
Session type: Ocean Arts Workshop

Duration: 60 minutes

Key Stage: KS2

Main Curriculum Link:

- Art and Design

Additional Curriculum Links:

- Science: Animals, including humans
- Science: Living things and their habitats
- Science: Plants
- English Years 1-6: Spoken language

Session Overview

After a morning exploring the Aquarium, the students will have seen multiple animals living within the same habitat. This will have given them the chance to observe animals interacting with each other. The *Food Chain* workshop will focus on interactions of different animals, with a focus on food chains and the transfer of energy between producers, prey and predators.

Students will select a predatory marine animal, and will use their scientific investigation skills to work out the entire food chain leading to the predator. After identifying all producers, prey and predators within the food chain, the students will use their artistic skills to draw the animals. They will then be cut out and decorated, using a variety of mediums, and put aside ready to put on their food chain.

After prepping the animals the students will then create their food chain, using some recycled materials. Using driftwood and old fishing net, the students will make a hanging netting, and attach their animals to complete their chain.

Once the activity has been completed, the students will have the opportunity to view each other's work, giving out positive feedback. They will also have the opportunity to present their food chain to their peers, explaining the scientific reasoning behind their food chain.

National Curriculum Links

Key Stage 2 Art and Design

- Produce creative work, exploring their ideas and recording their experiences
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Key Stage 2 Science: Animals, Including Humans

- Identify that animals, including humans, need the right types of nutrition, and that they cannot make their own food; they get nutrition from what they eat [Y3]

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- Construct and interpret a variety of food chains, identifying producers, predators and prey [Y4]
- Describe the ways in which nutrients and water are transported within animals, including humans [Y6]

Key Stage 2 Science: Living things and their habitats

- Recognise that living things can be grouped a variety of ways [Y4]
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment [Y4]
- Recognise that environments may change and that this can sometimes pose dangers to living things [Y4]
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird [Y5]
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals [Y6]
- Give reasons for classifying plants and animals based on specific characteristics [Y6]

Key Stage 2 Science: Plants

- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant [Y3]

English Years 1-6: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Learning Outcomes

After this session the groups should be able to:

- Use their imagination and creativity to design their own piece of art
- Use different artistic techniques to produce a finished piece of artwork
- Use pattern, colour and texture to understand the concept of camouflage
- Understand that a number of different animals live within the same habitat
- Understand that all living things are connected through the transfer of energy through a food chain
- Recognise similarities and differences between animals at different trophic levels
- Present their work to an audience, explaining their design ideas

Pre-Visit Suggestions

- Learn about the dietary requirements required by all living animals

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- Explore the requirements for plants to live and grow, including how they get their food
- Recap carnivores, herbivores, and omnivores; recognise the different features that these animal groups show

Post-Visit Suggestions

- Make a display at school, grouping all of the animals together into a food web
- Discuss how all animals are interlinked; try linking some land animals to marine animals through food webs
- Talk about the role that humans have on the environment, and the impact that we have on the food chains
- Come up with ideas how we can reduce our impact on animals and their food chains; share these ideas with the rest of the school

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