

CARNIVAL

ARCHIVE PROJECT



Embedding Carnival in the Curriculum
FLAGSHIP SCHOOLS CASE STUDY:

Foxdell School Year 2 DT



Foxdell Infant School
Foundation Medium Term Planning Sheet

Year: 2 Subject: Design Technology/Art - Themes: 'The Olympics' Term: Summer 1/2 2012 Hours: 10

Vocabulary:

Week 1: observation, experience, imagination, sketching, detail and depth - shading, media
Week 2: : Portrait, observation, experience, imagination, sketching, detail and depth - shading, media
Week 3: Ancient, antiques, pottery, illustrating, illustration, decorations, Olympics, athletes, sketching, design, create
Wee 4: Historians, techniques, evaluate, criteria, clay, sketch, plans
Weeks 5/6: Carnival, costumes, design, headdress, investigate, explore, develop, archive, website, reflect, represent, research, develop, designs, foam
Week 7: Design, decorate/decorating, foam, headdress, samples, template
Weeks 8 - 10: Printing, design, stamp, acrylic, template, demonstrate/demonstration, foam

Learning Objectives	Teaching Activities	Resources	Success Criteria
<p>Exploring and developing ideas 1a. record from first-hand observation, experience and imagination, and explore ideas? 1b. ask and answer questions about the starting points of my work, and develop my ideas? Investigating and making art, craft and design 2c. represent observations, ideas and feelings, and design and make images and artefacts? 2b. try out tools and techniques and apply these to materials and processes, including drawing? Evaluating and developing work 3a. review what they and others have done and say what they think and feel about it. 3b. identify what they might</p>	<p>Week 1: LQ: Can I record from first hand observation, experience and imagination? A quick review of some of the Historical buildings (in London) that the class looked at in the History/Geography lesson (Week 1). Establish that chn will be creating detailed sketches of these buildings. Discuss the possible media that children could use and take them through how to use each one effectively. The children could use various media including shading pencils, crayons, oil pastels, chalk, and charcoal. How would each media be most effective and what would be the limitations? Model sketching an image, paying attention to detail and to scale. Discuss how they can use their pencils to make a rough sketch. Once full image has been sketched out, model adding more detail and depth through shading. Group/Individual activity: Children choose their preferred media. Children to work independently to create accurate sketches of historical buildings in London, using the give photos as reference/guidance Children should concentrate on the detail and the effect of shading to give depth to their images. Encourage children to keep going, adding detail and shading rather than rushing!</p>	<p>Resources Sketching pencils, colouring pencils/ crayons, oil pastels, chalks Images of historical buildings Art/DT books</p>	<p>I can make careful and accurate observations. I can sketch a detailed image of one of the Historical buildings in London. PSHE Links: Chn to learn to take part in discussions with one other person and the whole class. Questioning Can the chn describe the processes they undertook, do they see associated language with meaning, have they produced something that reflects LQ? Assessment / Evaluation During plenary chn to share what they like about the work of</p>

