Barford St. Peter's C.E. (V.A.) Primary School

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Long Term Overview Year 4 2024 to 2025

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 Summer 2
Learning Theme Title		Ancient Egyptians	Roman Britain	Industrial North	Hola Andalusia!	Brazil and Rainforests
Key Lines of Enquiry	History	What did the Ancient Egyptians achieve?	How did the Romans improve Britain?			
	Geography	How important was the River Nile to the Ancient Egyptians? What is the course of the River Nile?		What impact did the Industrial Revolution have on Birmingham?	What are the human and physical geographical features of Andalusia?	Is the Amazon Rainforest and the Amazon River really as important as I've heard?
	Science	**How could Rose Ayling dance to the beat?** Sound	**Why are there bubbles in my Coca-Cola?** States of Matter	**What does this switch do?** Electricity	**Why did Jane Goodall think monkeys needed her help?** Living things and their habitats	**How does my body digest a Digestive?** Animals including humans
		Enrichment				
Trips and Visitors		Mr Egypt	Get The Specialists: Romans Day		Think Tank Science Museum	Birmingham Botanical Gardens or The Living Rainforest
Whole school events			Christmas Pantomime Visit			

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English Focus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Texts	The Ancient Egypt Sleepover – Stephen Davies Meet the Egyptians – James Davies	Terry Deary – The Rotten Romans Meet the Romans – James Davies	The Lost Thing – Shaun Tan		My Name is River	
Guided Reading Texts (KS2 only)	The Ancient Egypt Sleepover – Stephen Davies	Empire's End – Leila Rasheed			My Name is River	
Writing Genres	**To entertain** Setting description Narrative **To inform** Newspaper report (non-chronological) - Howard Carter's discovery **To persuade**	**To entertain** Recount (from narrative) Rhyming poetry **To inform** Information text: Roman Britain **To persuade**	**To entertain** Narrative **To inform** **To persuade** Adverts: The Lost Thing World	**To entertain** Recount – holiday in Andalucia **To inform** Tourist information leaflets **To persuade**	**To entertain** Imagery poems **To inform** **To persuade** Letter to BlueCo CEO	**To entertain** Narrative **To inform** Non-chronological report: Deforestation **To persuade**
Phonics/ Spelling Focus	Homophones Prefixes: in-, il-, ir-, im-	Prefixes: sub-, inter- Suffixes: -ation, -ly	Adding –ly to turn adjectives into adverbs	Suffixes: -ion, -sion, ous	au digraph More rules involving -ion	More rules involving –ly Prefixes: super-, anti-, auto-

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Core Knowledge and Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	SC1 –Gathering, recording, classifying, and presenting data in a variety of ways to helps answer questions -Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. -Using straightforward scientific evidence to answer questions or support findings (why did this happen…?)	–Gathering, recording, classifying, and presenting data in a variety of ways to helps answer questions -Using results to draw simple conclusions, make predictions for new values, suggest improvements and further raise questions.	- Gathering, recording, classifying, and presenting data in a variety of ways to helps answer questions -Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. -Using straightforward scientific evidence to answer questions or support findings (why did this happen…?)	- Gathering, recording, classifying, and presenting data in a variety of ways to helps answer questions -Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. -Using straightforward scientific evidence to answer questions or support findings (why did this happen…?)	-Taking accurate measurements using standard units, a range of equipment including thermometers and data loggers - Gathering, recording, classifying, and presenting data in a variety of ways to helps answer questions -Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. -Using straightforward scientific evidence to answer questions or support findings (why did this happen…?)	

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	NC -Identify how sounds are made, associating some of them with something vibrating -recognise that vibrations from sounds travel through a medium to the ear -find patterns between the pitch of a sound and features of the object that produced it -recognise that sounds get fainter as the distance from the sound source increases.	-Compare and group materials together according to whether they are solids, liquids or gasses -observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius.	-Recognise that living things can be grouped in a variety of ways -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.	-describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey	-identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers -identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit - recognise some common conductors and insulators and associate metals with being good conductors.

