

LKS2 – Lesson Plan 3 – Geography

How can artists use colour, texture, and shape to show different landscapes from around the world?

Aim: Children will explore how geographical features influence landscapes, study artistic techniques used to represent them, and create their own artwork inspired by a specific location.	Key Words: Landscape, horizon, perspective, foreground, background, texture, shade, contour, climate, terrain, natural features.	Preparation: - A selection of photographs or short video clips of different landscapes (mountains, deserts, rainforests, coastlines, tundra) - World map or globe - Art materials (paints, brushes, pastels, watercolour paper, collage resources) - Examples of landscape art from well-known artists (e.g., Turner, Hockney, Monet)
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Prior Learning: Children may have learned basic map skills and have seen examples of different landforms in geography. They may also have experimented with different artistic media.

WC / PT	<u>Warm-up:</u> Display 5–6 images of contrasting landscapes from around the world. Ask children to locate each one on a world map and discuss: - What do they notice about the colours used in the photos? - How might the climate or geography influence these colours and shapes? Briefly link to real-world geography – e.g., “In desert areas, colours are often warm because of the sand and sunlight,” or “In mountainous areas, we see greys, whites, and deep greens.”	0-5 mins
WC	<u>Main Teach:</u> Introduce the concept of landscape art. Show examples from different artists and explain techniques like creating depth using foreground, mid-ground, and background. Discuss how artists might exaggerate or emphasise certain features to capture the <i>feeling</i> of a place. Model a quick sketch of a chosen landscape, showing how to layer colours and textures to reflect the terrain and climate. Encourage children to notice where shadows and highlights might fall based on the light source.	5-10 mins

I / S	<u>Activity:</u> Children choose one landscape from the provided images and create their own interpretation using their choice of medium (paint, pastel, or collage). • Step 1: Sketch the outline lightly, including main landforms. • Step 2: Add details such as trees, rivers, or rocky areas. • Step 3: Apply colours, thinking about how to blend or layer to capture the atmosphere. Teacher circulates, prompting children to explain their artistic decisions in relation to the landscape's geography.	10-30 mins
I	<u>Extension Challenge:</u> 1. Create two versions of the same landscape – one in summer and one in winter – to show seasonal changes. 2. Add a small compass rose and label the main features in your artwork, linking to geography skills.	30-35 mins
WC	<u>Plenary:</u> Children display their work in a 'gallery walk' format. Pairs discuss: • Which landscape did you choose and why? • How did the geography influence your choice of colour and texture? End with a short reflection on how art can be used to teach others about the natural world.	35-40 mins

WC – Whole Class

PT – Partner Talk

I – Independent

S - Support

Challenge A	Geography Link: Write a short fact file about your chosen landscape, including its location, climate, and key natural features.
Challenge B	Science Link: Research how the plants and animals in that landscape have adapted to survive there.