

Individual Activity Lesson Plan

Date: Friday 3rd April 2020	
Activity Title: Painting Tigers	
Learning Intention: to draw/paint a tiger.	Activity Overview: Paint or draw your interpretation of a tiger, observing features and colours.
Links to EYFS: Expressive Arts and Design: Being imaginative: Creates simple representations of events, people and objects. Chooses particular colours to use for a purpose (40-60 months)	
Resources: <ul style="list-style-type: none"> - Paper (preferably A3 so your child has plenty of space) - Paint and paint brushes/pens/crayons/pencils - Images of tigers - Other available resources to paint with, such as cotton buds, cotton wool etc, to create effects and give the child more variety. - The Tiger Who Came to Tea Audiobook (https://www.youtube.com/watch?v=BXqW9UCqpc8) 	Key vocabulary: Tiger, stripes, orange, black, white, jungle, pattern, scary, friendly, big, small.
ACTIVITY IMPLEMENTATION (including key questions)	
Introduction: *Recap/Read the story 'The Tiger Who Came to Tea' to your child. (if you don't have access to the story, here is a link to an audio book: https://www.youtube.com/watch?v=BXqW9UCqpc8) Ask: *What happens in the story? *How do you think the tiger is feeling? *Where do you think the tiger went after he left Sophie's house? Main Activity: *Show your child the real life images of tigers ranging from albino tigers to traditional looking tigers. *Ask your child to paint a picture of a tiger. This can be the tiger in the story, or their own interpretation of a tiger. *Encourage your child to think about the colours and the patterns on the tiger. Your child may want to paint or draw a tiger from their imagination, or they may want a visual aid. Provide images of tigers to support your child. *Make sure your child has access to different resources that they could use if painting (cotton buds, cotton wool, brushes etc.) *What else could you use to create stripes? *Can you think of any other animals that have stripes? Challenge: To conclude this activity, have a conversation with your child about a scenario of a tiger coming to tea at your house. *What would you feed the tiger? *What do you think tigers eat? *How would you feel if the tiger came to tea? Allow your child to use their thinking skills.	

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Additional ways to support your child:

- Provide visual aid (images)
- Model holding a paint brush/pen/other mark making tool or using cotton buds and wool.
- Draw an outline of a tiger that your child can paint.

Extension:

Encourage your child to think of other animals with stripes or patterns (such as giraffes, leopards, zebras etc.). Paint or draw one of these animals. Provide images if necessary.