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History	**Key content:** Where is Egypt on a world map? How long ago was the Ancient Egyptian civilisation and for how long did it last? To understand the vastness of time spanned by the Ancient Egyptian Civilisation in comparison to shorter ancient civilisations such as the Ancient Greeks. To understand that Egypt was ruled by Pharaohs (male or female) Achievement of Egyptian society – Why the construction of the pyramids was so innovative and such an impressive achievement given the context of the time (eg. closer to Nile for easier transportation of building materials) Achievement of Egyptian society – the creation of a written language (hieroglyphs). To understand how the Rosetta Stone helped us to decipher Egyptian hieroglyphs. To understand what a shaduf was and its purpose (construct a working model of a shaduf if time allows)	**Key content:** Where is Rome on a world map? Who ruled the Roman Empire? What did the Roman Empire look like at the time the Romans invaded Britain? Why did the Romans invade Britain and how? To understand that the Romans made several attempts to invade Britain before being successful. Impact of Roman settlement in Britain- construction of roads, viaducts, aqueducts	**Key content:** https://www.youtube.com/watch?v=PuiISHxvvik To know that an industry is a collection of companies all involved in the same type of production or business. companies To know that the Industrial Revolution was a period of tremendous change in Britain, which lasted from around 1750 until around 1900. In this period of 150 years, almost every aspect of life in Britain changed. To understand how the industrial revolution was the birth of the modern world and Britain changed from a **rural** country with small industries to a highly **industrialised** and wealthy nation. To understand what developments led to the industrial revolution (new technology and transport were integral) To know that the Industrial Revolution occurred because people realised they could use coal and steam to power large machines. These new machines reduced the length of time it took to make something and increased the amount that could be made

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Geography	**Key content:** Explain that the Ancient Egyptians settled along the banks of the River Nile. Locate Egypt and the River Nile on maps. Identify its course (including the source and mouth) Describe the climate of Egypt. Work as a group to produce a large scale map of Ancient Egypt and River Nile. Describe the three seasons in the Ancient Egyptian farming year. Explain the importance of the Nile in providing both water and fertile soil for the Egyptians. Explain how a shaduf works and its purpose	**Key content:** https://www.youtube.com/watch?v=PuiISHxvvik To know the difference between a hamlet, a village, a town and a city To understand the impact of the Industrial Revolution on economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. To understand that many people began to move from an agricultural based life in the country to the towns where the factories offered more and better paid work. To know that the British Empire controlled a global trading empire with colonies in North America and Africa, To know that Birmingham grew 9 times because of the Industrial Revolution. It became the 3rd largest city in the British Kingdom.	**Key content:** Know that Spain is in Europe Locate Spain on a world map and a map of Europe Identify and locate where Andalusia is in Spain using atlases and satellite images. Name and locate the main cities in Andalusia. Know how far away Andalusia is from Barford, how they would get there and how long it would take. Explore Andalusia's physical features e.g. climate, rivers (Guadiana River), mountains (Sierra Morena Mountains), beaches, size. Explore Andalusia's human features e.g. population, transport, tourist attractions and landmakrs (bull rings, Royal Alcazar of Seville, Cathedrals, Ronda etc.) Know how the climate and location affects the economic activity of the region – more popular in summer, more popular in winter with golfers.	**Key content:** Locate Brazil on a world map and on a map of South America Locate some key cities, mountains and rivers in Brazil. How does life in a favela compare to life in Barford? (graphic organiser) Two lessons Comparison of a school day in Brazil to one in the UK What cultural celebrations do Brazilians celebrate? To compare the weather for a week in Rio de Janeiro to weather for the same week in Barford (including thermometers, rain gauges and wind flags) To know what positive impact rainforests have on the world. To name some countries where rainforests are found (especially the Amazon rainforest) Label a map to show countries where rainforests are found. Find the Equator and tropics of Cancer and Capricorn on a map. Know that rainforests are found near the Equator and between Kthe tropics of Cancer and Capricorn. Describe what the weather is usually like in a tropical climate. Name the four layers of a rainforest. To know about the climate in each layer. Know some similarities between the Amazon rainforest and Sherwood Forest. Know some differences between the Amazon rainforest and Sherwood Forest. now what deforestation means and how the Amazon has been industrialised by countries (trade) To identify the course of the Amazon River on maps (including the source and mouth) To know that the Amazon River is the largest in the world and the countries it runs through

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Religion & World Views	**Hindu Layover Unit**	**Unit L2.4** How might your worldview lead you to do hard things for good reasons?	**Unit L2.5** What to who is 'God' and how is the divine understood in theistic worldviews?	**Unit L2.6** Do you have to be part of a faith community to express an organised worldview?	**Unit L2.7** How have religion and history entwined in this area?

