

YEAR PLANNING

Class:

Term:

Subject: Art and DT

Unit: Carnival Masks

<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>Music</p>
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W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	<p>(1 hour)</p> <p>To design a mask based on carnival Themes.</p>	<p>Intro: Introduce the topic with images, ppt and or videos of carnival masks. Ask the children to notice and choose one mask 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 mask designs onto the basic templates in their design booklets. Extension: develop a character: choose one of the masks and draw 4 different facial expressions and emotions. Plenary: Show your designs to your table group or partner and discuss which one would make the best mask and why.</p>	<p>Images, Pot, videos EXT. actual masks</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 a defining theme</p> <p>COULD: Create a range of Characters for the masks</p>
2	<p>(1 hour)</p> <p>To learn how to transfer their design into a mask.</p>	<p>Intro: Show the children the range of materials and resources that they have to make their masks. Discuss the different methods of decorating their masks, like painting, collage, sticking, stapling, sewing etc. Ask the children to think pair share their ideas. Main: Decorate the chosen design larger onto the life sized mask template in their work booklets. Extension: label all the materials needed and make a plan with instructions and illustrations for how the mask 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>Basic mask base.</p> <p>Easy: flat Template from pintables.</p> <p>Med: Moulded paper templates.</p> <p>Hard: Make your own individual mask using paper mache onto Plastic Molds.</p>	<p>MUST: have selected, enlarged and developed one mask 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 mask making and how they can be added to structurally.</p>	<p>Intro: Discuss the designs from last week; what is practical given the time and material constraints. Think pair share. Discuss the importance of creating a firm, dry structure before adding any paint or decoration.</p> <p>Main: Demonstrate a range of moulding, shaping, joining methods and materials for building onto the basic structure. If using paper mache, watch a video of demonstration. Ask children to work in pairs to hold and attach the additions to their templates.</p> <p>Extension: Use paper straws to attach to the mould and build structures, which stretch above the head. Paint the structure white. Draw and label these in their booklets.</p> <p>Plenary: When the masks are completed and dry, children to place their masks on their faces to see how it feels. Ask is it comfortable? Do they need to make any adjustments? If so, how?</p>	<p>Mask templates/ moulds, Cardboard Paper straws. Lolly pop sticks Masking tape String Glue Scissors</p> <p>Craft Knife and glue guns to be used with teachers support.</p>	<p>MUST: Cut out and prepare main mask shape SHOULD: Add extra structural elements, which support the masks theme like animal's ears, bird's wings, flower petals etc.</p> <p>COULD: Use paper mache to mould extra features, like a birds beak or dragons teeth etc.</p>
4	<p>(1 hour)</p> <p>Learning how to colour and cover their mask structure</p>	<p>Intro: Ask children to think about their designs and what order they should start their decoration. Think, pair, share. Discuss the importance of painting, colouring or collaging the surface first before sticking on any feathers etc.,</p> <p>Main: Demonstrate or watch a video how to apply paint or collage to an object in the round as opposed to a piece of paper. Cover the front and back of the mask structures.</p> <p>Ext. Document the process using photographs or video interviews</p> <p>Plenary: Lay out the covered masks. Discuss what children found easy / difficult and why Ask children if there is anything else that they would like to bring in to add to their masks.</p>	<p>Mask structures. Newspaper or plastic cloths to cover the tables.</p> <p>Paint and brushes Water pots Paper towels Glue sticks PVA Glue</p> <p>Collage materials</p>	<p>MUST: Paint or collage the whole of the mask surface front and back SHOULD: Make sure that all the paint /paper/fabric covers the form smoothly without changing the intended outcome COULD: Document the process in time lapsed stages</p>

5	<p>(1 hour)</p> <p>Learning how to decorate and embellish their mask structure.</p>	<p>Intro: Discuss / watch a video / demonstration on sticking methods. Revisit the children's themes and resources. Think pair share about what they think they will use. Ask children what they will do if they make a mistake.</p> <p>Main: Children to prepare add on materials to embellish their mask and use appropriate sticking method.</p> <p>Ext: Write a play or notate a dance sequence for the character/characters to act out in a procession/assembly.</p> <p>Plenary: Look at each other's masks 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>Glue Varnish</p>	<p>MUST: Select and add extra materials to their mask.</p> <p>SHOULD: Stick everything on successfully and appropriate For their theme</p> <p>COULD: Varnish the finished masks. Write a play/dance sequence for the characters to act out</p>
6	<p>(1 hour)</p> <p>To learn how 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 people who make things are finished making them, they evaluate what they have done. 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 future. Ask children to think, pair, and share what questions we could ask to evaluate our masks. Discuss some masks 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 masks.</p> <p>Extension: Children to make improvements to their masks, 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 their mask making skills to create.</p>	<p>Design Booklets</p> <p>Masks</p> <p>Materials and glue etc.</p>	<p>MUST: Finish their carnival mask.</p> <p>SHOULD: Draw and evaluate their mask</p> <p>COULD: Make changes and improvements to the masks.</p> <p>Document the children wearing the masks using film or photography</p>

