



## Art & Design KS2L

### Observational Drawing: Camouflage!

Relates to Education Destination resource number: **119111**

## LESSON PLAN

ON-SITE



1 hour +

*Today's (or continuing)*

#### Learning Outcomes:

Through careful observation, students will be able to create a drawing of an animal within a habitat that demonstrates its camouflage.

#### Learning Objective/s:

To understand how an animal's markings can provide excellent camouflage and to demonstrate their understanding by making preliminary sketches through close observation.

#### Engagement and Inclusion:

Accessible for all

Students to monitor i.e. SEN G&T EAL

#### Strategies to tackle Potential Barriers:

#### Resources needed:

Worksheets and spare copy paper, pencils, clip boards.

#### NOTE:

The following timings are a guide only and will depend on how much time children require for the task.

TASKS	TIMING	KEY QUESTIONS
<p><b>STARTER</b></p> <p>Students can go around the indoor rooms of the zoo first and look at animals which stand out, and those that blend in with the background and are harder to see. Encourage them to use the word camouflage.</p>	15 mins	
<p><b>MAIN</b></p> <p>The reptile and amphibian room will probably be the best area for the main task.</p> <p>Choosing one animal that they think has effective camouflage, students will go back to the relevant room and make three careful drawings.</p> <p>They should notice the shape of the animal as they see it and carefully fill in any markings.</p> <p>Adults with mobile cameras may be helpful here for capturing images to work on back at school.</p> <p>Colours may be noted.</p> <p>Some sketches of leaves or bark patterns in the background will also be asked for.</p>	30-40 mins	<p>How does the colouring help to hide it?</p> <p>What are the main colours?</p> <p>Encourage specific description eg, lime green, yellowy green, dark green, emerald green, pale green, etc.</p> <p>Is it mottled?</p> <p>How do any markings make it harder to see?</p> <p>What shape are the markings? E.g. swirls, circles, splodges, stripes, etc.</p> <p>What colours are around it in the background?</p> <p>What patterns do the leaves, bark, stones, etc. make?</p>
<p><b>PLENARY / FINAL TASK</b></p> <p><i>linked back to the learning objective</i></p> <p>Students verbally share 3 things they've discovered about camouflage.</p>	5 mins	

**Homework:**

**Notes for next lesson:**



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## LESSON PLAN

**FOLLOW-UP**



1-2 lessons

*Today's (or continuing)*

**Learning Outcomes:** Students will create a drawing of an animal within a background that demonstrates its camouflage.

**Learning Objective/s:** To use creativity and experimentation in art and design techniques to demonstrate their understanding in a visual representation.

#### Engagement and Inclusion:

Students to monitor i.e. SEN G&T EAL

#### Strategies to tackle Potential Barriers:

#### Resources needed:

Students will need their sketches from the trip as well as: 2 sheets of drawing paper per child, scrap paper for practice, wax crayons and or paint, scissors, adhesive.

#### NOTE:

The following timings are a guide only and will depend on how much time children require for the task.

TASKS	TIMING	KEY QUESTIONS
<p><b>STARTER</b> Give out the drawings and worksheets they did at the zoo. Explain that students will draw a large outline of their animal and will need to choose just three colours to make similar but bold markings, patterns. They could be shown some online examples. (Search for camouflage art for kids.) They should be aware that their final cut-out image will be placed onto the background which will be on the second sheet.</p> <p><b>MAIN</b> First students draw a large outline of the shape of their animal, putting in any key features, that they saw, e.g. eyes, mouth, toes. Secondly, using just three similar colours to those they saw, preferably with 2 being a light and a dark version, they should practise some shapes and patterns on some scrap paper. When happy, they should cover the body of their animal in these colours and shapes. They then cut out their shape. The second sheet is to be covered in the same colours and patterns. Students may want to be more specific with representing certain features, but the same colours must be used. Once this second sheet is completed, the animal can be placed on it until a suitable position is found. It can then be attached.</p> <p><b>PLENARY / FINAL TASK</b> <i>linked back to the learning objective</i> Students should be able to see the work of others in a display and some could be sent to Amazon World.</p>	<p>5-10 mins</p> <p>40-60 mins</p>	<p>What three colours will you choose? e.g. dark green, light green, bright yellow.</p> <p>What patterns did you draw when at the zoo?</p> <p>What pattern will you use? Swirls, splodges, circles, spots, stripes, etc.</p> <p>Which are the most camouflaged animals on the final pictures? Why is camouflage so effective?</p>