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P.E.	**External coach:** Netball **Class teacher:** HIIT Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best	**External coach:** Hockey **Class teacher:** OAA Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**External coach:** Gymnastics **External coach:** Swimming Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations	**External coach:** Tennis **Class teacher:** Football Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	**External coach:** Dance **Class teacher:** Athletics Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns	**External coach:** Athletics **Class teacher:** Cricket Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

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D.T.	Textiles: Christmas Decorations	Structures & Electrical Components Electrical contact game	Mechanisms – Pneumatics Creature in a Box
	Technical Knowledge That templates can be used to create increasingly complex fabric shapes. That a seam should be incorporated into the design and included in the measurements. That a range of stitches can create different effects. That a range of embellishments can be used to make the product more effective. **Practical Knowledge** Measure accurately a template. Include a seam Use running stitch, blanket stitch, and back stitch with increasing confidence. Sew with increasing accuracy. Use stuffing Confidently add embellishments by sewing. Pin and tack pieces of fabric together. **Exploring** Deconstruct a range of Christmas decorations Explore joining techniques Comment on stitches used Discuss aesthetic values of products. **Designing** Design using specific measurements. Choose a stitch which is most appropriate for the product for both strength and aesthetic value Design aesthetically pleasing embellishments which suit the end purpose. **Making** Use templates to accurately measure fabric pieces. Accurately cut fabric. Join two pieces of fabric together using pins. Use blanket stitch, back stitch or running stitch to join fabric together. Add embellishments according to design either through gluing or sewing. Add ribbon to hang decoration. **Evaluating** To evaluate own product and suggest where changes could be made. Ask another user to evaluate their product against success criteria	**Technical Knowledge** To know which materials are flexible and can be manipulated. How an electrical circuit can be incorporated into a working design. **Practical Knowledge** To use plyers safely to bend thin metal wire. To use a soldering iron safely under 1:1 supervision. To join together pieces of an electrical circuit. **Exploring** To explore how to create a touch electrical circuit. To explore touch toys such as 'operation' and 'buzz' steady hand games, including the internal circuit board. **Designing** To design a useable product. To draw an expanded labelled diagram with measurements To consider the end user when designing the product. **Making** To make a mock-up of design To bend wire using plyers. To join together electrical components with a break in the circuit. To make a working circuit with a buzzer. To use insulation tape. To use a soldering iron with 1:1 supervision. **Evaluating** To evaluate own product and suggest changes where changes could be made and why these would improve the finished product. Ask another user to evaluate their product against success criteria	**Technical Knowledge** To understand and use pneumatic mechanisms. To know how to assemble syringes, tubing, balloons and plastic bottles. **Practical Knowledge** Demonstrate the correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques. **Exploring** To explore familiar objects that use air to make them work e.g. bicycle pump, balloon. To explore how air can be used to make things move. Explore a range of pneumatic mechanisms including two syringes joined by plastic tubing; three syringes connected using a T-connector and using different sized syringes. **Designing** To generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. To use annotated sketches and prototypes to develop, model and communicate ideas. **Making** To select from and use appropriate tools with some accuracy To cut and join materials and components such as tubing, syringes and balloons. To select from and use finishing techniques suitable for the product they are creating. **Evaluating** To compare the final product to the original design specification. To test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. To consider the views of others to improve their work. To investigate famous manufacturing and engineering companies relevant to the project.

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Computing	Computing Systems and Networks: Collaborative Learning Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Programming: Further Coding with Scratch Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Online Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Data Handling: Investigating Weather Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Creating Media: Website Design Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

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P.H.S.E.	Protective Behaviours	Families and Relationships **Skills:** Using respectful language to discuss different families Exploring physical and emotional boundaries in friendships. Exploring how my actions and behaviour can affect other people. Discussing how to help someone who has experienced a bereavement **Knowledge:** To know that families are varied in the UK and across the world. To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body. To understand the courtesy and manners which are expected in different	Health and Wellbeing **Skills:** Developing independence in looking after my teeth. Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation. Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset. **Knowledge:** To know key facts about dental health. To know that visualisation means creating an image in our heads. To know that different job roles need different skills and so some roles may suit me more than others. To	Safety and the Changing Body **Skills:** Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online. Discussing the benefits of being a non-smoker Discussing some physical and emotional changes during puberty. Learning how to help someone who is having an asthma attack. **Knowledge:** To understand that there are risks to sharing things online. To know the difference between private and public. To understand the risks associated with smoking tobacco.	Citizenship **Skills:** Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community **Knowledge:** To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that reusing items is of benefit to the environment. To understand that councillors have to balance looking after local residents and the needs of the council. To know that there are a number of	Economic Wellbeing **Skills:** Exploring the factors which affect whether something is value for money. Discuss some impacts of losing money. Identifying negative and positive influences that can affect our career choices. **Knowledge:** To know that money can be lost in a variety of ways. To understand the importance of tracking money. To know that many people will have more than one job or career in their lifetimes. Exploring ways to overcome stereotypes in the workplace. Transition **Skills:** Recognising our own achievements. Being able to set goals. **Knowledge:**

