
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: Evolution and Inheritance
- English Years 1-6: Spoken language

Session Overview

After their tour of the Aquarium, students will have seen numerous examples of animals and their adaptations to survive in their habitat. For this session, the focus will be on colour, pattern and texture; allowing the students to use their scientific questioning, combined with artistic ability, to fully explore and understand the concept of camouflage and adaptations.

Students can pick the animal that they think shows the best ability of camouflage, and use their artistic skills to show exactly how it works. On a piece of paper the animal can be drawn in its habitat, using a variety of different drawing mediums. A transparent film will then overlay the drawing, and the students will use indelible markers to draw the habitat over the original drawing. This will then either hide or reveal the animal, as the overlay gets lifted up and down.

At the end of this activity all students will have the opportunity to appraise each other's work, and to give positive feedback. They will also have the chance to show off their camouflage animal; presenting and explaining the reasoning behind their design in front of their peers.

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 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]

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Key Stage 2 Science: Living things and their habitats

- Recognise that living things can be grouped a variety of ways [Y4]
- Recognise that environments may change and that this can sometimes pose dangers to living things [Y4]
- 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: 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]

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 living things have their own adaptations to help them survive in their habitat
- Use scientific reasoning to identify key features of animals living within certain habitats
- Present their work to an audience, explaining their design ideas

Pre-Visit Suggestions

- Learn some different habitats both on the land and in the ocean
- Learn different adaptations that animals use to help them survive
- Learn about why animals use these adaptations, and what would happen without them

Post-Visit Suggestions

- Make a display at school, grouping similar adaptations next to each other
- Consider making a food chain, using the animals that your students have created

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- Discuss how successful adaptations may lead to evolution; identify other animals that have adapted to new environments
- Talk about the role that humans have on the environment, and any actions the students can undertake to look after their local habitats.

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