

Geography/Maths/English/Art Project: Sea Creatures Mural

Suitable for KS1 (adaptable for KS2)

Overview: Adapted from a KS1 project, where the school wanted the children to gain a perspective of the world beyond their town, and transform some wooden crates in the playground into interactive learning murals.

Stages:

- 1) Mapping the world exercises, creating characters
- 2) Creating a story about the characters
- 3) Making images of the characters using 2D shapes
- 4) Creating a piece of artwork based on the images made, giving a dramatic telling of the story

Below is a table of the activities I designed to complete the stages above, with resources/breakdowns, and focus areas of each stage.

Activity	Resources needed	Focus Areas
Map of the world	Picture/Poster of the world – where do we live? Where is France? Where do the Avengers come from? Where do kangaroos live etc? Possible KS2 extensions: which country has the largest population? Where do avocados come from?	Understanding scale of the world Contextualising our place in the world Human geography Eco-issues (e.g. food miles)
Character introduction	Pictures of/names of sea creatures e.g. starfish, sea turtle, angel fish	Word recognition Option of languages (what is the word in Welsh? In French? Natural geography
Creating a character	What is this animal’s name? Which ocean do they live in? What is their dream? What do they like/dislike? What is their favourite food?	Natural geography (try to keep the animal’s home relative to the actual ocean they can be found in...and why this is). Character building empathy
Storytelling: introduce story structure (recipe for a good story) (beginning, middle, end) (problem, action, result) We made the crab the main character in our story – the other creatures lived in different oceans so no-one had met yet – feel free to adapt these story parameters as you wish!	Beginning: What is a good beginning to a story? What is the beginning to our story? Middle: A problem for our main character – what is the crab’s problem? (e.g. feels lonely, has run out of favourite food, can’t sleep) An action that helps them solve this problem – what could the crab do? (travel the world to meet new creatures, grow own food, exercise to get tired)	sentence structure story structure handwriting spelling problem/resolution exercise empathy
Continue creating your story, now focusing on the middle	Middle: What are the other characters’ problems? How does the crab help them resolve the problem? (come up with examples of good results) Can you act out their meeting?	As above
Resolve the ending	What endings do we know? How should our story end?	As above
Tell the whole story		Recap
Make pictures of the creatures using only shapes	Pictures/stencil of shapes Pictures of the animals you are trying to make	Recognising familiar sizes and shapes Tessellation Sides/corners Different types of triangles Self-discipline: using rulers for straight edges,

		measuring equal sides properly
There are several options for the art outcome	In Hendy School, we made a storyboard mural in the playground of the story we had created (the animals were stencils made up of different shapes) the children did a reading of the story in the hall Other options: make your own picture book telling the story Make puppets of the creatures out of household recycling to act out.	Motor skills (careful painting) Colour choices Practical skill building 3D model making (if making puppets)
Afterlife	Counting/times tables – if you've made a mural or comic strip as the outcome, counting exercises can be created at a later date (e.g. how many circles can you see? If you took the number of triangles and subtracted the number of hexagons, what number would you get? How many legs are there? How many eyes are there?)	Numeracy exercises Times tables Counting Addition/Subtraction