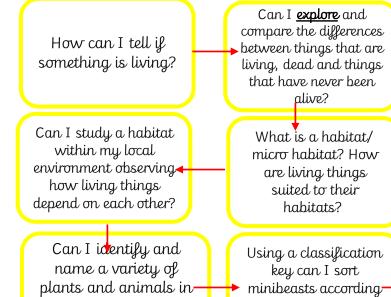
# Entry Task

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.



#### Celebration/Evaluation

to their appearance,

habitat, and travel?

their habitat/micro

habitat?

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!



# Critique Creatures



#### 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

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

Can I use and create a simple food chain?

### 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 jointing 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?

Can I describe the structural <u>adaptation</u> 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?

DRIVER SUBJECTS ARE SCIENCE AND ART