Last Chance to Paint

Chapter 1: Spirit of the Rainforest

**Join artist John Dyer live from the Amazon rainforest**

About John Dyer

John Dyer is an British contemporary painter, focusing on colourful landscapes, architecture, gardens and notable events, especially in Cornwall. His ‘naïve’ style makes his work accessible to all ages.

John’s first published work, aged 12, was landscape photography in *Amateur Photography* magazine. In his Foundation year at Falmouth College of Arts he was already selling images to publishers like Athena.

About the project

This project will explore the tribal culture of the Yawanawá people of Brazil along with the vegetation and wildlife that can be found in the rainforest – taking you on a journey to discover your own connection to the forest, through art.

Through the project, we will be connecting children, using art and technology, with tribal culture, individual families in the tribe and the rainforest. By ‘meeting’ the rainforest John hopes that this will create a personal connection and bond to the rainforest and generate amazing pieces of art, along with lots of questions which can be answered by John himself as part of the live video broadcasts.

About Born Free

Born Free’s mission is to ensure that all wild animals, whether living in captivity or in the wild, are treated with compassion and respect and are able to live their lives according to their needs. Born Free opposes the exploitation of wild animals in captivity and campaigns to Keep Wildlife in the Wild.

Born Free promotes Compassionate Conservation to enhance the survival of threatened species in the wild and protect natural habitats while respecting the needs of and safeguarding the welfare of individual animals. Born Free seeks to have a positive impact on animals in the wild and protect their ecosystems in perpetuity, for their own intrinsic value and for the critical roles they play within the natural world. For more information about Born Free please visit: [www.bornfree.org.uk](http://www.bornfree.org.uk).

Other advisory partners include The Eden Project.

Background information

"The rainforest is a vital part of our lives and our future. By engaging children with the rainforest through art I hope it will build a lifelong concern and connection to the environment." John Dyer

The Amazon is the world’s largest and most biodiverse tract of tropical rainforest, representing over half of the planet's remaining rainforest and covering more than 5.5m square kilometres or 40% of the South American continent.

The Amazon spans across Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname and French Guiana, with 60% being found in Brazil.

The rich vegetation, consisting of 40,000 plant species, takes carbon dioxide out of the air and releases oxygen back in. In fact, more than 20% of the world’s oxygen is produced by the Amazon. This rich vegetation also supports around 1,300 bird species, 3,000 fish, 430 mammals and 2.5m insect species.

The introduction of machine-driven agriculture and the integration of the region into the global economy has resulted in more than 1.4m hectares of forest being cleared since the 1970s. A significant amount (around 60%) of which has ended up as pastureland for cattle grazing.

Thanks to Greenpeace, since 2006, the Brazil soy industry has put a moratorium on new forest clearing for soy. However, global climate change is also having major impacts, with high temperatures reducing rainfall and increasing the incidents of drought and the susceptibility of the forest to fires.

About these resources

These resources are designed for **Key Stage 2** but they can easily be adapted for all Key Stages. All lessons are planned to take an hour, although there is plenty of opportunity to shorten or lengthen activities. The topic has many cross-curricular links that are highlighted below, with strong links to the Art and Design, Geography, Science, English, SMSC and Citizenship curriculums.

KS2 curriculum links:

|  |  |
| --- | --- |
| [Art and design](https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study) | |
|  | * Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials * Learn about great artists, architects and designers in history. |
| [Geography](https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study) | |
| Locational knowledge | * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. |
| Human and physical geography | * Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. |
| Geographical skills and fieldwork | * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |
| [Science](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study) | |
| Animals, including humans | * Construct and interpret a variety of food chains, identifying producers, predators and prey. |
| Living things and their habitats | * Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * Recognise that environments can change and that this can sometimes pose dangers to living things. |
| Evolution and inheritance | * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. |
| [English](https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study) | |
| Reading | * Retrieve, record and present information from non-fiction * Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary * Provide reasoned justifications for their views. |
| [Citizenship](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/402173/Programme_of_Study_KS1_and_2.pdf) | |
| Breadth of opportunities | * Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers). |
| SMSC | |
| SMSC | * Encourage respect for other people. |