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		scenarios. To understand some stereotypes related to disability. To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.	know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.	To understand the physical changes to both male and female bodies as people grow from children to adults. To know that asthma is a condition which causes the airways to narrow.	groups which make up the local community.	To know that setting goals can help us to achieve what we want.
Music	Recap all notes, fingerings and pitching from year 3. Identify common features between different genres, styles and traditions of music. Composition work using all 5 notes on the staff. Compose rhythms first, then add notes. To understand that both instruments and voices can create audio effects that describe something you can see.	Improvisation- listening, improvising on one note, improvising on several notes. Play and improvise with backing tracks. Use musical vocabulary when discussing improvements to their own and others' work. To know that a bass line is the lowest pitch line of notes in a piece of music To know that a glissando in music means a sliding effect played on instruments or made by your voice. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.	Develop new technique of slurring- be able to play and identify in music. Recognise the use and development of motifs in music Compose a coherent piece of music in a given style with voices, bodies and instruments. Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record compositions To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To further develop music reading skills- be able to identify 6 notes on the staff, dynamics, articulation markings, Repeat signs, 3 beat notes and rests. Develop melodies using rhythmic variation, transposition, inversion, and looping. To know that deciding the structure of music when composing can help us create interesting music with contrasting sections To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'	Ensemble playing- be able to confidently play a part in a duet or trio. Sing and play in time with peers with accuracy and awareness of their part in the group performance Play syncopated rhythms with accuracy, control and fluency To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that 'performance directions' are words added to music notation to tell the performers how to play.	Rehearse and perform concert to the rest of school. Play melody parts on tuned instruments with accuracy and control and developing instrumental technique. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.

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Art	**Explore work of Egyptian tomb painters and communication through papyrus hieroglyphs.** **(see** Egyptian life and death | British Museum) **Vocabulary** hatching cross-hatching, stippling, scumbling and blending,drying frame, pulp, **Draw** Explore mark making with a range of drawing materials combining them to create tones and textures eg pencil and soft pastel or charcoal and erasers. I can explore different sketching techniques such as hatching cross-hatching, stippling, scumbling and blending and theitr effects on different papers and surfaces. Create real representations of tomb paintings depicted in photographs from Ancient Egyptian tombs. I can use different grades of pencil to apply tone to drawings. Sculpture: Paper making Look at papyrus as a method of communicating. Watch paper making tutorial eg https://www.youtube.com/watch?v=5xrWrKIVBgo	**Explore Ozzy the mechanical Bull sited in New Street Station. Discuss its symbolism as representing industry in the Black Country.** **Vocabulary** Installation, form, structure, proportion, construction, Lines, smudging, Recycled materials, mixed media, water based, collaboration, **Draw** View close up images of mechanical parts. Use marks to draw parts of images: mixing smudged and sharp lines and networks. Use a range of mark makers: pencils, charcoal, soft pastels, neutral felt tips etc Explore use of water based and oil-based materials together. Eg oil pastels and water colours. I can explain the result of mixing oil based and water based materials. 3D Sculpture	**Explore work of Georgia O'Keefe** **Vocabulary** Blend, rub, mix, subtle, delicate, soft, sharp lines, natural, view, composition, flood composition, primaries, secondaries, tertiary colour **Artist study – Georgia O'Keefe** Create an artist study in sketch book from research about her life and work. I can use the internet to research the life and work of an artist. **Draw** • Explore tonal shading by blending materials. • Oil pastels (adding a deeper shade and blending), watercolours (continuous adding of block colour to water to darken tone). • I can use my sketch book to explore new ideas and practise techniques. • Make a collection of natural life objects (leaves, stems, flowers, plants etc) • Create natural life objects and living plants to explore with mark makers. Look up close at detail and replicate with lines, dots, scumbling and toning. • I can show a good understanding of composition, proportion and scale when drawing.

	Using recycled picture frames and jay cloth or thin cotton sheets, staple fabric onto frame. 'Create paper pulps using coloured sugar papers, wqter and cellulose paste. Blend with hand blender. Create Egyptian image using two pulps. When dry , use markers to write hieroglyphic images over recycled paper.		Explore living things close up using magnifiers and using paint as a mark maker, create line drawings with thin brushes, taking care to control marks. Use a view finder to create composition which floods off the page. I can use a viewfinder to explore close up observational drawing. Paint/Oil Pastel Mixed media Create a colour wheel of primaries and secondaries. Look carefully at colour in flowers and experiment with creating close colours to photographic images. Experiment with oil pastels smudging and blending to create Georgia O'Keefe inspired flowers (to be added to collage later on in unit). Use oil pastels to emphasis tonal change on painted flowers. I can effectively blend oil pastels to create smooth colour change. Collage **Using mark making on sheets of paper (natural rubbings of leaves and bark, drawings, own photos of natural imagery, magazine mages, and recycled papers etc) create a rainforest inspired collage. Add the Georgia O'Keefe style flowers in foreground.** https://www.youtube.com/watch?v=eAdFH-51YpM I can explain how my artwork and the work of others in the class makes me feel.