

Unit 4B Take a seat

ABOUT THE UNIT

In this unit children explore the design of chairs. They discuss what chairs tell us about everyday life and the way people rest, eat and relate to each other. They look at examples of designs in the past and in other cultures as inspiration for developing their own imaginative designs for a chair for a particular character or occasion.

WHERE THE UNIT FITS IN

This unit builds on Unit 3B 'Investigating pattern' in the design of everyday objects and Unit 3C 'Can we change places?' where children learn to construct a three-dimensional form. It also builds on Unit 3C 'Characteristics of materials' in the science scheme of work. It links with Unit 3A 'Packaging' and Unit 3D 'Photograph frames' in the design and technology scheme of work. It also links with mathematics: understanding and using measures, and history: world study of ways of life in different times and cultures.

WHAT THE UNIT COVERS

Art	Craft	Design	2D	3D	Individual work	Collaborative work
Line	Tone	Colour	Pattern	Texture	Shape	Form Space
Painting	Collage	Textiles	Digital media	Sculpture	Print making	

VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- parts of a chair, *eg leg, seat, back, backrest*
- types of chair, *eg office, dentist, settee, throne*
- design of chairs, *eg shape, structure, function*
- construction of chairs, *eg individual, hand-made, mass produced*
- constructing a model, *eg card construction, model, maquette*

RESOURCES

For practical work

- drawing materials, *eg medium-grade graphite pencils, coloured pencils*
- materials for construction, *eg card, glue, double-sided tape, stapler, liquid paint, PVA*
- sketchbooks
- coloured paper

Suggested examples of art, craft and design

- examples of chairs used in school and elsewhere
- examples of chairs from different times and cultures, shown in paintings, carvings, sculptures, photographs, etc showing the different purposes and functions of chairs such as:
 - ceremonial or celebration, *eg thrones*
 - mass use, *eg office, cinema*
 - comfort, *eg settee, armchair*
 - outdoor, *eg park bench, garden swing*

EXPECTATIONS

At the end of this unit

most children will be able to:

collect visual and other information; explore how visual qualities can be organised and combined for different purposes to communicate their ideas about a chair; experiment with materials and techniques to construct a model chair; identify similarities and differences in their own and others' work; adapt and improve their own work according to its purpose

some children will not have made so much progress. They will be able to:

use materials and techniques to construct a model chair; talk about the differences between their own and others' work; suggest improvements to their own work

some children will have progressed further. They will be able to:

collect visual and other information to help them with their work; experiment with materials and techniques to suit their chair design; compare the ideas, methods and approaches used in their own and others' work; modify and improve their work to realise their own intentions

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

EXPLORING AND DEVELOPING IDEAS

- about the roles and purposes of art, craft and design in different times and cultures
- to compare ideas, methods and approaches in others' work and say what they think and feel about them

- Display photographs of chairs in common use in different places. Display books and other material, *eg paintings, sculptures, carved reliefs*, that show chairs from different times and cultures.
- Identify a chair that is familiar to the children and talk about the parts of the construction, *eg shape of seat, height of seat, position of backrest*.
- Ask the children to think about how the chair is used, *eg school chairs that children use every day need to be strong, portable and stackable*.
- Look at and compare chairs from different times and cultures. Identify the similarities and differences in the shapes and forms of chairs.
- Talk about how the form of the chairs relates to their purposes, *eg ceremony, leisure, rest*, and the ideas about designs, *eg decorative, long lasting, temporary, to show the status of the person*.
- Talk about the materials used to make the chairs, *eg wood, metal, plastic, gold*.
- Talk about the way that the chairs are made, *eg hand carved, mass produced, mass-produced frame and hand-finished upholstery*.

- identify the parts of the chair and their purposes
- identify different types of chair and the materials used
- comment on how the form of chairs is related to the purposes
- comment on how materials are used in making chairs

- Links with history: world study of ways of life in different times and cultures.
- Show examples from the different areas of study, such as:
 - chairs that use different patterns and motifs, *eg carved animals, birds, plants*
 - chairs used by royalty and others in positions of power, *eg African chief's chair with figures carrying out everyday activities, skulls that represent slain enemies, leopards as symbols of power*
- Encourage children to think about the lives of the people who used the chair.
- Link with Unit 3C 'Characteristics of materials' in the science scheme of work when children choose materials because their properties are suitable for making a chair.