Lessons:

|  |  |  |
| --- | --- | --- |
| **Lesson 1. Yawanawá tribe, Brazil** | | |
| Learning objectives | * To describe the location of Brazil * To explain the difference between the culture and customs of the Yawanawá tribe and your own * To experiment with a range or art materials and techniques. | |
| Resources | * PowerPoint * Worksheet included in PowerPoint (slide 11) – please print one per pupil * See below for list of art supplies. | |
| Introduction | 5 mins | About the project |
| Teaching and learning  (slide 3-5) | 10 mins | **Where do the Yawanawá live?**  Use the PowerPoint to lead the pupils through where the Yawanawá tribe live.  **Slide 5 activity:** Find the meeting point:  It can be found on online maps (eg Google maps) using the following search, or by clicking on the hyperlink in the PowerPoint:  *Restaurante Recanto Verde, BR-364, Tarauacá - AC, 69970-000, Brazil* |
| Teaching and learning  (slide 6-9) | 10 mins | **About the tribe:**  Use the PowerPoint to lead the pupils through Nixiwaka’s description of his tribe’s culture and connection to the forest.  **Slide 8 activity:** What do you think it would be like…?  Ask the pupils to close their eyes and imagine they are standing in the middle of the Amazon rainforest. Ask the following questions:   * What does it feel like? – it might be wet * What does it smell like? – it would smell quite earthy * What can you hear? – it might be quite quiet * What does it look like? – it will be quite dark on the forest floor as only 2% of the light penetrates through the leaves.   **Slide 9 activity:** Watch embedded video of Nixiwaka singing a traditional song. |
| Teaching and learning activity 1  (slide 10)  (worksheet - slide 11) | 15 mins | **Activity – Using black and red:**  Materials you will need:   * Worksheet (face painting) * Extra paper * Drawing or painting materials such as:   + felt-tip pens, colouring pencils, crayons, pastels   + watercolours   + fine paint brushes.   Give each pupil a worksheet and ask them to experiment with face painting designs using only black and red. They could use animal prints, lines or plant shapes to inspire their designs.  Tips:   1. Use soft red pastel to place a large band of red across the face, then use black ink/paint and a thin brush to make the symmetrical pattern on top    1. To achieve a straight line when using the red soft pastel, mask all areas not wanting to be coloured with a piece of paper 2. Use black wax crayon/oil pastel to create the pattern, then using red watercolour, create a wash over the top. The wax resists the paint.   **Extension:** Make your own paint – annatto seeds can be purchased from wholefood suppliers. When crushed and mixed with water they make a red paint. |
| Teaching and learning activity 2  (slide 12-13) | 15 mins | **Activity – Painting people:**  Top tips:   * Use a soft pencil: 4B - 6B * Use your body, or a friends, to see where the main joints are (e.g. elbows and knees) * This will help construct your body and make it more realistic and in proportion * For the extra features e.g. hair and clothing, art materials such as paint, coloured pencils or pastels can be used * The Yawanawá often have long, dark hair. |
| Plenary  (slide 14) | 5 mins | **Review:** What have you found out today  Tell me… |
| Key words | Art; Contemporary art; John Dyer; Brazil; Amazon; Tribe; Yawanawá; Painting; South America; Culture | |

