives, after which, children will learn how to create rubbings using materials and different mediums. Alternatively, children will go on a hunt outside for different materials to experiment making marks with.	<ul style="list-style-type: none"> <li>Can children use a range of mediums and materials to create texture?</li> <li>Are children able to describe texture using adjectives?</li> <li>Can children say which medium they preferred using and why?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Station Labels</li> <li>Medium Card Labels</li> <li>Adjective Word Mat</li> <li>Materials for rubbings</li> <li>Pencils, chalks, crayons, charcoal</li> <li>Sketchbooks</li> </ul>
<b>Lesson 5</b>	To imitate and create art in the style of Paul Klee.	In this final lesson, children will be introduced to the famous artist Paul Klee. They will look at examples of his work and think about what techniques he used in his paintings. Children will then use everything they have learnt to finish a piece of art by Paul Klee. As an alternative activity, children to be given the freedom to apply the techniques they have learnt in their own piece of art.	<ul style="list-style-type: none"> <li>Are children able to use different techniques to complete a piece of art work?</li> <li>Can children reflect on their learning and say what they have done well?</li> <li>Can children imitate art by a famous artist?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Paul Klee Art</li> <li>Paint, pencils or felt tips</li> <li>Cartridge paper (FSD? Activity only)</li> </ul>

# Colour Creations : Art : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to identify colours and the objects that are associated with them.	Children to explore and find different colours. They will be challenged to express their views on their favourite colour and represent this in objects that are of the same colour.	<ul style="list-style-type: none"> <li>Can children name a variety of colours?</li> <li>Can children choose a favourite colour and give reasons for their choices?</li> <li>Can children identify objects that are associated with various colours?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Paints/pastels (FSD? activity only)</li> <li>Old CDs to look at</li> </ul>
<b>Lesson 2</b>	To be able to identify primary colours.	Children to learn about and identify the primary colours. They will explore works of art by artists that use primary colours, such as Piet Mondrian, and create their own versions in this artistic style.	<ul style="list-style-type: none"> <li>Do children know what primary colours are?</li> <li>Do children know who Piet Mondrian is?</li> <li>Can children create artwork in the style of Mondrian using primary colours?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Help Sheet</li> <li>Worksheet 2A</li> <li>White A4 card</li> <li>Masking tape</li> <li>Red, blue and yellow paint</li> <li>Red, yellow and blue paper (FSD? activity only)</li> <li>Strips of black paper (FSD? activity only)</li> <li>Glue and scissors (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to mix primary colours to create secondary colours.	Children to explore mixing the primary colours together to create a secondary colour. They will learn about colour wheels and how to create different shades of one secondary colour.	<ul style="list-style-type: none"> <li>Do children know what primary colours are?</li> <li>Do children know what secondary colours are?</li> <li>Can children mix primary colours to create secondary colours?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Red, yellow and blue paints</li> <li>Flower Templates (FSD? activity only)</li> <li>Vase Template (FSD? activity only)</li> <li>Colour Wheel (FSD? activity only)</li> <li>Food colouring and clear plastic containers</li> </ul>
<b>Lesson 4</b>	To be able to create light and dark shades of colour.	Children to learn about creating light and dark shades of a colour. They will then use these techniques to create their own artwork using one colour but different shade variations.	<ul style="list-style-type: none"> <li>Do children know how to create lighter shades of a colour?</li> <li>Do children know how to create darker shades of a colour?</li> <li>Can children create monochrome works of art by mixing shades of one colour?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>White and black paints</li> <li>Coloured paints</li> </ul>
<b>Lesson 5</b>	To be able to produce art based on the work of Kandinsky.	Children to learn about Wassily Kandinsky and explore his different works of art. They will then create their own interpretations influenced by Kandinsky's style.	<ul style="list-style-type: none"> <li>Do children know who Kandinsky is?</li> <li>Can children use their knowledge of colour to create artwork in the style of Kandinsky?</li> <li>Can children evaluate their finished artwork and state what they think and feel about it?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Card</li> <li>Paints/pastels/crayons</li> <li>Coloured paper</li> <li>Worksheet 5A (FSD? activity only)</li> <li>Squares of plain paper (FSD? activity only)</li> </ul>

