

# DINOSAUR SCULPTURE

## Visual Arts: Arts Ideas, Skills & Processes, Responses

This activity teaches students about the Age of the Dinosaurs, with the final product being three sculptural models representing the plants, animals and climate of the Triassic, Jurassic and Cretaceous periods.

The students are led through the activity step by step, however heightened support will be required at:

- ◆ Step 3: students seek approval from teacher for their choice of dinosaur.
- ◆ Step 4: students collect their allocation of plasticine (plus a mat and clay tools if available).
- ◆ Step 5: teacher nominates people to create the backdrops and props for the models.

Resources needed:

- ◆ Plasticine
- ◆ Three large trays
- ◆ Sand to fill trays
- ◆ Card for backdrops
- ◆ Access to the Internet
- ◆ Mats and clay tools for plasticine work (if available)

This project could be completed in clay if the teacher has the expertise and resources to do so.

It is recommended that students are provided with a size limit for their sculptures, dictated by time and materials.

Should teachers wish to extend the dinosaur theme further, students could create 'fossils' using the *Dinosaurs Alive! Fossil fact sheets* as a reference. To make a trace fossil model, pour prepared plaster into a container (aluminium pie tins are ideal). Press small objects, such as shells, into the surface. Carefully remove these objects as the plaster hardens. This technique could also be used to create an impression of animal tracks.

## ACTIVITY SHEET

# DINOSAUR SCULPTURE

Humans have been on this planet for 190,000 years. This seems a very long time until you consider that dinosaurs roamed the Earth for an amazing 162 million years. In fact, the last non-avian (unlike a bird) dinosaurs suffered extinction 65 million years ago!

Absolutely mind blowing!

As a class, your task is to create three sculptural models representing the plants and animals that existed during the Triassic, Jurassic and Cretaceous period. Have fun!

### Step 1:

### ARTS IDEAS

Jump on the computer and check out the Education section of the **Dinosaurs Alive!** website ([www.dinosaursalive.tv](http://www.dinosaursalive.tv)) for a list of online resources to use. (The National Geographic website is especially helpful for this activity). Choose the period which appeals to you most and fill out the facts below.

**PERIOD** \_\_\_\_\_

**TIMESPAN** \_\_\_\_\_

**PLANTS** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ANIMALS** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

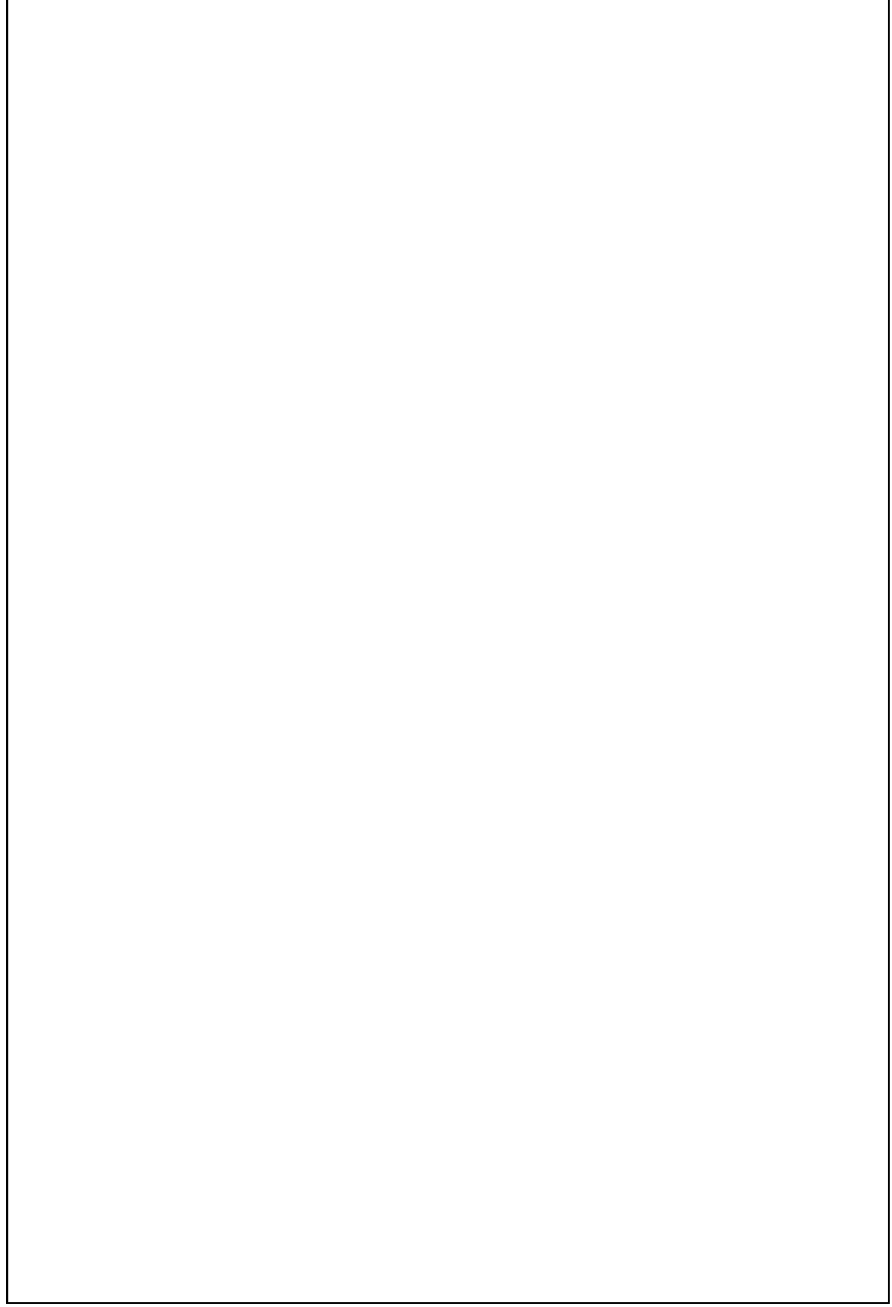
**CLIMATE** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ACTIVITY SHEET

