



Critique Creatures



Entry Task

We're going on a bug hunt! In groups, children explore the school grounds in search of common minibeasts, recording their findings for later analysis.

How can I tell if something is living?

Can I explore and compare the differences between things that are living, dead and things that have never been alive?

Can I study a habitat within my local environment observing how living things depend on each other?

What is a habitat/micro habitat? How are living things suited to their habitats?

Can I identify and name a variety of plants and animals in their habitat/micro habitat?

Using a classification key can I sort minibeasts according to their appearance, habitat, and travel?

Can I find out how minibeast's adapt their appearance to help avoid being eaten? What other creatures use camouflage in their habitat?

Can I use and create a simple food chain?

Can I describe the structural adaptation of a caterpillar? (life cycle)
INVESTIGATION

Can I create detailed, observational line drawings of creatures, becoming more accurate in representation with each attempt in response to feedback?

Using an 'Austin's Butterfly' (Ron Berger) methodology, can I hone my skills of providing critique and feedback by appraising an observational drawing composed by my teacher?

Can I explore the work of wildlife artist, Cath Hodsman commenting on use of the visual and tactile elements and my own personal preferences?

What to revisit?

Science: Y1 Name common animals and describe their structure; including fish, amphibians, reptiles, birds and mammals. Carnivores, herbivores and omnivores. camouflage Y2: stage of growth: Butterfly
Year 1 Art: investigated different types of line, drawn animal print by using pattern

Threads

Exploration, reflection, adaptation

Key Vocabulary

As a scientist, I will use... habitat, microhabitat, shelter, energy, food chain, source, environment, depend, living, alive, dead, non-living, needs, plant, animal, healthy
As an artist, I will use observational drawing, critique, refine, Cath Hodsman, preference, colour, sketchbook, join, glue, tape, staple, tie, tone

Big Question

How do things change, adapt and improve?

Can I create a 'progression timeline' of my observational drawings? Reflect on main successes and challenges faced.

Can I create my own 'elastic band' sketch book to display my drawing journey? Can I use a range of joining techniques including gluing, taping, stapling and tying?

Using what I have learnt, can I further refine my drawing techniques to create a final study that I am proud of?

Paying close attention to colour, can I add further detail to my anatomically accurate drawings to make identification more accurate?

Celebration/Evaluation

Invite our community into school for an exhibition/celebration of our artwork and an information session on different species.

Curriculum Passport Challenge

Critter Encounter! Experience holding a tarantula, giant snail or cockroach... If you're feeling brave enough!

DRIVER SUBJECTS ARE **SCIENCE** AND **ART**