

Unit 6B What a performance

ABOUT THE UNIT

In this unit children investigate headwear and costume worn in different times and cultures, including theatre costume. They use this as a starting point for designing and making a piece of headwear for a character in a story, using a range of textiles and other materials.

WHERE THE UNIT FITS IN

This unit builds on Unit 4B 'Take a seat' and Unit 5B 'Talking textiles', where children gain skills and experience of using textiles and construction materials to create three-dimensional form. It could be linked with Unit 3B 'How do people express their faith through the arts?' in the religious education scheme of work. It could also be linked with history: world study of ancient Egypt, ancient Sumer or the Aztecs.

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:

- headwear and costumes designed for different purposes, eg *for the theatre, carnival, celebration*
- expressive words and language, eg *in songs, stories and poetry*
- making skills, eg *knot, tie, fringe, fold*
- textile techniques, eg *appliqué, quilting*
- forces, eg *weight, balance, movement*

RESOURCES

For practical work

- materials suitable for constructing headwear, eg *card boxes, cartons, paper plates, cups, card tubes*
- strong card cut into strips of varying widths
- wire, wirecutters
- joining materials, eg *sticky tape, double-sided sticky pads, hole punches, treasury tags, glue and spreaders*
- scissors (for card and fabric)

Suggested examples of art, craft and design

- examples of designs for theatre sets and costumes, eg *Leon Bakst's designs for Ballets Russes*
- pictures, books and videos about different kinds of celebration, carnivals and performances

EXPECTATIONS

At the end of this unit

most children will be able to:

explore ideas about headwear; collect materials and visual and other information to help them develop their work; use materials and processes to communicate ideas and meanings in a piece of headwear; combine and organise shape, form, colour and texture to match their intentions; compare and comment on ideas, methods and approaches in their own and others' work, relating these to the context of the work; adapt and improve their work to realise their intentions

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

explore ideas about headwear; collect materials and information for their work; use materials and techniques to communicate ideas through a piece of headwear; comment on differences between their own and others' work; adapt and improve their own work

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

select and use materials and other information in developing their work; manipulate materials and processes to communicate ideas and meanings; match visual and tactile elements to their intentions; analyse and comment on ideas, methods and approaches used in their own and others' work; adapt and refine their work to reflect their own view of its purpose and meaning