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<p>change in their current work or develop in future work.</p> <p>Knowledge and Understanding 4a. Visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space.</p> <p>4b. materials and processes used in making art, craft and design.</p>	<p>Plenary/Assessment Ask all chn to leave their books on their tables; the children should treat the classroom like an art gallery. Chn to move around the class look at their peer's work. They should attempt to appraise their work. Ask chn to feedback on properties of the art that 'stood out' in the images they viewed.</p> <p>OR</p> <p>Evaluation - Examine the children's work - highlight the sketches that have worked particularly well and discuss why? What have these children done particularly well? (Focus on their use of shading/detail).</p>		<p>others and what they might improve about their own work in the future.</p>
<p>Exploring and developing ideas 1a. record from first-hand observation, experience and imagination, and explore ideas?</p> <p>1b. ask and answer questions about the starting points of my work, and develop my ideas?</p> <p>Investigating and making art, craft and design 2c. represent observations, ideas and feelings, and design and make images and artefacts?</p> <p>2b. try out tools and techniques and apply these to materials and processes, including drawing?</p> <p>Evaluating and developing work 3a. review what they and others have done and say what they think and feel about it.</p> <p>3b. identify what they might</p>	<p>Week 2: <i>Can I explain what Ancient Greek Pots were used for? Can I explain why they are so important?</i> <i>Can I begin to design my own Greek pot using my knowledge and understanding of them?</i></p> <p>Introduce the learning Questions to the class and what they should achieve at the end of the lesson.</p> <p>Give the children postcards or pictures of ancient Greek pottery, including some illustrating ancient Olympics.</p> <p>http://ancienthistory.about.com/od/greekpottery/ig/Greek-Pottery---Athletics/</p> <p>Discuss what information about the Olympics can be gained from looking closely at the illustrations.</p> <p>Ask the children to look closely at the decoration on the pots and to select ones that show the Olympics. What do they show? What shape are they? Ask pupils to suggest what they think the pots were used for. Do you think their shape can tell us anything about their purpose?</p> <p>Show PowerPoint presentation - Night at the Museum - Larry works at the museum and is in charge of the Greek antiques. Discuss the questions on the left: in groups, discuss the answers.</p> <p>Discuss the various shapes of pots - show website about ancient Greek pots.</p>	<p>Resources Postcards or pictures of ancient Greek pottery PowerPoint presentation - Night at the Museum Sketching pencils Art/DT books</p>	<p>I can explain what Greek Pots were used for and why they are important.</p> <p>I can produce labelled drawings/designs of Greek pots with detailed images on the basis of my observations.</p> <p>I can infer information about the Greek from my observations of their pottery.</p> <p>I can make observations and inferences from pictures.</p> <p>PSHE Links: Chn to learn to take part in discussions with one other person and the whole class.</p> <p>Questioning Can the chn describe the processes they undertook, do they see associated language</p>

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<p>change in their current work or develop in future work.</p>	<p>Explain to pupils that now they are going to design their own pots. They need to think carefully about what they want it to be used for -what shape it will be depending on what it will be used for and what illustration from the Olympics will it depicts.</p> <p>Group/Individual activity: Hand out sketching pencils and Art/DT books. Pupils must study the pots (pictures) carefully and then carefully draw what pot they will create out of clay. Pupils to annotate the name of the pot, what it will be used for and images on the front (a detailed, image of Greek athletes showing the Olympic sport they participated in).</p> <p>Plenary: Using the 'pot of power' - select pupils to come to the front and show their drawings on the visualiser. Discuss their sketches/plan for clay pots.</p> <p>Give pupils a couple of minutes to edit their drawings ready for the next lesson.</p>		<p>with meaning, have they produced something that reflects LQ?</p> <p>Assessment / Evaluation During plenary chn to share what they like about the work of others and what they might improve about their own work in the future.</p>
<p>Developing, planning and communicating ideas 1b. Develop ideas by shaping materials and putting together components 1c. Talk about their ideas</p> <p>Working with tools, equipment, materials and components to make quality products 2a) To select tools and techniques appropriately.</p> <p>2b) To explore the sensory qualities of materials.</p> <p>2c) To measure, mark out, cut and shape a range of materials.</p> <p>2f) Follow safety procedures To select tools and materials and</p>	<p>Week 3: (DT) <i>Can I make my own Greek pot using my design and my knowledge and understanding of them?</i></p> <p>Review prior learning about Greek Pots (from Week 3) using PPT - 'Why are Greek Pots Important to Historians?' Use slides 6 to 18 to explain two simple techniques for making clay pots. As you work through the slides have your TA modeling the techniques (with clay) Or use another adult (if available) to model the second technique.</p> <p>Allow chn time to decide on the technique they will use.</p> <p>Group/Individual activity: Give each child a lump of clay and ask them to use their chosen techniques and their sketches/plans (from Week 3) to make their Greek Pots. When chn are finish making their pots ask them to recreate (using plastic knives) their image of The Greek Olympics.</p> <p>Teacher /TA (and any additional adult to support children using the clay and plastic knives.</p> <p>Plenary: Allow chn to display and discuss what they have done, and evaluate in</p>	<p>Resources Clay, water pots, table cloth, Art/DT books, plastic knives</p>	<p>I can choose my own technique and follow it carefully to make my own Greek Pot.</p> <p>I can use clay and a plastic knife sensibly and carefully.</p> <p>I can talk about my work in relation to my design criteria.</p> <p>Health and safety: Organise/distribute adults so that pupils can be easily supervised.</p>

