
Session type: Ocean Arts Workshop

Duration: 60 minutes

Key Stage: KS1

Main Curriculum Link:

- Art and Design

Additional Curriculum Links:

- Science: Animals, including humans (KS1)
- Science: Living things and their habitats (KS1)
- Science: Animals, including humans (KS2)
- Science: Living things and their habitats (KS2)
- Science: Evolution and Inheritance (KS2)
- Science: Working scientifically (KS2)
- English Years 1-6: Spoken language

Session Overview

Using inspiration for their interactive tour, pupils will use their own imagination and creativity to design and produce their very own marine creature.

Starting by selecting a marine habitat, students will identify the characteristics that animals require in order to survive in their habitat and will assign them to their own creation. They can then come up with a wide range of extra features, continually describing their purpose and benefit to their animal. Using simple drawing techniques, the students will draw their creature onto an A2 piece of paper allowing them to clearly display their ideas. To finish their design, students may use a variety of different mediums to bring their animal to life, as well as adding any extra decorations from our range of recycled craft materials.

At the end of this activity the students will have the opportunity to examine each other's work, and to give positive critique. They will also have the chance to show off their invention, presenting and explaining the reasoning behind their design in front of their peers.

National Curriculum Links

Key Stage 1 Art and Design

- Produce creative work, exploring their ideas and recording their experiences
- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Key Stage 1 Science: Animals, including humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals [Y1]

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- Identify and name a variety of common animals that are carnivores, herbivores and omnivores [Y1]
- Describe and compare the structure of a variety of common animal (fish, amphibians, reptiles, birds and mammals, including pets) [Y1]
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) [Y2]

Key Stage 1 Science: Living things and their habitats

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different animals and plants, and how they depend on each other [Y2]

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 [for example, pencil, charcoal, paint, clay]

Key Stage 2 Science: Animals, Including Humans

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement [Y3]
- Construct and interpret a variety of food chains, identifying producers, predators and prey [Y4]

Key Stage 2 Science: Living Things & Their Habitats

- Recognise that living things can be grouped in 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]
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals [Y6]
- Give reasons for classifying plants and animals based on specific characteristics [Y6]

Key Stage 2 Science: Evolution and inheritance

- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution [Y6]

Key Stage 2 Science: Working scientifically

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary [Y5/6]

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

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Learning Outcomes

After this session the groups should be able to:

- Use their imagination and creativity to design their own piece of art
- Use drawing as a medium to share their ideas and expand their imagination
- Use a number of different artistic techniques to produce a finished piece of artwork
- Recognise that there is a huge variety of different animals including fish, amphibians, reptiles, birds and mammals
- Recognise that there many habitats in the ocean for a wide range of animals
- Recognise that different animals have different features to help them survive
- Identify that animals can be grouped in a number of different ways, and certain features can identify groups of animals (carnivores, herbivores and omnivores)
- Present their work to an audience, explaining their design ideas

Pre-Visit Suggestions

- Learn about a number of different habitats, both terrestrial and marine
- Classify a range of common animals (fish, amphibians, reptiles, birds and mammals)
- Learn about how all animals have certain features that can help them to survive
- Pupils can write down any animals that they see around their school or home and identify features that help them to survive

Post-Visit Suggestions

- Make a wall display, grouping all the animals from the same habitat together
- Identify similarities and differences between the students' inventions that live in the same habitat

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