|  |  |  |
| --- | --- | --- |
| **Lesson 2. Rainforest plants** | | |
| Learning objectives | * To describe the characteristics of a rainforest * To describe six different plants found in the Amazon rainforest * To experiment with a range or art techniques, including different colours. | |
| Resources | * PowerPoint * Worksheets included in PowerPoint (slides 8-13) – please print one copy of each * See below for list of art supplies. | |
| Introduction  (slide 3-5) | 5 mins | **Do you remember these?**  Recap the use of annatto seeds with the pupils and look at their use in the UK.  **Characteristics of the rainforest:**  Work with the pupils to fill in the blanks (slide 5 contains the missing words), which are:   1. Equator 2. Canopy 3. Wet 4. Amazon. |
| Teaching and learning activity 1  (slide 6-7)  (worksheets – slide 8-13) | 20 mins | **Activity ­­– Rainforest scavenger hunt:**  Print the worksheets and hang them around the classroom. Either working in small groups or alone, ask the pupils to move around the room to read the posters in order to answer the questions on the board (slide 6). Reference: <https://www.rainforest-alliance.org>  **Slide 7 activity: –** Anagram:  Each poster also contains a letter in the corner, ask the pupils to find all the letters and rearrange them into a word related to the lesson.   * Word = forest. |
| Teaching and learning activity 2  (slide 14-15) | 10 mins | **Activity – Using different colours:**  Materials you will need:   * Paper * Drawing or painting materials such as:   + felt-tip pens, colouring pencils, crayons, pastels   + watercolours   + fine paint brushes.   Creating gradients with paint:   * Look at the example image * Choose any colour paint and white paint * Start with a blob of white paint on your palette * Paint a strip of white on your paper * Add a small amount of the other colour to the white * Paint another strip * Continue in this manner until the full range of the colour is shown on your page.   Hints and tips for colour mixing:   * Make sure your water is clean – regularly change the water. * Check that your brush is clean before you mix colours * Shocking pink, turquoise blue and lemon yellow provide a wider colour mix than the classic primary colours, red, blue and yellow * Always mix the colour into the white never add white to the colour. |
| Teaching and learning activity 3  (slide 16-17) | 20 mins | **Activity – Painting plants:**  Top tips:   * Look carefully at the shape and colours of the plant you are going to paint * Green is a good starting colour * Use yellow paint for highlights * Use blue paint to add some shadow * Don’t worry too much about details.   **Extension:** Once you have had a go at a banana plant why not try painting one of the other plants you have learnt about today? |
| Plenary  (slide18) | 5 mins | **Review:** What have you found out today  Tell me… |
| Key words | Art; Contemporary art; John Dyer; Brazil; Amazon; Tribe; Yawanawá; Painting; South America; Plants; Rainforest | |

|  |  |  |
| --- | --- | --- |
| **Lesson 3. Rainforest wildlife** | | |
| Learning objectives | * To describe the three main types of animal adaptations * To describe the adaptations of six animals found in the Amazon rainforest * To experiment with a range or art techniques. | |
| Resources | * PowerPoint * Worksheets included in PowerPoint (slides 6-11) – please print 1 copy of each * See below for list of art supplies. | |
| Introduction  (slide 3-4) | 5 mins | **Do you remember this plant?**  Recap the importance of the lobster-claw plant for wildlife  **Adaptations:**  Talk the pupils through the three main types of animal adaptations, giving examples of each type as you go:   * Physical – eg claws, spots, fur, wings * Social – eg living together or living alone * Behavioural – eg living in trees or on the ground. |
| Teaching and learning activity 1  (slide 5)  (worksheets – slide 6-11) | 20 mins | **Activity – Rainforest scavenger hunt:**  Print the worksheets and hang them around the classroom. Either working in small groups or alone ask the pupils to move around the room to read the posters and record the information (in their exercise books). Pupils should then use this information to answer the questions on the board.  **Extension:** List other adaptations that help a jaguar live in the forest. Using *Kiddle* to do the research:   * <https://www.bornfree.org.uk/animals/jaguars> * <https://www.bornfree.org.uk/jaguars-fringe> * With a tape measure, measure out the maximum length of a male black caiman (20 feet/six metres). |
| Teaching and learning activity 2  (slide 12) | 10 mins | **Activity ­– Using different colours:**  Recommended materials:   * paper * soft pencil * charcoal * pastel.   Exploring tone:   * Using your material of choice explore the range of tones it can create. Use different amounts of pressure * This can be used to show light and shadow, accentuating different parts of an animal   Mark marking:   * These all use different marks * Showing light and dark through mark making. The more marks there are in one area the darker it will look * You could use dots, lines, shapes, cross-hatching or any combination of these to develop texture and tone. |
| Teaching and learning activity 3  (slide 13-14) | 20 mins | **Activity – Painting animals:**  Top tips:   * Feel free to rotate your page while you’re drawing or painting to make sure your hand isn’t at an awkward angle or smudging your work * You can use another piece of paper over your work as a mask to prevent smudging * Use a centre line and horizontal line for symmetry like in the ‘drawing people’ exercise in lesson 1 * Wait for the paint to dry slightly before adding other colours * Use at least two tones of your animals main colour e.g. red and a lighter red as this adds light and shade.   **Extension:** Once you have had a go at a macaw, why not try painting one of the other animals you have learnt about today? |
| Plenary  (slide 15) | 5 mins | **Review:** What have you found out today  Tell me… |
| Key words | Art; Contemporary art; John Dyer; Brazil; Amazon; Tribe; Yawanawá; Painting; South America; Jaguar; Wildlife; Rainforest; Adaptations | |

