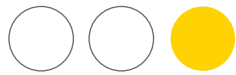


CARNIVAL
ARCHIVE PROJECT



Embedding Carnival in the Curriculum
FLAGSHIP SCHOOLS CASE STUDY:

Foxdell School Year 1 DT



Foxdell Infant School
Foundation Medium Term Planning Sheet

Year: 1 Subject: D & T Carnival/Olympics Term: Sum 1/2 2012 Hours: 12

Language Functions	Focus (questions to be asked by adult)	Language structures (to be used by child)
Describing, comparing, classifying, explaining a process, predicting, agreeing, disagreeing, reporting.	See weekly plans.	Evaluating, Agreeing/disagreeing, classifying, generalising, predicting, describing, sequencing.
Vocabulary:		
ICT: IWB, cameras, internet - archive website.		
Learning Objectives	Teaching Activities	Success Criteria
<p>Can I investigate carnival designs? Can I develop my own ideas?</p> <p>1 Pupils should be taught to: a record from first-hand observation, experience and imagination, and explore ideas b ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>3 Pupils should be taught to: a review what they and others have done and say what they think and feel about it b identify what they might change in their current work or develop in their future work.</p>	<p>Session 1 Designing and making own headdress out of card/paper</p> <p>Show previous carnival costumes using the archive website http://www.carnivalarchive.org.uk/ .</p> <p>http://www.bbc.co.uk/learningzone/clips/carnival-costume-designs/9309.html</p> <p>http://www.bbc.co.uk/learningzone/clips/brazilian-carnival-costumes/9602.html</p> <p>Discuss with children the process of creating a carnival band (group). Choose a theme: We have chosen Olympics. Choose main characters (king and queen - Medals)</p>	<p>Explore carnival design. Create your own design. Listen to others.</p>

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<p>4c differences and similarities in the work of artists, craftspeople and designers in different times and cultures 5d investigating different kinds of art, craft and design</p> <p>PSHE: 2d; to agree and follow rules for their group and classroom, and understand how rules help them 3b; to maintain personal hygiene 3c; how some diseases spread and can be controlled</p>	<p>Split into sections: Each year group taking on a different part of the Olympics.</p> <p>Explain that our section will be Olympic torches. Does anyone know what the Olympic torch is? Show on SB and discuss.</p> <p>Explain that today they are going to be designers and design their own ideas for a flame headdress.</p> <p>Model on A3 creating a design.</p> <p>All children to have a go at designing their own flame hats.</p> <p>Gather children on carpet. Explain they are going to turn their designs into card headdress. Model with child how to work with a partner to create a headdress.</p> <p><u>Main Activity</u> Draw headdress design onto card. Colour in. Cut it out. Stick on yellow/orange card/ribbon/feathers.</p> <p><u>TA</u> to take a small group at a time to help them work in partners to create a headdress out of paper (use strips of paper, small staplers).</p>	
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	<p><u>Extra activities:</u> Design whole costume using figures on paper. Create their own ideas for king and queen of carnival. Explore archive on laptops for previous costumes. Children explore drawing flames using watercolours.</p> <p><u>Plenary</u> TP: Children to verbally evaluate their own designs. My design is good because ... If I was to make another headdress I would ...</p>	
<p>Can I follow instructions and work with others to create my own carnival costume?</p> <p>4 Pupils should be taught about: a visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space 4b materials and processes used in making art, craft and design 5b working on their own, and collaborating with others, on projects in two and three dimensions and on different scales 5c using a range of materials and processes</p>	<p>Session 2 and 3 - Make foam headdress - Invite parents in to class to help with this session.</p> <p>Discuss paper headdresses made in previous session. Explain have used their good ideas to create a headdress for everyone to make.</p> <p>Show final design for flame headdresses. Discuss design with children.</p> <p>Explain made the same as our card headdresses but with foam. Why do you think our final headdresses will be made out of foam?</p> <p>Discuss health and safety. Remind the need of careful cutting out.</p> <p><u>Main Activity</u> Cutting out three bits of foam in - red, orange and yellow</p>	<p>Follow instructions carefully. Listen to others.</p>

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	<p>Adults to create helmet part with each child. Adults to stick parts of the front part of headdress together (red, orange, yellow foam) using glue gun.</p> <p>Attach helmet and front part.</p> <p><u>Extra activities:</u> Continue card individual headdresses if not finished. Design whole costume using figures on paper. Create their own ideas for king and queen of carnival. Explore archive on laptops for previous costumes. Children explore drawing flames using coloured chalk on black paper.</p>	
<p>Can I follow instructions and use the correct techniques to create my own carnival costume?</p> <p>2b. try out tools and techniques and apply these to materials and processes, including drawing 4b working on their own, and collaborating with others, on projects in two and three dimensions and on different scales 4c using a range of materials and processes</p>	<p>Session 4 & 5 Spraying t-shirts</p> <p>Explain we will be spraying our t-shirts to make them look like flames (show example). What colours do you think we will be using and why?</p> <p>Explain we will be using spray to tie-dye our t-shirts. Watch video http://www.youtube.com/watch?v=HZcgNu8PwFO</p> <p>Model scrunching and spraying red and orange dye onto yellow t-shirts. When spraying start off the top and then hold down and quickly spray evenly over top and then go off top to stop. Do front and back. Leave tops on newspaper/old material to dry for an hour.</p>	<p>Follow instructions carefully. Listen to others.</p>

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	<p>Children to tie-dye t-shirts one at a time with an adult outside (health and safety children to wear safety goggles and wash hands straight away afterwards, only to spray on the paper).</p> <p><u>Other activities</u> ICT - design flags on 2simple software Children explore drawing flames using collage materials. Design their own Olympic flags. Explore drawing landmarks of London (Olympics - refer to geography planning).</p>	
<p>Can I follow instructions to measure and join materials?</p> <p>2b try out tools and techniques and apply these to materials and processes, including drawing 4b working on their own, and collaborating with others, on projects in two and three dimensions and on different scales 4c using a range of materials and processes</p>	<p>Session 6 Wristbands</p> <p>Children to create their own 'flame' wristbands. TP: What colour ribbons should we use? Explain we are going to use orange and yellow ribbons for our wristbands. Model how to twist the band to create a wristband and then model how to tie on the ribbons. Show the length of ribbon they need to cut. Explain you will leave string out the correct length and they will need to cut their ribbons to the same length as the string. Model this as well.</p> <p>Main activity - Children to create their wristbands.</p> <p><u>Other activities</u> ICT - design flags on 2simple software Children explore creating flames using any media. Explore drawing animals/countryside from countries involved in the Olympics (refer to geography planning). Finishing off anything that needs doing.</p>	<p>Follow instructions carefully. Listen to others.</p>

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Evaluation:

Successes	Concepts that need to be revised	Notes