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<p>use the correct vocabulary to name and describe them.</p> <p>Evaluating processes and products 3a) To talk about ideas, saying what they like, dislike. 3b) To identify what they could have done differently to improve their work</p>	<p>relation to their design criteria.</p> <p>Photograph chn with their pots. Use video cameras to make clips of chn presenting work and commenting on it. (Or Interview style as in TV programme -emphasize clear fluent speaking and use of DT vocabulary -could show to another class or year group).</p>		
<p>Exploring and developing ideas 1a. record from first-hand observation, experience and imagination, and explore ideas.</p> <p>1b. ask and answer questions about the starting points of my work, and develop my ideas.</p> <p>Knowledge and understanding 4c. differences and similarities in the work of artists, craftspeople and designers in different times and cultures.</p> <p>5d. investigating different kinds of art, craft and design.</p>	<p>Week 4: Designing and making own headdress Can I investigate/explore carnival costume designs? Can I develop my own ideas? Can I design my own headdress?</p> <p>Share and explain LQs. Show chn some past carnival costumes using the carnival archive website (Photos of Luton Carnival) and Carnival pdf file. Explain to chn that they will be making their own carnival headdress (look closely at some of the headdresses on the website/pdf file).</p> <p>Introduce and explain to chn our area/section of focus (Flags) for our designs. This will be explored further in History/Geography week 6.</p> <p>Today we are going to be designers and so we will be designing our own headdresses that will reflect/represent 'Flags.' Allow chn to discuss in TP how we can show this. Allow them to share their ideas, nothing these on SB for further reference.</p> <p>Discuss with chn the process of creating a carnival band. Model on flip chart creating a design.</p> <p>Group/Individual activity: Step 1 - Ask chn (in pairs) to design (on paper) their own version of a carnival hat that in cooperates the flag (of the country researched - week 5). Step 2 - Explain to chn that they will now turn their designs into a card headdress. T will model how this can be done using her previous design. Step 3 - T will: draw her headdress design on card</p>	<p>Resources Costume Making Process -</p> <p>http://www.tes.co.uk/teaching-resource/Brazilian-Carnival-costumes-6176184/</p> <p>http://www.tes.co.uk/teaching-resource/Carnival-costume-designs-6176190/</p> <p>Carnival Archive - http://www.carnivalarchive.org.uk/carnivals/luton-carnival/carnival-history</p>	<p>I can investigate/explore carnival costume designs.</p> <p>I can create my own design.</p> <p>PSHE Links: Chn to learn to take part in discussions with one other person and the whole class.</p> <p>2d. Chn to agree and follow rules for their group and classroom, and understand how rules help them.</p>

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	<p>cut it out and decorate it. TA (and any additional adult) will take small groups to help them to create their headdress out of paper (strips of paper, small staplers). Take pictures for evidence</p> <p>Extra Activities. Explore the carnival archive (looking at costumes). Watch the process of costume making (web links in resources). Design own costumes using figures on paper. Use 2Simple (2Create) to design their own costumes. Make mini flags for headdress. Design your their own Olympic flags. Research, explore and draw different things from the country they are researching.</p> <p>Plenary: Allow chn to display and discuss what they have done, and evaluate in relation to their design criteria.</p>		
<p>Knowledge and Understanding 4a. Visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space.</p> <p>4b. materials and processes used in making art, craft and design.</p> <p>5b. Working on their own, and collaborating with others, on projects in two and three dimensions and on different scales.</p> <p>5d. investigating different kinds of art, craft and design.</p>	<p>Week 5: Making foam headdress - Invite parents into class to help in this session. Can I develop my own ideas? Can I make my own foam headdress? Display and discuss paper headdress made in previous session. Explain how they have used their good ideas to create a headdress for everyone to make.</p> <p>Explain that they will be making the same as their card headdress but on foam. Why do you think our final headdress will be made out of foam?</p> <p>Discuss health and safety. Remind chn of the need to cut out their designs carefully.</p> <p>Main/Individual Activity Cut out the main part of the foam. Adults to create helmet part with each child.</p>	<p>Paper headdress Foam, scissors, templates</p>	<p>I can develop my own ideas by making my own foam headdress.</p> <p>PSHE Links: Chn to learn to take part in discussions with one other person and the whole class.</p> <p>2d. Chn to agree and follow rules for their group and classroom, and understand how rules help them.</p>

