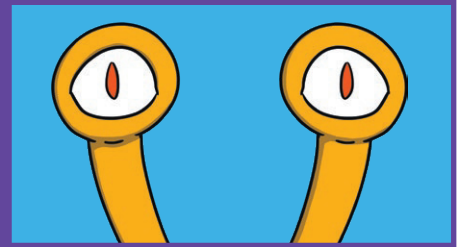


A Monster Surprise – Art and English Activity

Draw and Describe a Monster



Introduction

In this activity, children will use their imaginations to create their own monsters. They will draw their creatures, choosing the features they wish to include. Children will then generate adjectives and phrases to use in writing descriptive sentences about their own monsters. Great for art and English, this activity links to the Twinkl Originals story, 'A Monster Surprise'. The story follows some woodland animals who are trying to find out who has stolen their food. Eventually, they find the culprit – a monster! The book features lots of opportunities to discuss the monster's features, which can be explored further during this activity. You might find that this activity works well as two or more sessions: one for drawing monsters and one for writing descriptions.

You will need:

- [A Monster Surprise eBook](#) or [Story PowerPoint](#)
- [Draw and Describe a Monster Activity PowerPoint](#)
- [Monster Features Prompt Mat](#) – as required
- [Monster Adjectives Word Mat](#) – as required
- A3 or A4 sheet of plain paper – 1 per child
- Drawing pencils – 1 per child
- Coloured pencils, felt-tip pens or crayons – per group
- Lined writing paper – at least 1 sheet per child (or children could write in their books)
- Large flipchart paper – for teacher modelling

The Activity

- It would be helpful if children were familiar with the Twinkl Originals story, 'A Monster Surprise' (although this is not essential). It would also be beneficial if children have some previous experience of using adjectives to describe.
- Using the [Draw and Describe a Monster Activity PowerPoint](#), introduce the activity – creating monsters!
- Use the next slide to make sure children understand what a 'feature' is. Use the monster from 'A Monster Surprise' as an example and ask children to identify its features.
- Together, go through the 'Creating a Monster' slides. Discuss the options for the monster's body, face, colours, etc. There are examples on the slides, but use the children's suggestions if they are different from those provided. As you go, model drawing the monster on a large piece of paper.
- Children then draw their own monsters. Provide them with drawing pencils and copies of the [Monster Features Prompt Mat](#), if required. You may wish to wait until children have successfully drawn their monster in pencil before giving them access to the colouring pens, pencils or crayons.
- You may wish to stop here and continue with the next part of the activity in a separate session.
- Once the children have each drawn and coloured their monsters, move on to describing them. Refer back to the monster that you created as a class.
- Ask children to generate words or phrases that can be used to describe the class monster. Take different ideas and record them.
- Ask children to work with a partner to orally compose a sentence to describe the monster. This is a great opportunity to remind children of adjectives and expanded noun phrases, if this is your grammar focus.

- Children then work independently, thinking of words and phrases to describe their own monsters. They then put their ideas into sentences.
- Once children have written their descriptions, follow the instructions on the PowerPoint to play 'Mystery Monster'. Children should move seats so they are working with different children, keeping their monster drawing a secret. In their groups, children then read their monster description aloud and see if the others can identify the correct monster drawing.
- Why not use the children's monsters to inspire some exciting story writing?

Curriculum Links

KS1

Art and Design

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

English

Writing – Composition

Year 1

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 2

- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – Vocabulary, Grammar and Punctuation

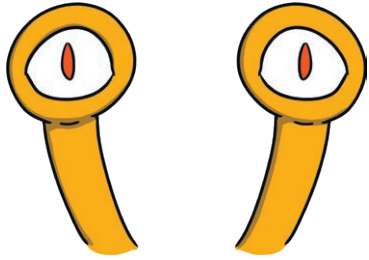
Year 2

- Use expanded noun phrases to describe and specify.

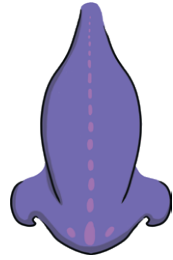
To explore 'A Monster Surprise' and the full range of accompanying resources, [click here](#).



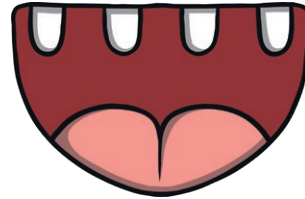
Monster Features



eyes



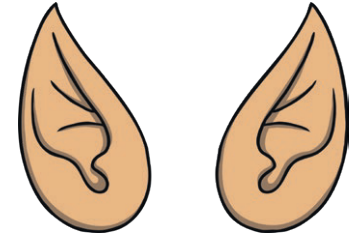
nose



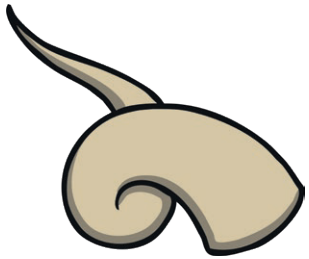
mouth



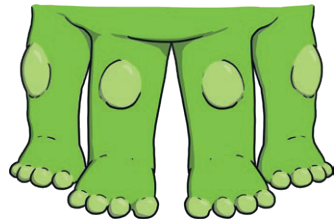
tusks



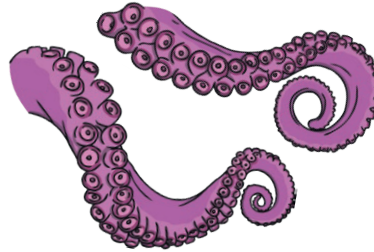
ears



horn



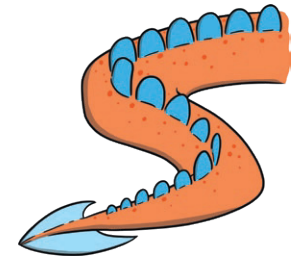
legs



tentacles



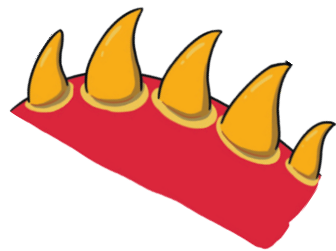
claws



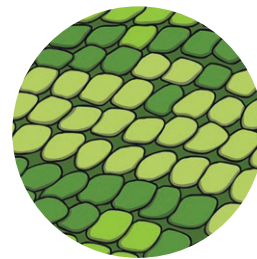
tail



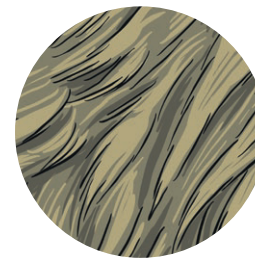
wings



spikes



scales



fur



feathers

Monster Adjectives

Size

tiny
small
miniscule
miniature
huge
enormous
gigantic
colossal
tall
short

Patterns

stripy
spotty
checked
speckled

Colour

red
orange
yellow
green
blue
purple
pink
grey
brown
black
white
multicoloured

Shape

round
square
long
pointy

Personality

scary	kind
mean	friendly
grumpy	caring
fearsome	smiley
ferocious	excitable
unfriendly	interesting
aggressive	special
terrifying	cute
greedy	adorable

Describe the Monster



Choose the words and phrases that describe the monster.

- hairy
- scaly
- fluffy
- orange
- blue
- green
- big
- enormous
- small
- tiny
- scary
- kind
- lonely
- crusty toes
- stripy nose
- pointy tusks
- long horns
- spotty tail
- purple claws
- long neck
- yellow tummy

Write some sentences to describe the monster.