# Self-Portraits : Art : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To investigate famous self-portraits.	In this lesson the children will learn about the difference between portraits and self-portraits. They will discuss and evaluate different existing works of art including some by Matisse, Kahlo, Rembrandt, Van Gogh and others.	<ul style="list-style-type: none"> <li>Can children say what they like or dislike about a portrait or self-portrait?</li> <li>Are children able to describe a portrait or self-portrait using simple adjectives?</li> <li>Can children describe the difference between a portrait and a self-portrait?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Portrait Cards 1A</li> <li>Worksheet 1A/1B</li> <li>Word Cards 1A</li> <li>Word Bank 1A</li> <li>Portrait Cards 1B (FSD? Activity only)</li> <li>Scavenger Hunt Cards 1A (FSD? Activity only)</li> </ul>
<b>Lesson 2</b>	To use collage to create a self-portrait.	This lesson will focus on collage as a medium to create self-portraits in. The children will look at and discuss different forms of collage before having a go at creating a self-portrait collage themselves. In the alternative activity, children look at Julian Opie's style of portrait, and use collage to create their own versions.	<ul style="list-style-type: none"> <li>Can children describe what a collage is?</li> <li>Can children create a simple collage self-portrait using shapes for their features?</li> <li>Are children able to create shadows using different shades of coloured paper?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>A4 photographs of each child</li> <li>Magazines and newspapers</li> <li>Collage Sheets 2A</li> <li>Glue</li> <li>Features Cards 2A (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To investigate the different kinds of sketching pencils.	Challenge your class to experiment and explore the marks they can make with different grades of pencil. Your class will explore pencils and the letters on them, defining what they mean and making links with different kinds of sketching as they explore.	<ul style="list-style-type: none"> <li>Are children aware that there are different types of pencils?</li> <li>Can children practise making different kinds of marks with different pencils?</li> <li>Can children make comments on the kinds of marks they can make with different pencils?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Sketching pencils (at least 2H, HB, 4B)</li> <li>Features Cards 3A</li> <li>Teacher Notes 3A</li> <li>Word Stickers 3A</li> <li>Word Mat 3A</li> <li>Portrait Sheet 3A (FSD? activity only)</li> <li>Optional - Pale photographs of the children (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To investigate different paints.	In this lesson, children will explore and discuss a range of paints, and the different effects they can be used to create. In their independent activities they compare and contrast the use of watercolour paint and poster paint by completing the same picture in each type of paint, and discussing the outcome and their preferences.	<ul style="list-style-type: none"> <li>Can children name some different kinds of paint?</li> <li>Are children able to describe differences they notice in different paints?</li> <li>Can children choose which paint is more suitable for a desired purpose?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Picture Card 4A</li> <li>Watercolour &amp; poster paint</li> <li>Paintbrushes (ideally two per pupil)</li> <li>Word Stickers 4A (FSD? activity only)</li> <li>Technique Sheet 4A (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To create our own self-portrait.	Children will explore their features closely in this lesson, looking at the shape of each feature, and the position on the face. They will also discuss why people create self-portraits, what they want to portray, and how they might do this using colour, poses or even objects. Children then sketch and paint their own portrait. Alternatively, the children create a silhouette profile portrait that reflects aspects of themselves.	<ul style="list-style-type: none"> <li>Can children identify shapes in a face?</li> <li>Are children able to place facial features fairly accurately?</li> <li>Can children make choices about how they will create their artwork?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mirrors</li> <li>Plain paper</li> <li>Template 5A</li> <li>Sketching pencils</li> <li>Watercolour/poster paint</li> <li>Photographs of the children in profile</li> </ul>