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<p>Knowledge and Understanding 4a. Visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space.</p> <p>4b. materials and processes used in making art, craft and design.</p> <p>5b. Working on their own, and collaborating with others, on projects in two and three dimensions and on different scales.</p> <p>5d. investigating different kinds of art, craft and design.</p>	<p>Week 6: Decorating foam headdress <i>Can I develop my own ideas? Can I decorate my own foam headdress?</i></p> <p>Show final design for each flag headdress (See samples). Discuss design with the chn. Show headdress and explain to chn that today they will be decorating their headdress.</p> <p><u>Main Activity</u> Chn to decorate their headdress - adults to support.</p> <p>Design Process:</p> <p>Jamaica -</p> <ul style="list-style-type: none"> • Paint 2 green triangles (extend area) • Stick on yellow cross with glue gun. <p>England -</p> <ul style="list-style-type: none"> • Stick red cross on white foam gun. <p>United Kingdom (UK) - Union Jack (for the chn who are taking part in the Carnival) - TA and a volunteer can work with this group</p> <ul style="list-style-type: none"> • Stick on blue triangles on extra red strip. <p>Kenya -</p> <ul style="list-style-type: none"> • Colour paint 3 strips with white gaps • Stick on white spears • Add black and white to the red shield • Stick on red shield. <p>China -</p> <ul style="list-style-type: none"> • Stick on sheet of red • Paint on stars using template. <p>Australia -</p> <ul style="list-style-type: none"> • Stick on sheet of blue foam • Stick paper UK flag • Paint on white stars using template. 	<p>Foam/strips, glue gun, paints, template for stars, headdress designs (samples)</p>	<p>I can develop my own idea.</p> <p>I can decorate my own foam headdress.</p> <p>PSHE Link:</p> <p>2d. Chn to agree and follow rules for their group and classroom, and understand how rules help them.</p>
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	See samples		
<p>2b. Try out tools and techniques and apply these to materials and processes, including drawing.</p> <p>4b. working on their own and collaborating with others, on projects in two and three dimensions and on different scales.</p> <p>4c. using a range of materials and processes.</p> <p>5c Use a range of materials and processes: print-making.</p> <p>5b Carry out focused practical task to develop technique/skill.</p>	<p>Week 7: Stamp Design for T-shirt Printing Can I design my own stamp?</p> <p>We're going to print our own t-shirt. Our t-shirts will reflect our theme: 'Flags' and match our headdresses. Before we can begin printing we need to make stamps. Easiest way to do this is to:</p> <ul style="list-style-type: none"> • Design stamp on paper • Draw onto foam • Cut out • Stick on square of cardboard • Stick a little bit of foam in the 4 corners • Paint on acrylic onto foam CAREFULLY • Stamp onto paper (shirt template). <p>Activity Chn create stamps using method demonstrated and practice print on paper shirt template (preparation for the next 2 lessons).</p>	<p>Paper, foam, cardboard, acrylic paint Shirt template (paper)</p>	<p>I can follow instructions to design my own stamp.</p>
<p>4b. working on their own and collaborating with others, on projects in two and three dimensions and on different scales.</p> <p>4c. using a range of materials and processes.</p>	<p>Week 8: Printing their final t-shirt Can I print my own t-shirt?</p> <p>Display t-shirts from the previous lesson. Revise what chn did in the last lesson. Inform chn that in the next 2 lessons we will be printing our t-shirts.</p> <p>T to model printing 1 side of a t-shirt. Explain to chn that they will be printing 1 side of their t-shirt. Why do you think we are only printing 1 side? Ascertain that we need to allow that side to dry before we can print the other.</p> <p style="color: red;">Have stamp ready - 2 for each teacher/group.</p> <p>Activity Give each child a t-shirt Adult will support them to print 1 side (allow to dry ready for Week 9).</p> <p>Week 9: Final Product</p>	<p>t-shirts, stamps acrylic paint</p>	

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	Chn print side 2 of their t-shirts Adults will support.		
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Evaluation:

Successes	Concepts that need to be revised	Notes