

**YEAR PLANNING**

**Class:**                      **Term:**                      **Subject: Art and DT**                      **Unit: Carnival Headdresses**

<p>Differentiation and support</p> <p>SEN: Support from more able partners in mixed ability work. Additional adult support.</p> <p>GT: Encourage further independent research and experimentation. Provide extension activities to apply their own knowledge and research.</p>	<p>Cross Curricular Mapping</p> <p>Citizenship:</p> <p>History:</p> <p>PSHCE:</p> <p>Drama</p>
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W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	<p>(1 hour)</p> <p>To design a headdress based on a carnival theme.</p>	<p>Intro: Introduce the topic with images, ppt and or videos of carnival headdresses. Ask the children to notice and choose one headdress to remember and describe. Think, pair, share with a partner. Create a class word and image bank on a white board with all their ideas Main: Write their name in their booklets. Draw and write 4 different potential designs onto the basic templates in their design booklets. Extension: develop makeup and facial expressions for the 4 different designs. Plenary: Show your designs to your table group or partner and discuss which one would make the best headdress and why.</p>	<p>Images, Ppt, videos EXT. actual headdress</p> <p>White board and pens Design booklets</p> <p>Drawing pencils and colouring pencils</p>	<p>MUST: Draw 4 different designs</p> <p>SHOULD: Show and differentiate between the different carnival themes and styles</p> <p>COULD: create a range of expressions and makeup f.</p>
2	<p>(1 hour)</p> <p>To learn how to transfer their design into a headdress.</p>	<p>Intro: Show the children the range of materials and resources that they have to make their headdress. Discuss the different methods of making their skullcaps: gluing, stapling, sewing, etc. Ask the children to think pair share their ideas and discuss which materials suit their design. Main: Select one design to develop and draw a front piece and extensions onto the skullcap template in their work booklets. Extension: label all the materials needed and make a plan with instructions and illustrations for how the headdress will be created, first.... then.... finally Plenary: Discuss each other's plans and ask what else they think they will need for next week's lesson. Do they need to adapt their design given the resources available?</p>	<p>Design Booklets Basic mask base.</p> <p>Easy: flat card or funky foam Templates from pintables.</p> <p>Med/ difficult: soft wire or pipe cleaners and foam</p>	<p>MUST: have selected, enlarged and developed one design</p> <p>SHOULD: have understood what materials are available in their design</p> <p>COULD: have planned to collect extra materials for their design.</p>

3	<p>(1 hour)</p> <p>To understand how templates are used in headdress making and how they can be added to structurally.</p>	<p><b>Intro:</b> Discuss the designs from last week. Ask what is practical given the time and material constraints? Think pair share. Discuss the importance of creating a firm structure before adding any decoration.</p> <p><b>Main:</b> Demonstrate how to make a skullcap, using bands approx. 6cm depth. Fit around the wearer's head from the eyebrows to the base of the neck, take off and fix using a glue gun or staples. NB: use the stapler from the inside out to avoid sharp edges on the head. Add the cross pieces from front to back and side to side Ask children to work in pairs to hold and attach the strips.</p> <p><b>Extension:</b> Use paper straws or pipe cleaners to attach to the skullcap and build structures, which stretch above the head. Draw and label these in their booklets.</p> <p><b>Plenary:</b> When the skullcaps are completed, children can place them on their heads to see how it feels. Ask is it comfortable? Do they need to make any adjustments? If so how?</p>	<p>Skullcap strips of card or foam</p> <p>Masking tape Glue Scissors</p> <p>Craft Knife and glue guns to be used with teachers support.</p> <p>Paper straws or pipe cleaners</p>	<p><b>MUST:</b> Cut out and make skullcaps <b>SHOULD:</b> Fit well and be attached securely.</p> <p><b>COULD:</b> Use paper straws to add extra features to the structure</p>
4	<p>(1 hour)</p> <p>Learning how to make a front piece for the headdress</p>	<p><b>Intro:</b> Discuss the look and feel of a good front piece for a headdress, Ask children to revisit their designs and make sure that the shape frames the face and does not obstruct their vision. Discuss the importance of painting and decorating the surface first before attaching to their skullcap sticking on any feathers etc.,</p> <p><b>Main:</b> Demonstrate how to apply make a symmetrical paper front piece template to make sure it fits before transferring to card. Cut out the template and transfer to card or foam. Colour, collage or decorate the front piece.</p> <p><b>Ext.</b> Make a second smaller or larger shape to stick onto the front piece.</p> <p><b>Plenary:</b> Lay out the front pieces. Discuss what children found easy / difficult and why. Do the headdresses still relate to their overall theme? Ask children if there is anything else that they would like to bring in to add to their headpieces.</p>	<p>Design Booklets</p> <p>Paper Recycled card (cereal boxes are good Funky foam</p> <p>Paint Coloured tissue Collage materials Glue</p>	<p><b>MUST:</b> Make a paper template and card cut out for the front piece <b>SHOULD:</b> Colour and decorate the front piece to enhance the overall theme <b>COULD:</b> Document the process in time lapsed stages</p>

5	<p>(1 hour)</p> <p>Learning how to embellish their mask structure.</p>	<p>Intro: Revisit the children's headdresses so far. Remind the children that headpieces are often the first things that an audience sees so ideally the headdresses want to be LARGE and STRIKING. Think pair share about what they think they could add to their work.</p> <p>Main: Children to prepare add-on materials to embellish their headdress and use appropriate sticking method.</p> <p>Ext: Write a dance sequence for the wearer to act out in a procession/assembly</p> <p>Plenary: Look at each other's headpieces and discuss what is working and what is not. Ask do they need any more or less additions, etc.?</p>	<p>Feathers, pom poms, glue, Needle and thread, Fabric, sequins, ribbon, glitter etc.</p> <p>Glue guns to be used with teachers support.</p>	<p>MUST: Select and add extra materials.</p> <p>SHOULD: Stick everything on successfully and appropriate For their theme</p> <p>COULD: Write a play/dance sequence for the wearer to act out</p>
6	<p>(1 hour)</p> <p>To evaluate the quality of their work</p> <p>To suggest and make improvements to their work</p>	<p>Intro: Explain that when designers and makers are finished, they evaluate what they have made. Ask the children to suggest what it means to evaluate their work. Explain that evaluating our work means seeing what went well, what did not go so well and how we could improve things in the future. Discuss some headdresses of varying quality and ask children to compare and contrast them.</p> <p>Main: Read through the evaluation questions in the booklet and explain what each one is asking the children to think about. Children to complete a series of questions to evaluate their work.</p> <p>Extension: Children to make improvements to their headdresses, based on their evaluations.</p> <p>Plenary: Ask children to discuss on their tables what problems and improvements they discovered in their evaluations. Were there any recurring / common problems? Ask children what else they would like to use these making skills to create.</p>	<p>Design Booklets</p> <p>Masks</p> <p>Materials and glue etc.</p>	<p>MUST: Finish their carnival headdress.</p> <p>SHOULD: Draw and evaluate their headdress</p> <p>COULD: Make changes and improvements.</p> <p>Document the children wearing the headdresses using film or photography</p>