# DINOSAUR SCULPTURE

**Step 2:** Employ your knowledge of the Triassic / Jurassic / Cretaceous period to sketch an engaging scene. For example, in your scene dinosaurs could be fighting, nesting, hatching, flying, stampeding, feeding, etc.

**Tip:** if you need some images to draw from, check out: [www.dinosaursalive.tv](http://www.dinosaursalive.tv) for online resources.





## ACTIVITY SHEET

# DINOSAUR SCULPTURE

### Step 3:

Select the dinosaur from your sketch to translate into a sculpture. You will need to consider several things:

- ♦ Will it look interesting?
- ♦ Is it achievable in plasticine?

When you have decided, ask your teacher for final approval.

### Step 4:

#### ARTS SKILLS AND PROCESSES

Collect your allocation of plasticine. Under the guidance of your teacher, carefully and skilfully construct the general form of the dinosaur, making sure you join the individual parts well. When you are happy with the shape, add some texture to represent feathers, scales, etc.



### Step 5:

As a class, fill three large trays with sand and label them 'Triassic', 'Jurassic' and 'Cretaceous'. Position your dinosaur masterpiece in the appropriate tray. Your teacher will nominate people to create a cardboard backdrop and 'props' like dinosaur eggs, plants, rocks etc, for each scene.

### Step 6:

#### ARTS RESPONSES

Now the project is complete, you can be the art critic. In reference to the process and the product; What was done well? What was done badly? How could things have been improved?

---

---

---

---

# DINOSAUR APEX

### Science: Investigating, Communicating Scientifically, Life and Living

This game is based on the theme of classification. Prepare your class by discussing what classification is and why we classify organisms. Use the **Dinosaurs Alive!** classification fact sheet as a reference. You may also like to provide your students with a copy.

Students will need to complete a sheet of the illustrated cards for the activity (preferably photocopied onto card). This involves sourcing the missing information and cutting them out. They will find the information:

- ◆ On the **Dinosaurs Alive!** dinosaur fact sheets
- ◆ On the **Dinosaurs Alive!** website ([www.dinosaursalive.tv](http://www.dinosaursalive.tv)). Don't forget to have a look at our recommended online resources, which you can find in the Education section of the **Dinosaurs Alive!** website.

