



School and Group Visits at Bucks County Museum and Roald Dahl Children's Gallery Workshop Curriculum Links

James's Giant Insects: Year 3

Workshop Outline

(All timings are approximate)

10 minutes – introduction to the workshop and activity

The Learning Assistant sets the brief that the children are going to make their own collection of giant insects, inspired by the story

20 minutes - exploring the Museum to gather ideas for their designs

Some preserved insect specimens are brought out especially for the children to gather ideas from. The children are told about how we preserve the insects and how we have to be very careful with them so they don't get damaged. They are given an ideas sheet for them to draw and write notes on. They are encouraged to draw what interests them – be it the entire insect or just a single detail. They are encouraged to look at colours, patterns and camouflage.

20 minutes – bug hunt

The children are given time in the Museum Garden to find living specimens using bug collecting pots with magnifying lids. The children are reminded that the insects are living creatures and to be kind to them and release them back into the wild once they are done looking at them. We also encourage the children to look at the colours and patterns of the plant life in the garden to get some ideas.

30 minutes – making the insects

The children will be using a variety of self-adhesive craft materials to create their designs on sturdy boards. They are encouraged to make their own mix and match creations inspired by what they have seen during the workshop. Templates can also be provided for those who are less confident at drawing outlines. The children are also encouraged to get creative with words and name their new insect species. The focus is on creating something that inspires and excites them – that there is no right or wrong answer.

10 minutes – collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely insects get damaged or lost this way! The ideas sheets are also given to the teacher as the ideas can be used for further follow up art work back in the classroom.

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- 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
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ English: Reading – Comprehension



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- Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

★ Art and Design

- 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

★ Design and Technology

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work