



### What to do

- Create groups of five children. Read Matilda's letter to the children and allow them to ask questions.
- Search with the children for some of the paintings, possibly using the internet.
- Discuss as a class which would be the best painting to try to work on together.
- Talk about the process of walking around the table – a bit like a fairground ride going around and around. You may want to practise or demonstrate doing this at one table. Each child starts on one piece of paper and looks at the famous painting – they paint only where they see their colour. They then move onto the next piece of paper and add their colour. Repeat the process until all the pieces of paper are finished.
- Introduce 'Thinking and planning' time. Discuss how everyone has opinions and that they are all important. Let the children see

the paint colours that are available. Ask questions to focus the planning: *Who will use which colour paint? How will you know when to move onto the next piece of paper? What happens if someone paints their colour where you think yours should have gone – does this matter? How can you help each other? What if one of you gets stuck or upset?*

- Tell the children that they will be working on their own on a piece of paper but that the group needs to help each other as well. *What will that look like and sound like?*

### Drawing together

- Bring together the paintings from each group. Use the following questions to begin the discussions and evaluations: *Are they all the same? Why not? Does it matter that they are the same/not the same? What did you find hard about this activity? Did you like this activity? Why? Do you think it helped you to work together? Did you feel worried about not getting it right for your team? Why did or didn't you give up? What would you do differently next time?*

### Support

- Organise the groups carefully so that children are able to support each other.
- Use 'freeze' moments during the activity to draw the class back together, give feedback and readdress issues.
- Model different parts of the activity first, with you (as the teacher) joining the group and being the one to get it wrong – discuss this.

### Extension

- Add white and/or black to each plate as well as the initial colour.
- Ask each group to decide on one extra colour to use that is not in the famous painting – how will they use this?