|  |  |  |
| --- | --- | --- |
| **Lesson 4. Live Broadcast** | | |
| Learning objectives | * To ask well thought out questions about a place, people and environment * Extension: To understand the importance of a balance between people, plants and animals in an ecosystem. | |
| Resources | * PowerPoint * Background information (above) * **You will need to join the closed Facebook group in advance – by registering your email – so that we can let you know when we go live:**   <https://www.lastchancetopaint.com/last-chance-to-paint-live/>. | |
| Introduction  (slide 3-4) | 5 mins | **Meet John Dyer:**  Introduce the pupils to John Dyer – see background detail above for more information.  **Painting in the rainforest:**  With the pupils, review the aim of the project and reintroduce the Yawanawá tribe. |
| Teaching and learning activity 1  (slide 5-7) | 10 mins | **Activity – Forming questions**:   * Give the pupils, either individually or in small groups, five minutes to come up with three questions that they would really like to ask John   + They could be about art or the rainforest for example * Pupils should use information learnt in previous sessions to help them form their questions.   **Extension** (slide 6)**:**  Sentence starters – Give the pupils the sentence starters to help them form more complex questions. |
| 5 mins | **Top 10 questions:**  As a class, decide on the top 10 questions you would like to ask John.  Record these on slide 7. |
| Teaching and learning activity 2  (slide 8) | 25-35 mins | **Live from Brazil:**   * Join the Last Chance to Paint team in the rainforest:   + 5th – 13th June 2019 * Interact with the live videos through Facebook Live and the closed Last Chance to Paint Facebook group * Ask John your questions and note down the answers * Conversations can continue after these dates. |
| Plenary  (slide 9) | 5 mins | **Review:** What have you found out today  Tell me… |
| This lesson could run over multiple days to offer opportunities to interact with multiple live sessions during John’s visit. Each session John runs will be slightly different. | | |
| Extension  (slide 10-13) | 10 mins | **Balance:**  Consider the impact of removing one or more elements from the rainforest ecosystem (eg water, a plant, a pollinator, a predator):   * Use the phrase ‘what if…’ to stimulate discussion   Use the example food web to help illustrate the links between plants and animals.  **Review:** What have you found out today |
| 25-35 mins | **Live from Brazil** (slide 8)**:**   * Interact with a second live broadcast through Facebook Live and the closed Last Chance to Paint Facebook group. * Ask John any remaining questions on your list or see what other schools are asking – note down the answers. |
| Key words | Art; Contemporary art; John Dyer; Brazil; Amazon; Tribe; Yawanawá; Painting; South America; Rainforest; Ecosystem; Questions; Live; Balance; Ecosystem | |

|  |  |  |
| --- | --- | --- |
| **Lesson 5. Spirit of the Rainforest art project**  We want every pupil involved to create their own piece of amazing art on the theme of ‘Spirit of the Rainforest’ that is inspired by the Amazon paintings of John Dyer and Nixiwaka Yawanawá and the plants, wildlife and culture we introduced them to. | | |
| Learning objectives | * To create your own piece of modern art – using information and skills learnt during this course. | |
| Resources | * PowerPoint * See below for list of art supplies. | |
| Introduction  (slide 3-5) | 10 mins | **Create your own work of art:**  Introduce the purpose of the lesson to the pupils.  **John’s top tips:**  Show the pupils John’s top tip video for getting started.  In addition, for those with access to iPads consider trying your hand at digital painting. |
| Teaching and learning activity 1 | 50 mins | **Activity - Final project:**  Use John’s final tips to create a piece of art – either using traditional art supplies or digital media (dependant on availability of iPad and software).  The pupils should use this exercise to explore a personal connection to the rainforest.  Materials you will need:   * Paper * Drawing or painting materials such as:   + felt-tip pens, colouring pencils, crayons, pastels   + watercolours   + fine paint brushes * If you would like to try digital drawing:   + iPad   + Procreate software. |
| Extension/  homework  (slide 6) | * Continue/finish their piece of art * Send a high-quality photo of the final paintings, collages, mixed media etc. to us and we will exhibit their art online in the World Galley   + <https://www.lastchancetopaint.com/submit-your-art/>. | |
| Key words | Art; Contemporary art; John Dyer; Painting; Gallery; Digital painting; Spirit of the rainforest | |