*Note: The blank set of cards are for students who need more of a challenge. In this case, groups must agree on another seven dinosaurs and fill out the cards. When the new cards are added, a set of the original cards must be withdrawn.*

The class will need to generate and agree on 5 ways that they could classify the dinosaurs depicted on the illustrated worksheet. For example:

- ◆ **Size:** largest / smallest
- ◆ **Age:** oldest / youngest
- ◆ **Legs:** biped / quadruped / both
- ◆ **Suffix:** osaurus / raptor / don / tops
- ◆ **Period:** Upper Jurassic / Lower Cretaceous / Upper Cretaceous

### 'APEX' INSTRUCTIONS

The game is similar to 'Top Trumps'. Deal the cards equally between the players, allowing eight cards each. The first player looks at their first card and chooses a category they think will beat the other cards. For example, they may think they have the tallest dinosaur. They lay this card in the centre, stating the challenge category, and then the other players each lay their first card down. If they do not possess a card which beats the previous, they must 'pass'. The player whose card beats the others, 'apexes' the others in that category. They keep all the cards on the table and start the next round. The winner is the one with the most cards at the end. The **Dinosaurs Alive!** cards are wild cards, able to apex all others regardless of category.

Note: for categories such as 'legs' and 'suffix' the players will need to agree on a ranking beforehand. For example, in regards to 'legs' it must be decided whether it is 'better' to be a biped, quadruped or both (and in what order) and perhaps a longer suffix could be 'better' than a shorter suffix etc. It is a good idea to list the categories and the agreed rankings clearly on the board for all to see.



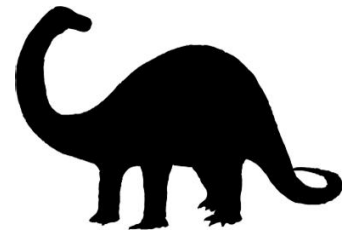
# DINOSAUR

## APEX

Fill in the information and neatly cut the cards out. You will need one set per student.

### ACTIVITY SHEET

# DINOSAURS



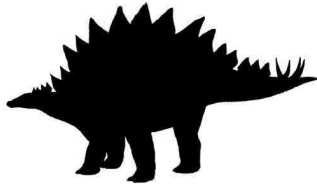
#### APATOSAURUS

Period:  
Timespan:  
Length:  
Diet:  
Bird-hipped/Lizard-hipped  
Biped/Quadruped



#### ORNITHOMIMUS

Period:  
Timespan:  
Length:  
Diet:  
Bird-hipped/Lizard-hipped  
Biped/Quadruped



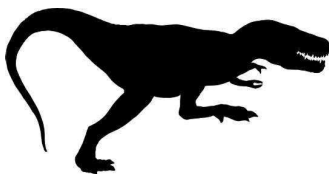
#### STEGOSAURUS

Period:  
Timespan:  
Length:  
Diet:  
Bird-hipped/Lizard-hipped  
Biped/Quadruped



#### PTERANODON

Period:  
Timespan:  
Length:  
Diet:  
Bird-hipped/Lizard-hipped  
Biped/Quadruped



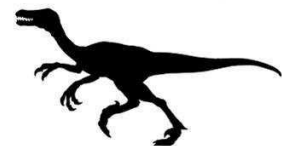
#### TYRANNOSAURUS REX

Period:  
Timespan:  
Length:  
Diet:  
Bird-hipped/Lizard-hipped  
Biped/Quadruped



#### TRICERATOPS

Period:  
Timespan:  
Length:  
Diet:  
Bird-hipped/Lizard-hipped  
Biped/Quadruped



#### VELOCIRAPTOR

Period:  
Timespan:  
Length:  
Diet:  
Bird-hipped/Lizard-hipped  
Biped/Quadruped

# DINOSAUR

## APEX

Agree on seven more dinosaurs, complete the cards and add them to your pack if you are ready for a real challenge!

### ACTIVITY SHEET

DINOSAURS  
DINOSAURS

**Period:**  
**Timespan:**  
**Length:**  
**Diet:**  
Bird-hipped/Lizard-hipped  
Biped/Quadruped

**Period:**  
**Timespan:**  
**Length:**  
**Diet:**  
Bird-hipped/Lizard-hipped  
Biped/Quadruped

**Period:**  
**Timespan:**  
**Length:**  
**Diet:**  
Bird-hipped/Lizard-hipped  
Biped/Quadruped

**Period:**  
**Timespan:**  
**Length:**  
**Diet:**  
Bird-hipped/Lizard-hipped  
Biped/Quadruped

**Period:**  
**Timespan:**  
**Length:**  
**Diet:**  
Bird-hipped/Lizard-hipped  
Biped/Quadruped

**Period:**  
**Timespan:**  
**Length:**  
**Diet:**  
Bird-hipped/Lizard-hipped  
Biped/Quadruped

**Period:**  
**Timespan:**  
**Length:**  
**Diet:**  
Bird-hipped/Lizard-hipped  
Biped/Quadruped