

Three Ways Artists Create Space and Movement

KS2 / Year 5 - Art And Design

Find two palette symbols in each studio panel. Compare perspective, broken colour and geometric viewpoints as you colour.



Three Ways Artists Create Space and Movement

KS2 / Year 5 - Art And Design

Find two palette symbols in each studio panel. Compare perspective, broken colour and geometric viewpoints as you colour.

Parent & Teacher Guidance

Curriculum focus

Topic: Great artists. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: KS2 Art and Design: learn about great artists in history, analyse creative work and strengthen technique through comparison..

Before you begin

Review the picture together and ask the learner what they already notice about Great artists. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Great artists. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Great artists can you explain using the picture?

Answers and checking

Six palette symbols: two in each panel. Panel 1 uses a horizon and converging lines for depth; panel 2 uses small broken marks to suggest changing light; panel 3 breaks a still life into overlapping geometric viewpoints. These are broad historical approaches, not copies of particular artworks.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
