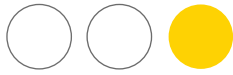


**CARNIVAL**  
ARCHIVE PROJECT



Embedding Carnival in the Curriculum  
FLAGSHIP SCHOOLS CASE STUDY:

# Foxdell School Year 3

## Art



Medium term plan – Art and Design

Theme – Carnival

Learning Objective and Success Criteria	Main teaching	Activity	Plenary	Function and Structure
<p><b>To research carnival costumes and to understand the themes associated with carnival.</b></p> <p><i>Skill – Researching</i></p> <p>SC:                      -I know what carnival costumes look like                      -I can identify common themes in costumes                      -I can start to consider my own ideas for carnival costumes</p>	<p>Teacher to explain carnival project to the children and that in art and design they will be designing and creating a T shirt and a head dress.</p> <p>On IWB display a range of costumes from Luton carnival and discuss the themes and techniques used.</p>	<p>In mixed ability groups children to be given a range of pictures and to come up with a list of features for carnival costumes.</p> <p>In pairs children to gain ideas for year 3’s water theme and children to rehearse ideas orally and creating small drawings and diagrams.</p>	<p>Discuss particular equipment and materials that might be needed.</p> <p>What do children feel will be the challenges they might face?</p>	<p>FUNCTION: Researching</p> <p>STRUCTURE: Carnival costumes tend to be ...</p>
<p><b>To design a head dress for carnival</b></p> <p><i>Skill – Designing</i></p> <p>SC:                      -I can come up with imaginative ideas                      -I can apply my ideas to a template                      -I can assess my friend’s work against the SC</p>	<p>Teacher to display head dress costumes from previous lesson and explain that today we will be designing head dresses for the carnival.</p> <p>Teacher to model design process using a head template. Remind children of the importance of sticking to the theme and focussing on water colours.</p>	<p>Children to design own head dress on template.</p> <ul style="list-style-type: none"> <li>- colour</li> <li>- shape</li> <li>- materials</li> </ul> <p>Emphasise the importance of labelling design accurately.</p>	<p><u>Peer Assessment</u>                      Children assess their partners design against the SC.</p> <p>Can they think of anyways that the design can be improved?</p>	<p>FUNCTION: Design</p> <p>STRUCTURE: I have chosen to have ... because...</p>
<p><b>To create a head dress (up to 2 lessons)</b></p>	<p>Teacher to model turning design into a head dress.</p> <ol style="list-style-type: none"> <li>1. draw round head dress</li> </ol>	<p>Children to create head dress from their own design.</p>	<p><u>Self Assessment</u>                      Children to assess progress against SC.</p>	<p>FUNCTION: Create</p>

<p><b><i>Skill – Cutting, sticking, following instructions</i></b></p> <p>SC: -I can follow step by step instructions -I can cut accurately -I can piece sections of a head dress together.</p>	<p>template</p> <ol style="list-style-type: none"> <li>2. Add detail</li> <li>3. Carefully cut out</li> <li>4. Add extra parts</li> <li>5. Decorate as appropriate</li> </ol>	<p>Teacher to explain each step at a time and children to work through the stages working in pairs as appropriate.</p>		<p>STRUCTURE: First I ... then I ...</p>
<p><b>To design a T shirt for carnival</b></p> <p><b><i>Skill – Designing</i></b></p> <p>SC: -I can come up with imaginative ideas -I can apply my ideas to a template -I can assess my friend's work against the SC</p>	<p>Teacher to explain that today we will be designing a T Shirt for the carnival.</p> <p>Teacher to model design process with children choosing a simple block pattern which can be printed onto a T shirt Remind children of the importance of sticking to the theme and focussing on water colours and patterns.</p>	<p>Children to design own T Shirt's pattern.</p> <ul style="list-style-type: none"> <li>- colour</li> <li>- pattern</li> <li>- Where on the T Shirt it will be printed.</li> </ul> <p>Emphasise the importance of labelling design accurately.</p>	<p><u>Peer Assessment</u> Children assess their partners design against the SC.</p> <p>Can they think of anyways that the design can be improved?</p>	<p>FUNCTION: Design</p> <p>STRUCTURE: I have chosen to have ... because...</p>
<p><b>To learn how to print</b></p> <p><b><i>Skill – Printing</i></b></p> <p>SC: -I can follow step by step instructions -I can come up with a simple block shape -I can create an accurate template -I can use paint to print using my template</p>	<p>Teacher to model the process of printing to the children and demonstrate how this will be used next lesson to create T shirts.</p>	<p>Teacher to explain each stage of the process in turn and children to practise skill independently.</p> <ol style="list-style-type: none"> <li>1. Draw block shape onto foam</li> <li>2. cut out block shape</li> <li>3. stick onto card using double sided tape</li> <li>4. Stick 4 small squares to the corners of the card.</li> <li>5. Put paint onto shape</li> <li>6. Press onto paper</li> <li>7. Repeat process</li> <li>8. Experiment by rotating the</li> </ol>	<p>Children to look back at design and consider if they need to make any changes now they know the process involved in printing.</p>	<p>FUNCTION: Creating</p> <p>STRUCTURE: After ...then I have to ...</p>

<p><b>To create a T Shirt for carnival</b></p> <p><i>Skill – Printing</i></p> <p>SC:</p> <ul style="list-style-type: none"> <li>-I can follow step by step instructions</li> <li>-I can use my simple block shape to create a template</li> <li>-I can use paint to print using my template</li> <li>-I know where I want the printing to be on the T shirt</li> <li>-I can assess my work against the SC</li> </ul>	<p>Teacher to remind children of the process involved in printing onto their T shirt.</p> <p>Remind them of the importance of being accurate as they will only have one attempt at getting this right.</p>	<p style="text-align: center;">shape etc.</p> <p>Children to print onto their T Shirt following the same process as the last lesson.</p> <p>Teacher to explain each step at a time and children to work through the stages working in pairs as appropriate.</p>	<p><u>Self Assessment</u></p> <p>Children to assess work against SC.</p>	<p>FUNCTION: Create</p> <p>STRUCTURE: First I ... then I ...</p>
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