



ACTIVITY PLAN: Make your own Cave Painting!

Resources required

Long sheet of paper - slightly wrinkled to represent the cave wall to be painted, sticks of charcoal, feathers, water, earth-coloured powder paints, small pieces of chamois leather (or similar) wrapped around and attached to sponges on sticks to form a 'drumstick'. In addition, you may need aprons - it could get messy - and torches.

National Curriculum Links

History: understand how our knowledge of the past is constructed from a range of sources (archaeology/material remains, including cave paintings); understand similarity and difference between now and the past; understand the significance of the past; know about contrasts and trends over time.
Art & Design: produce creative work; become proficient in other art, craft and design techniques (working with a range of materials and tools); evaluate and analyse creative works using the language of art, craft and design; understand the historical and cultural development of their art forms; improve their mastery of art and design techniques with a range of materials and tools
Science: Everyday materials - properties and changes - charcoal, feathers, powder paints and water, sponges, chamois leather etc.
Design & Technology: Explore, analyse and evaluate a range of existing products.
PSHE/Citizenship: (old curriculum) 1. Developing confidence 2. Preparing to play an active role 4. Developing good relationships.

Learning Objectives/WALT

To know something about cave paintings
 To experience some of the 'realities' of making cave paintings.

Learning Outcomes/success criteria/WILF

I can decide which images are included and give reasons why.
 I can use some of the materials people in the Stone Age may have used to create images.

CONTENT

Prior to the lesson or at the start (depending on how long you have), pupils should look at photos from a number of cave painting sites such as Chauvet, Lascaux and Altamira. Discuss the types of images, what they are of, why they may have been painted and what they may have been painted with - materials and tools.

Children can be split into groups to share a piece of paper and materials. Each member of a group should make at least one drawing/painting onto a sheet of wrinkled paper. Images can be added as each member of the group has a go. This can include superimposing images, as this frequently occurred. Allow children to use a range of tools and resources including fingers/hands and blowing paint at the 'cave wall'. Children should be able to explain why they have chosen an image, where they have painted it and why they used the materials and tools they did. When they have finished, allow the groups to visit each other's 'caves'.

To make this lesson more realistic the room could be darkened and torches used to navigate around.