Embedding Carnival in the Curriculum

FLAGSHIP SCHOOLS CASE STUDY:

Foxdell School  Year 3

Art
<table>
<thead>
<tr>
<th>Learning Objective and Success Criteria</th>
<th>Main teaching</th>
<th>Activity</th>
<th>Plenary</th>
<th>Function and Structure</th>
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</thead>
</table>
| **To research carnival costumes and to understand the themes associated with carnival.** | 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. On IWB display a range of costumes from Luton carnival and discuss the themes and techniques used. | In mixed ability groups children to be given a range of pictures and to come up with a list of features for carnival costumes. In pairs children to gain ideas for year 3’s water theme and children to rehearse ideas orally and creating small drawings and diagrams. | Discuss particular equipment and materials that might be needed. What do children feel will be the challenges they might face? | FUNCTION: Researching  
STRUCTURE: Carnival costumes tend to be … |
| **Skill – Researching** | 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 | | | |
| **To design a head dress for carnival** | Teacher to display head dress costumes from previous lesson and explain that today we will be designing head dresses for the carnival. Teacher to model design process using a head template. Remind children of the importance of sticking to the theme and focussing on water colours. | Children to design own head dress on template.  
- colour  
- shape  
- materials  
Emphasise the importance of labelling design accurately. | Peer Assessment  
Children assess their partners design against the SC.  
Can they think of anyways that the design can be improved? | FUNCTION: Design  
STRUCTURE: I have chosen to have … because… |
| **Skill – Designing** | 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 | | | |
| **To create a head dress (up to 2 lessons)** | Teacher to model turning design into a head dress.  
1. draw round head dress | Children to create head dress from their own design. | Self Assessment  
Children to assess progress against SC. | FUNCTION: Create |
### Skill – Cutting, sticking, following instructions

**SC:**
- I can follow step by step instructions
- I can cut accurately
- I can piece sections of a head dress together.

<table>
<thead>
<tr>
<th>Teacher to explain each step at a time and children to work through the stages working in pairs as appropriate.</th>
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</thead>
<tbody>
<tr>
<td>Children to design own T Shirt’s pattern.</td>
</tr>
<tr>
<td>Peer Assessment Children assess their partners design against the SC.</td>
</tr>
<tr>
<td>FUNCTION: Design</td>
</tr>
</tbody>
</table>

**FUNCTION:**

**STRUCTURE:**

First I … then I …

### To design a T shirt for carnival

#### Skill – Designing

**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

<table>
<thead>
<tr>
<th>Teacher to explain that today we will be designing a T Shirt for the carnival.</th>
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<tbody>
<tr>
<td>Teacher to model design process with children choosing a simple block pattern which can be printed onto a T shirt</td>
</tr>
<tr>
<td>Remind children of the importance of sticking to the theme and focussing on water colours and patterns.</td>
</tr>
<tr>
<td>Emphasise the importance of labelling design accurately.</td>
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<td>Children assess their partners design against the SC.</td>
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<td>Can they think of anyways that the design can be improved?</td>
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**STRUCTURE:**

I have chosen to have … because…

### To learn how to print

#### Skill – Printing

**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

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<th>Teacher to model the process of printing to the children and demonstrate how this will be used next lesson to create T shirts.</th>
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<td>Teacher to explain each stage of the process in turn and children to practise skill independently.</td>
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<tr>
<td>Children to look back at design and consider if they need to make any changes now they know the process involved in printing.</td>
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<tr>
<td>FUNCTION: Creating</td>
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</table>

**STRUCTURE:**

After …then I have to …
| **To create a T Shirt for carnival** | **Shape etc.** | **Self Assessment** | **FUNCTION:** Create
**STRUCTURE:** First I … then I … |
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<td><strong>Skill – Printing</strong></td>
<td>Teacher to remind children of the process involved in printing onto their T shirt. Remind them of the importance of being accurate as they will only have one attempt at getting this right.</td>
<td>Children to print onto their T Shirt following the same process as the last lesson. Teacher to explain each step at a time and children to work through the stages working in pairs as appropriate.</td>
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