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
EXPLORING AND DEVELOPING IDEAS			
<ul style="list-style-type: none"> about the roles and purposes of artists, craftspeople and designers working in different times and cultures 	<ul style="list-style-type: none"> Talk about special occasions such as birthdays, weddings, festivals, fêtes and carnivals. Ask the children to think about what they wear at these times. Look at examples of theatre designs, costumes, and headwear from different times and cultures. Look at examples of the work of contemporary designer-makers. 	<ul style="list-style-type: none"> explain that people celebrate in different ways for a variety of reasons identify a variety of ways in which people communicate ideas and feelings through what they wear 	<ul style="list-style-type: none"> Ask the children to bring in any clothing or headwear they have for special occasions and talk about the ideas and feelings that these items give them. Discuss the work of contemporary designer-makers, eg <i>Pip Hackett, Kei Ito</i>.
<ul style="list-style-type: none"> about visual and tactile elements and how these elements can be combined and organised for different purposes 	<ul style="list-style-type: none"> Identify interesting effects of colour, shape and form in the examples studied. Compare: <ul style="list-style-type: none"> how ideas are represented in the different forms how shape, colour and texture are organised and combined in different ways how materials and techniques have been matched to ideas and intentions the similarities and differences in methods and approaches 	<ul style="list-style-type: none"> identify how art, craft and design can be used for different purposes 	<ul style="list-style-type: none"> Look at Leon Bakst's designs for Ballet Russes (1909). Look at how Diaghilev's clashing colours and bold motifs set new fashion trends with turbans, harem pants, Persian jackets.
<ul style="list-style-type: none"> to question and make thoughtful observations about starting points and select ideas to use in their work 	<ul style="list-style-type: none"> Talk about stories, drama, dance or visual art forms that children could use as inspiration for their own work. Develop a design brief, for groups or for the whole class, to design a piece of headwear for a character in a story, eg <i>design and make a hat for the Madhatter's Tea Party</i>. Work in groups or as a class to develop ideas. Explore the idea that the children could create the characters and then put on a performance of the story or play. Ask the children to collect suitable materials for their work. Discuss the qualities and use of: <ul style="list-style-type: none"> fabrics, yarns, ribbons plastic bags, drinks bottles packets, foil, papers, tissue paper artificial flowers, beads, sequins Encourage the children to be discriminating when selecting materials and to think about which materials suit the character and the ideas. 	<ul style="list-style-type: none"> suggest ideas and contribute to a design brief for their work work in a group to develop ideas for a piece of headwear for a character select appropriate visual and other information to help them develop ideas for their designs 	<ul style="list-style-type: none"> Producing stories or plays provides opportunities to link with other subjects, including: <ul style="list-style-type: none"> English – identify how character and setting are created, and how plot, narrative structure and themes are developed physical education – create dances with an awareness of social and cultural factors history – stories of Greek myths and legends RE – expressing faith through miracle plays; the Hindu story of Rama and Sita To enable each group to access the materials they need, centralise the collections of materials and sort them into colours. Working with colour themes and limitations can enhance children's creativity.
<ul style="list-style-type: none"> to explore ideas for designs for headwear 	<ul style="list-style-type: none"> Ask the children to make small studies showing their ideas for headwear in their sketchbooks. Help them to choose one of these to develop into a design. Ask them to use collage materials to develop ideas for colour, texture and pattern in their design. 	<ul style="list-style-type: none"> make studies of headwear, including colour, texture and pattern 	<ul style="list-style-type: none"> Consolidate and extend the use of sketchbooks as a source of visual and other information and ideas. Use examples of children's and artists' sketchbooks that show a variety of imaginative approaches to collecting and storing information.
INVESTIGATING AND MAKING			
<ul style="list-style-type: none"> to apply their experience of materials and processes, developing their control of tools and techniques to investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work to adapt their work according to their views 	<ul style="list-style-type: none"> Ask the children to develop their ideas into a piece of three-dimensional headwear for the character. Use card as the basic structure for the form and find ways of fitting it to their heads. Show children how to strengthen materials by glueing them together. Encourage them to attach other materials, cut and shaped, to extend the form of the headwear. Ask the children to develop the surface of their three-dimensional forms using a variety of materials. Use techniques such as padding, quilting, wrapping, wire and stiffeners, eg <i>iron-on interfacing, paper, card or canvas; shapes rolled around or sandwiched either side of a length of wire to give flexibility</i>. Ask the children to explore and use decorative techniques to suggest ideas about the character, eg: <ul style="list-style-type: none"> colouring using paint or dyes attaching beads, feathers and other materials or objects making tassels and fringes 	<ul style="list-style-type: none"> make a three-dimensional form as the basis for their headwear work cooperatively in groups and use materials and techniques to express their ideas decorate the headwear to communicate ideas and meanings about the character they wish to portray 	<ul style="list-style-type: none"> Link with Unit 6B 'Slippers' in the design and technology scheme of work, where children learn how to pin and stitch materials together to make a product. Children could create a mask instead of a piece of headwear. The top and bottom of the shape can be cut decoratively. They can work individually or in groups to decorate their mask shapes. They can fit masks by joining card at the back of the head and adding thin strips over the head and sides to make it more secure and as a base for further decoration. Remind the children to fit the construction as they work to check that they can wear it comfortably and that it balances well. Ask the children to make adjustments to the design and adapt their ideas to make them practical and workable. Remind the children to check that their designs are communicating the ideas about the character that they planned at the start.
EVALUATING AND DEVELOPING WORK			
<ul style="list-style-type: none"> to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them to adapt their work according to their views and describe how they might develop it further 	<ul style="list-style-type: none"> Ask the children to compare their work at regular intervals with other groups. Refer to visual and other information about headwear and costume from different times and cultures. Ask the children to reflect on: <ul style="list-style-type: none"> the ideas and meanings they wanted to convey the materials and techniques they used and how these match their ideas how well their use of visual and tactile elements conveys their ideas and intentions how well they have made their work and how it fits the character they are portraying the impact of their design on others whether they have realised their ideas 	<ul style="list-style-type: none"> comment on ideas, methods and approaches make thoughtful changes to improve their work 	<ul style="list-style-type: none"> Share children's ideas and successes. Children could work together to plan and put on a performance of the story or play, using their headwear with an appropriate costume for their character. They could write a script, adding sound and music and develop a set design for the performance. The performance could be for other children or for parents.

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

CHILDREN

POINTS TO NOTE

PRIOR LEARNING

It is helpful if children have:

- used a range of materials and processes to construct three-dimensional forms
- worked cooperatively in groups

FUTURE LEARNING

In Unit 7B 'What's in a building?' in the secondary schemes of work, children work in three dimensions to develop a sculptural form based on a study of buildings.

ADAPTING THE UNIT OF WORK

Children could:

- take photographs of each other wearing their headwear and costumes, scan the photographs into the computer and manipulate them to create simple animation. They could add appropriate sounds. This could link with Unit 6A 'Multimedia presentation' in the ICT scheme of work, where children use a multimedia or web authoring program to organise, refine and present information in different forms for a specific audience