<b>Lesson 6</b>	To create a self-portrait from clay.	Children will first learn how sculptures can also be a form of portrait, and will look at examples made from wood, stone and metal. After exploring some different clay-work skills, children will then create a self-portrait from clay.	<ul style="list-style-type: none"> <li>Are children able to manipulate clay in simple ways to create desired shapes?</li> <li>Can children use tools to help them manipulate clay in different ways?</li> <li>Can children make appropriate choices of colour to finish their sculpture?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Clay</li> <li>Clay tools</li> <li>Mirrors</li> <li>Clay Techniques Sheet 6A</li> <li>Optional: Paperclips</li> </ul>

# Yayoi Kusama : Art : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To learn about who Yayoi Kusama is.	In this first lesson the children will be introduced to Yayoi Kusama and her artwork. They will engage in discussion about her work and the similarities and differences between each of her pieces. They will be asked to spot the key theme throughout her work... dots! As their independent work, the children will create a page in their sketchbook about Kusama and her work, including some attempts to create marks in different mediums to mimic her style.	<ul style="list-style-type: none"> <li>Can children experiment with different materials to make marks?</li> <li>Are children able to join in discussions about a famous artist's work?</li> <li>Are children able to mimic the art of a famous artist?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Question Speech Bubbles 1A/1B</li> <li>Picture Cards 1A</li> <li>Fact Strips 1A</li> <li>Challenge Card 1A</li> <li>Different art materials, e.g. felt pens, coloured pencils, pastels, dot stickers, etc.</li> <li>Worksheet 1A (optional)</li> <li>Bob Template 1A (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To experiment with different techniques for creating polka dots.	In this lesson the children will experiment with different ways that they can create dots using different mediums and techniques. Inspired by either your class discussion, or the story of 'The Dot' by Peter H Reynolds, your class will use this time to develop their knowledge and opinions of different techniques.	<ul style="list-style-type: none"> <li>Can children experiment with different mediums to create a polka dot pattern?</li> <li>Are children able to use different tools to experiment when making polka dot patterns?</li> <li>Can children experiment with the kind of polka dot patterns they're making?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A</li> <li>Challenge Card 2A/2B</li> <li>Different art mediums to experiment with</li> <li>Different tools to use e.g. brushes, bingo dabbers, bubble wrap, cotton buds, etc.</li> <li>Title Card 2A</li> <li>A copy of 'The Dot' by Peter H Reynolds (FSD? activity only)</li> <li>Station Cards 2A (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To recreate a piece of artwork using collage.	In this lesson the children will explore Kusama's 'The Obliteration Room'. They will discuss how they think it was made before watching videos about the installations in various galleries. They will then use collage to recreate the artwork in different ways.	<ul style="list-style-type: none"> <li>Can children respond to a piece of artwork appropriately?</li> <li>Are children able to use accurate cutting skills to cut out circles?</li> <li>Can children attempt to recreate a piece of artwork by a famous artist?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Coloured Circles 3A</li> <li>Coloured paper</li> <li>Coloured sticky dots (optional)</li> <li>Plain paper</li> <li>Pre-prepared white 3-D objects (FSD? activity only)</li> <li>Plaque Card 3A</li> </ul>
<b>Lesson 4</b>	To create a 3-D form from clay using the rolling technique.	This lesson focuses on Kusama's pumpkin sculptures and their form. The children will explore and discuss the shape of the pumpkin sculptures and think about how they would describe this shape. They will then go on to create this shape out of clay using instructed steps, or working on the shape themselves. They will focus mainly on the 3-D shape for their sculpture.	<ul style="list-style-type: none"> <li>Can children comment on the shape and form of 3-D objects/sculptures?</li> <li>Are children able to use the rolling technique to manipulate clay to the desired form?</li> <li>Can children recreate the form of a pumpkin, inspired by Kusama's sculptures?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Card 4A/4B</li> <li>Clay</li> <li>Clay tools to cut and roll on</li> <li>Coloured modelling clay/plasticine in at least two colours (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To use paint to recreate a painting in the style of Kusama's pumpkins.	In this final lesson the children will draw on their earlier experimentation with creating dots using paint to recreate Kusama's pumpkins. The children will either decorate their sculptures from last lesson, or create a painting using their chosen dot techniques.	<ul style="list-style-type: none"> <li>Can children make observations about a piece of artwork's colours and patterns?</li> <li>Are children able to make choices about the tools and techniques they use when painting?</li> <li>Can children recreate an effect using different-sized dots?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Paints (poster paints)</li> <li>Paintbrushes</li> <li>Pumpkin Template 5A</li> <li>Picture Cards 5A</li> <li>Challenge Card 5A</li> <li>Individual Background Template (FSD? activity only)</li> </ul>

