

**Henri Rousseau – Tiger in a Tropical Storm (Surprised!), 1891.**



'Read' the painting with your child first. Reading a painting is all about looking at what is happening in the artwork. What story is this picture telling? Questions to consider:

**- What can you see?**

This might firstly include the main objects such as the trees and the tiger. Then you could pick out the different types of plants, leaves and shapes that can be seen. How many different types of green do the children think they can see in this painting?

**- What is the weather like in this painting?**

What clues tell us this. The white/silvery lines running across the canvas describe the lashing rain. How has the artist painted the leaves and grass to show how windy it is? Can you spot the lightening in the painting and how it is lighting up the dark and moody sky?

**- What do you think the tiger in this painting is doing?**

How can we guess this from the way his body is painted? Is he about to eat his prey? What do tigers eat in the wild? How do we think the tiger feels?

**- How would you feel if you were in this painting?**

Encourage the children to explore their emotions and senses and ask them why! Some children might feel scared to be in a storm and with a ferocious looking tiger! Others might be excited by being in a new and exciting place that they haven't travelled to before. They could discuss what they think they would see around them, is there anything we can't see in the painting that you think you could see by being there? What do you think you could smell or hear? Would it be cold/warm/wet? You could discuss further how a tropical climate can feel and how quickly conditions in this type of climate can change.

There is a great video to follow up the discussion of this painting here:

<https://youtu.be/JQYrBWnJW4s>

**Task 1 – Observational drawing**

Henri Rousseau never actually travelled to the rainforest or jungle, he didn't even leave France. He would visit the local botanical gardens to look at all the different plants. Doing this helped him gather ideas for his painting. Have you got any different plants in your house? Explore this or look at some different tropical plants online and spend at least 10 minutes on each plant looking carefully at the details, colours and shapes. You could even create your own sketchbook by folding paper and keeping your ideas in there!



## Task 2 – Rainforest animal fact file or non-chronological report

Research animals that live in a rainforest habitat and create a fact file or non-chronological report for these animals. What facts can you discover about this animal? Where do they live? What do they eat? Draw a picture of this animal to accompany the facts you find. You can use this resource to help you include all the features of a non-chronological report.

## Non-Chronological Report Text Features Key

Text Title: \_\_\_\_\_

Here are the features of a report text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'present tense verbs' box in red, then use the **same** colour to underline examples of the present tense in your text.



	<b>Topic title</b> covers the whole subject.		Non-chronological reports use <b>factual language</b> .
	<b>Brief introduction paragraph</b> gives who/what/where overview.		<b>Present tense verbs</b> (unless it is a historical report, then it would be past tense).
	The information is organised into <b>paragraphs</b> .		<b>Technical language</b> may be explained in a glossary.
	Each category has a <b>sub-heading</b> .		<b>Third person</b> makes it impersonal.
	Some information may be in <b>fact boxes</b> or <b>bullet-point lists</b> .		Non-chronological reports have a <b>formal tone</b> .
	<b>Extra details</b> support the main points.		<b>General language</b> , not particular examples.



### Suggested headings could be:

Introduction, main facts, habitat, diet, appearance, behaviour.

#### Hedgehogs

Hedgehogs can be found almost everywhere in the UK. They live in cities and towns. Additionally, they can also be found on railway land, parks and gardens. They do not live on mountainsides because there is not much food for them, and there are not many places for them to nest.

##### Appearance

Hedgehogs are small, spiny animals. Adult hedgehogs have long spines along their backs and sides, which gives them their spiny appearance. However, these spines do not grow on their faces or legs. Some hedgehogs can have up to seven thousand spines, which last for around a year before dropping out and being replaced by new ones.

Hedgehogs visit a lot of gardens. A garden can have up to ten different hedgehogs passing through it. They are very noisy animals and sometimes need rescuing from getting their heads stuck in empty yoghurt pots, tins and plastic cups.



##### Interesting fact

When a hedgehog feels scared, it will roll itself up into a ball so that its spikes will frighten off its enemies.

##### Helping a hedgehog

To not endanger hedgehogs, people can take precautions to keep the spiky mammals' habitat safe.

Slug pellets - Do not use these to kill slugs. Hedgehogs eat the pellets or dead slugs and the poison in them can kill the hedgehogs.

Garden ponds- Hedgehogs can fall into ponds and drown. To ensure that this does not happen, people can check that their ponds have sloping sides, so a hedgehog can get out safely if they fall in. In addition, adding netting or chicken wire to cover a pond, can help to ensure that hedgehogs do not accidentally fall in.

Nesting places - Hedgehogs nest in piles of leaves. Gardeners, when tidying their gardens, need to be careful to not accidentally wake a sleeping hedgehog.

##### Diet

Hedgehogs are often called the Garden's Friend, because they eat the slugs that eat plants and cause damage to the garden. They can eat up to forty or more slugs a night.



##### Interesting fact

Milk makes hedgehogs very ill as they are lactose intolerant.



Lactose intolerant- is a digestive problem where the body is unable to digest lactose, a type of sugar mainly found in milk and dairy products.

Slug pellets- poisonous tablets left out in gardens.

Resource author: missgrushion

### **Task 3 – Observational drawing**

Children can use the selected animal from the fact file or a different rainforest animal to form the centre of their imaginary rainforest artwork. First lightly draw the main shapes, then start to add smaller shapes and lines. Finally add smaller details. The children can then use the earlier studies of the plants to add into their drawing. They may want to research other plants or trees to add in or create their own imaginary plants.

### **Task 4 – Tonal scale**



Tonal scale is a way to explore the different light and dark tones of a colour. Draw 5 boxes and using a green pencil, challenge the children to create a tonal scale from dark to light. The pressure they use will affect how light or dark the tone of the colour is. If they have a variety of yellow, blue and green pencils (this works even better with paint) they could on a separate sheet, challenge themselves to see how many different greens they can create by blending the colours.



### **Task 5 – Adding colour!**

The children can use what they have learnt from the tonal scale and blending activities to add colour to their jungles. They may want to also use these techniques on the animals and plants, these are rarely one colour! Using the side of the pencil lead, applying slight pressure in a sweeping motion and colouring in one direction will produce a smooth and even layer of colour.

### **Other activities**

Children could create a fact file on Henri Rousseau.

Children could explore what other works he has created and create studies of these or use them as inspiration for their own artworks.