- to question and make thoughtful observations about starting points and select ideas to use in their work

- Ask the children to work in pairs to design a chair for an interesting, unusual character – perhaps a story character – or for a special occasion. Ask them to think about the sort of chair that would reflect the person's character or would be suitable for the event, *eg funny, dramatic, fantastic, frightening*.
- Ask the children about the design for the chair. *What height from the ground would the chair be? What sort of seat? What about the back of the seat? Would it have arms? What would it be made from?*

- explore ideas for a design to represent a character or event

- Links with English: identify how character and setting are created. Setting is a focus of teaching and learning in year 4, term 2 in the *National Literacy Strategy: Framework for teaching*.
- Encourage the children to take individual approaches to their designs and to be adventurous in their ideas.

- to collect visual and other information to help them develop their ideas, including using a sketchbook
- to adapt their work according to their views and describe how they might develop it further

- Ask the children to develop ideas in their sketchbooks that 'fit' the person who will use the chair or suit the event. Encourage them to use ideas from different times and cultures.
- Review their sketchbook drawings to ensure that they have a range of ideas for their designs.

- record and collect visual and other information to inform their ideas for designs
- adapt and improve their sketchbook work

- Discuss the different ways in which they can use their sketchbooks, *eg:*
- as a 'think book' to work out ideas
 - to collect visual information on shape, colour, etc
 - to collect information about the designs and ideas in others' work

INVESTIGATING AND MAKING

- to apply their experience of materials and processes, including drawing, developing their control of tools and techniques

- Ask the children to produce a model of their chair, working from ideas in their sketchbooks. Children could:
 - either
 - construct a scale model chair by using card, tubes and other suitable materials. Show the children techniques for making three-dimensional shapes and for stiffening paper and card, *eg rolling, folding and layering*, and for joining, *eg glue, tape, paper clips*
 - or
 - adapt and decorate an existing chair that is no longer used

- use their sketchbook drawings to inform their design either to construct a scale model of a chair to represent their chosen character or event, or adapt and decorate a chair to represent their chosen character or event

- This work links with the design and technology scheme of work. It links with Unit 3A 'Packaging' when children measure, mark out, cut, score and assemble a 3D shape and with Unit 3D 'Photograph frames' when children learn ways of making stable structures, strengthening paper and using different joining methods.

- to investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of their work

- Discuss the children's ideas about their character or event and how they will be represented by the chair. *What will the chair say about the character or occasion? How will colour, texture, pattern be used?*
- Ask the children to think about the proportions of the chair. *How high will it be from the ground and why? How big will the seat be?*
- Ask them to develop the decoration of their chair using different media, *eg paint, coloured papers, collage materials, wire, tissue paper*. Encourage them to explore ways of adding mouldings to the chair, or of shaping and decorating parts of the chair, *eg the legs, arms, seat and back*.

- make decisions about how the chair is decorated to reflect their chosen character

- At the end of each session, show examples of children's work to identify good progress.

EVALUATING AND DEVELOPING WORK

- to adapt their work according to their views and describe how they might develop it further

- Review the success of the chair designs and models. Talk about how well the chair reflects the chosen character or event, considering:
 - the shape and proportions of the parts of the chair
 - the decoration, use of materials and whether combining materials adds interest to the work
 - the mood and effect that the chair creates, *eg happy, disturbing, sinister, relaxing*
- Encourage the children to make adjustments to their designs if they feel the comments are helpful.

- identify the success of the design and what they think is interesting about it

- Display examples of designs from different times and cultures alongside children's work to set expectations about standards.
- Talk with children individually, in groups and as a whole class to discuss the use and display of their work.
- Children could extend their work by painting a composition including their favourite chair design, creating an appropriate background for it. They could look at examples of chairs in the paintings of artists such as van Gogh and Matisse.

PRIOR LEARNING

It is helpful if children have:

- made simple structures using card construction techniques
- considered how different forms of art, craft and design can tell us about people and their way of life
- worked in groups

FUTURE LEARNING

In Unit 5B 'Containers', children explore the craft tradition of making vessels and containers and develop the practical skills needed to build a three-dimensional form in clay or papier mâché.

ADAPTING THE UNIT OF WORK

Children could:

- explore ideas for designs for other everyday objects, *eg beds, tables*, and create designs on themes such as 'Me as a ...', machines, gardens, fantastic beasts, dreams
- develop a set containing the chair for a scene in a play about their character. They could create a costume for the character and write and perform a monologue