# Earth Art: Art : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore ways of painting on rocks.	Children will learn that different cultures painted images on rocks to tell stories. They will see examples of modern rock painting and will make their own pet rocks.	<ul style="list-style-type: none"> <li>Can children re-create an image with paint?</li> <li>Can children paint on a foreign surface?</li> <li>Do children understand painted images can be used to tell stories?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Rocks/pebbles/stones</li> <li>Craft materials and adhesive eyes</li> <li>Image Cards A/B/C</li> <li>Picture and Word Grids (for FSD? activity only)</li> <li>Rock Story Example (for FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to make sculptures with sticks and twigs.	Children will explore what sculptures are and will look at sculptures created from natural materials. They will learn the names of famous artists who use sticks and twigs to make sculptures. They will use collected sticks and twigs to make their own sculptures.	<ul style="list-style-type: none"> <li>Do children understand that sculptures can be made from natural materials?</li> <li>Can children make simple sculptures using play-dough and sticks?</li> <li>Can children create a sculpture from provided images?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Sticks, twigs, matchsticks, cardboard squares and play-dough</li> <li>Frame Instructions (for FSD? activity only)</li> <li>Image Instructions (for FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to make animal pictures with leaves.	Children will explore Rangoli patterns made from flowers and leaves. They will learn how to work with leaves found in the garden to make leaf animal pictures. They will use their fine motor skills to work carefully with fragile materials.	<ul style="list-style-type: none"> <li>Can children use leaves to create a picture?</li> <li>Do children use layering and spatial skills to create a picture?</li> <li>Can children use their imagination to interpret pictures made with natural materials?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Animal Stencils</li> <li>Worksheet 3A/3B</li> <li>Paper and pencils</li> <li>Nature Tile Instructions (for FSD? activity only)</li> <li>Clay (for FSD? activity only)</li> <li>Watered-down white paint (for FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To learn how to weave with natural materials.	Children will explore the ancient art of loom weaving and how it is done. They will begin to understand how weaving works and that many fabrics they wear are woven. Children will use natural materials to make a loom frame and create their own weave.	<ul style="list-style-type: none"> <li>Can children create a basic frame to be used for weaving?</li> <li>Do children know how to follow instructions?</li> <li>Can children talk about some artistic methods and techniques and explain what they are used for?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Teacher Instructions</li> <li>Weave Challenge Cards</li> <li>Instruction Card 4A/4B</li> <li>Ojibwe Story (for FSD? activity only)</li> <li>Dream Catcher Images (for FSD? activity only)</li> <li>Dream Catcher Instructions (for FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore ways of making mandalas	Children will learn about the Indian mandala and why it is important to the Indian culture. They will look at mandala patterns and explore symmetrical designs. Children will use templates and colouring tools to create their own mandalas.	<ul style="list-style-type: none"> <li>Can children recognise and create patterns?</li> <li>Do children understand how to make a mandala?</li> <li>Can children use their fine motor skills to produce attractive pieces of art?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Cards 5A/5B/5C</li> <li>Coloured felts and pencils</li> <li>Mandala Images (for FSD? activity only)</li> <li>Plastic bags (for FSD? activity only)</li> <li>Natural materials (for FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To be able to make a collage using natural materials.	Children will explore the collage technique and the types of materials people use to make them. Children will collect their own materials from nature and follow steps to create their own collage of a particular scene.	