## Learning Objectives

To experiment with the pigments in natural products to make different colours

**Success criteria:**
- I can identify and collect coloured natural items to paint with
- I can investigate which natural items make the most successful colours
- I can create paints using all natural ingredients as cave artists did

**National curriculum links:**

- **Art**
  - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
  - Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design

- **History**
  - Learn about changes in Britain from Stone Age to Iron Age

## Before the Lesson

- Watch teacher video: *Prehistoric Palette*
- Sketchbooks
- Natural products to supplement the children’s
- Coloured spices such as turmeric, paprika, cinnamon, nutmeg
- Flour
- Water
- Brushes
- Plastic pots or cups
- Palettes for colour mixing
- Thick paper or card (one sheet per pupil)
- Couscous, bulgur wheat, lentils, coarse flour, seeds, sand or modroc
- Glue

## Attention Grabber (10 minutes)

Recap the colours used in prehistoric art and why they are limited to these.

People from the Stone Age didn’t have access to paints, so they had to use natural objects to create marks and shapes, eg: crushed berries, burnt wood, plants, animal fats mixed with natural pigments.

Show some of the cave painting images from Lesson 1 again and, if useful, keep them displayed throughout the activity.

### Natural Colours Walk

Take children outside to look at different colours found in nature, or collect some items yourself before the lesson. Ask them to find things they could draw or paint with (green leaves, mud, twigs, grass, petals from flowers, berries, fruit).

## The Main Event (30 minutes)

Back in the classroom, children experiment with the natural objects they found, using them to make marks with white paper and discussing in groups which work well and which don’t. Get them to think about why this is. Eg: It’s too dry, the pigments aren’t strong enough, etc.

### Natural paint

Next, they are going to make their own paint from natural products. Start by creating a base (a liquid medium to hold the colour) from flour and water mixed into a paste the consistency of paint. Model how to add a pigment, such as turmeric or paprika to make a different colour.

Give pupils a palette with some flour and water mixture and ask them to experiment with mixing their own colours from the spices and things found in their walk, into the flour.

## Key Questions

- What is artists’ paint made from?
- Where does the colour in paint come from?

## Differentiation

- **Pupils needing extra support:** Might need help mixing colours and extra support finding successful solutions.
- **Pupils working at greater depth:** Ask them to make more advanced colours by manipulating the natural products to suit their own intentions.
Note: Try to provide colours that are only found in Stone Age art, such as yellow, red, brown and black - even purple. Green and blue and don’t really feature in cave paintings because they were hard to make and find.

Get children to experiment with this new paint in their sketchbooks, making a mark with it, then writing next to it how they made it. They could try painting some simple shapes, patterns and symbols.

Creating a Cave Wall

Explain that although we usually work on smooth paper, people in the stone age would have to paint on the walls of caves. Hold up different materials that they could use to recreate the rough texture of a cave wall, showing them how to stick down objects, then paint over the surface when dry.

Pupils create textured backgrounds by using modroc dipped in water or by gluing down couscous, bulgur wheat, lentils, coarse flour, seeds or sand, etc to strong card then painting over the rough surface using their natural paints or natural coloured poster paint.

Wrapping Up (10 minutes)

Ask pupils to share their work, showing the different coloured natural paints they were able to create. As a class, discuss how the most successful colours were made and why this might be.

Get them to consider what they like and dislike about their natural paint and whether they think it’s better or worse than the paints the usually use.

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<tr>
<th>Assessing Pupils’ Understanding and Progress</th>
<th>Next Steps</th>
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<td><strong>Pupils with secure understanding indicated by:</strong> A good understanding of colour mixing from natural pigments, evidenced by the record of mixed colours in sketchbooks.</td>
<td>Art &gt; Y3 &gt; Cave Paintings &gt; Lesson 4: Painting on the Cave Wall</td>
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<tr>
<td><strong>Pupils working at greater depth indicated by:</strong> A wide range of experimentation and mark making, showing advanced colour mixing and blending of pigments to create new colours.</td>
<td>Art &gt; Y3 &gt; Cave Paintings &gt; Lesson 4: Painting on the Cave Wall</td>
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