

26. CREATE A CREATURE



Beauty:
engage with nature
through art.

Linked to
meaning
and contact

Objective:

To create a real or imaginary creature out of natural materials by considering certain characteristics.

Resources

Essential:
Natural materials (sticks, leaves, petals, seeds)

Old plastic pockets/baskets/recyclable bags (to collect materials in)

Optional:
Pictures of animals, identification charts etc

White sheet or white paper



Have a backup supply of natural materials just in case they aren't readily available at the venue

Hints & Tips

If it is a windy day, suggest collecting materials and making the creatures indoors.

Did you know a spider's body has two parts? From tarantulas to jumping spiders, they all share this common trait. Although harvestmen have eight legs, they're not actually true spiders, but very closely related cousins in the arachnid family. They don't have the glands spiders need to create silk for webs. Next time you see one, count how many body parts it has (clue: only one!).

Plenary/Wrap Up

Once everyone has made their creature, go around the group and ask the children to tell you about the creature they have made. Ask the children what the most important part of the animal is, where it lives etc

Follow-on activities: Animal Simon says (no 23) using movements from the creatures you have created. Minibeast safari (no 16). Can you find the creature you made or something similar?

Instructions:

1. Ask children questions to get them thinking about what a creature needs. How does it move? What does it look like? What does it like to eat and how does it stop itself getting eaten?
2. Provide the children with a container and ask them to collect natural materials, thinking about what things their creature may need.
3. Clear a space and ask the children to use their materials to create a creature on the floor. They can make it on the paper to show it more clearly.
4. Ask them to give the creature a name and think about where it likes to live.
5. As long as they aren't causing any obstruction, it's nice to leave the creatures on the ground for children to re-visit at a later date to see if they have scurried away.

RSPB Wild Challenge

Make a Bug Hotel
Make a Bumblebee Nest
Make a Pooter
Make an Animal Tracker
Spot it!



26. CREU CREADUR



Harddwch:
ymgysylltu â byd
natur drwy waith celf.

Cysylltiedig
ag ystyr a
chyswllt

Amcan:

Creu creadur real neu ddychmygol o ddeunyddiau naturiol drwy ystyried nodweddion penodol.

Gwnewch yn siŵr bod gennych gyflenwad wrth gefn o ddeunyddiau naturiol rhag ofn nad ydynt ar gael yn rhwydd yn y lleoliad.

Adnoddau

Hanfodol:
Deunyddiau naturiol (ffyn, dail, petalau, hadau ac ati).
Hen bocedi plastig/basgedi/bagiau y gellir eu hailgylchu (i gasglu deunyddiau ynddynt

Dewisol:
Lluniau o anifeiliaid, siartiau adnabod ac ati.
Cynfas wen neu bapur gwyn



Awgrymiadau

Os yw'n ddiwrnod gwyntog, awgrymwch gasglu deunyddiau a gwneud y creaduriaid dan do.

Oeddech chi'n gwybod bod dwy ran i gorff corryn? Mae pob math o gorrin yn rhannu'r nodwedd gyffredin hon, gan gynnwys y tarantwla a'r corryn naid. Er bod gan garw'r gwellt (harvestman) wyth coes, nid yw'n gorrin go iawn, ond mae'n berthynas agos iawn yn y teulu arachnid. Nid oes ganddynt y chwarennau sydd gan gorrinnod i greu sidan i wneud gwe. Y tro nesaf y gwelwch chi un, cyfrwch sawl rhan sydd i'w gorff (cliw: dim ond un!).

Grŵp llawn / crynodeb

Pan fydd pawb wedi gwneud ei creadur, ewch o amgylch y grŵp a gofynnwch i'r plant ddweud wrthynt am y creadur maen nhw wedi ei wneud. Gofynnwch i'r plant pa ran o'r anifail yw'r un bwysicaf, ble mae'n byw, ac yn y blaen.

Gweithgareddau dilynol: Mae Seimon yn dweud anifeiliaid (rhif 23) gan ddefnyddio symudiadau sy'n gysylltiedig â'r creaduriaid rydych wedi eu creu. Saffari bwystfilod bach (rhif 16). Allwch chi ddod o hyd i'r creadur rydych chi wedi ei wneud neu ryw beth tebyg?

Sialens Wylt RSPB

Creu Gwesty Trychfilod
Creu Nyth Cacwn
Creu Sugnwr
Creu Traciwr Anifeiliaid
Chwiliwch!