<ul style="list-style-type: none"> <li>Can children re-create a scene using natural materials?</li> <li>Do children know how to solve problems in art?</li> <li>Can children evaluate their own art work and others?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Collage Templates</li> <li>Scene Images</li> <li>Worksheet 6A</li> <li>Two Stars and a Wish Cards</li> <li>United Kingdom Map (for FSD? activity only)</li> </ul>

# Henri Rousseau : Art : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand about the life of the artist Henri Rousseau	Children to learn about the life and explore works by Henri Rousseau. They will create fact booklets or create posters to explain to others the life of Rousseau.	<ul style="list-style-type: none"> <li>Can the children tell you who Henri Rousseau was?</li> <li>Can the children describe what skills he used?</li> <li>Can the children tell you about a Henri Rousseau painting?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fact Cards</li> <li>Booklet Template A/B/C</li> <li>Henri Rousseau information books</li> <li>Plain paper (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore and use the skills and techniques used by Henri Rousseau.	Children to learn that Rousseau was a self trained painter and never went to a jungle, instead he studied plants in the botanical gardens in Paris. Children will enjoy exploring real plants and flowers using a skills poster to develop their sketching skills.	<ul style="list-style-type: none"> <li>Can the children talk about the artist Henri Rousseau?</li> <li>Ask the children to recall what skills Henri Rousseau used to create his art?</li> <li>Can the children tell you which skills they used to create their pieces of art?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Rousseau Key Features Poster</li> <li>Worksheet 2A/2B/2C</li> <li>A selection of plants</li> <li>Pencils, colouring pencils or paints</li> <li>Flower Print Instruction Sheet (FSD? activity only)</li> <li>Paints and printing resources (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To understand the meaning of Henri Rousseau's genre, Portrait-Landscape.	Children to explore famous portraits and landscapes. They will learn that Rousseau claims to have invented a new genre of 'Portrait-Landscapes'. Children to create their own Portrait-Landscape picture.	<ul style="list-style-type: none"> <li>Can the children tell you about the genre Portrait-Landscape?</li> <li>Can the children use Rousseau's skills to create a landscape portrait?</li> <li>Can the children use their knowledge to answer the questions on the final slide?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>Landscape Cards</li> <li>Challenge Cards</li> <li>Paper and paints</li> <li>Shoebox Model Design Sheet (FSD? activity only)</li> <li>Shoebox Model Example Sheet (FSD? activity only)</li> <li>Shoeboxes, paper and collage materials (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To understand about the animals in Rousseau's paintings.	Children to explore animals in Rousseau's paintings, in particular the pouncing animals. They will then design animal masks in the style of his works.	<ul style="list-style-type: none"> <li>Can the children explain how they feel after looking at Rousseau's paintings?</li> <li>Can the children to explain why Rousseau was inspired to paint these animals?</li> <li>Can the children create an animal mask in the style of Rousseau?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mask Design Sheet</li> <li>Evaluation Sheet 4A/4B</li> <li>Evaluation Cards</li> <li>Animals Mask Example Sheet</li> <li>Henri Rousseau Key Features</li> <li>Mask materials e.g. paper plates, paper etc</li> <li>Painting Example Sheet (FSD? activity only)</li> <li>Variety of natural objects (FSD? activity only)</li> <li>Camera (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To use their imaginations and skills to paint their own pieces of art.	Children to evaluate all they have learnt about Henri Rousseau. They will discuss some of Rousseau's paintings and the use of his imagination. The children will be challenged to imagine a place they've never been to before, re-create it in the style of Rousseau and include a portrait of themselves within the picture.	<ul style="list-style-type: none"> <li>Can the children recall the facts they have learnt about the artist Henri Rousseau?</li> <li>Can the children create a Rousseau-inspired painting using the skills and techniques they have learnt?</li> <li>Can the children tell the false statements from the true?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Rousseau Key Features Sheet</li> <li>Worksheet 5A/5B/5C</li> <li>Picture Cards A/B/C</li> <li>Paper, paints</li> <li>Categories Worksheet (FSD? activity only)</li> <li>A3 paper, paints (FSD? activity only)</li> </ul>