

Guardians of the Future Programme

Curriculum Booster – Creating creatures

Grade:	4
Subject:	Life Skills
Subject area:	Visual Arts
Topic:	Create in 2D/3D
Term:	3
Time allocation:	1.5 hours
Content and concepts:	<p>Create in 2D, wild or domestic animals and their environment</p> <ul style="list-style-type: none"> Drawing and/or colour media: exploring a variety of methods and techniques
Major processes and design skills practiced:	<ul style="list-style-type: none"> Awareness of art elements Design principles found in natural and built environment, reinforce use of contrast and proportion through own images of wild or domestic animals Art elements: use related colour in own images of wild or domestic animals Recall and sharing of knowledge
Methods of teaching used:	<ul style="list-style-type: none"> Demonstration Practical work (action learning) Personal experience of the world Non-verbal expression Give expression to their feelings and understandings
Methods of assessment:	Post-evaluation worksheet after all activities
Review (15 mins)	Recap on previous lessons
	Design principles learned in previous projects <ul style="list-style-type: none"> Colour and contrast Proportion
Activity 2 (Time prescribed: 60 mins)	
Materials required: <ul style="list-style-type: none"> “How to draw instructions” Blank sheet of paper Pencil Erasure Coloured pencils or crayons 	<ol style="list-style-type: none"> Select one of the following animals for learners to learn to draw: <ol style="list-style-type: none"> Wattled Crane Riverine Rabbit Giant Bullfrog African Wild Dog Give each learner a set of instructions on how to draw the animal. The instruction sheet also includes facts about the animals. <i>If you are unable to provide the learners with individual printouts, you can also go through the drawing process with them, while teaching them the facts about the animal that explain their body structures</i> Give them time to draw and colour in their animal Request that they label the body parts of the animal drawn and indicate which body parts help that animal to do what it does and live where it lives.
Reflection (Time prescribed: 15 mins)	Review relevant content connections from previous lessons

Question sheet	Conduct an informal class discussion, requesting that learners tell the class about something they had learned (Design elements and facts about the species).
Post-evaluation:	Place the accompanying questions into a test or use alone as a post-evaluation exercise.