



Key Stage 1 Design and Technology

Term: Lent 2

Theme: Festival mask making

National Curriculum:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Explore and evaluate a range of existing products

Evaluate

- Evaluate their ideas and products against design criteria

Essential LO:	Key Skill: Milestone 1		Key vocabulary
<ul style="list-style-type: none"> • To master practical skills • To design, make, evaluate and improve. 	Week 1	<u>Materials</u> <ul style="list-style-type: none"> • Cut materials safely using tools provided • Measure and mark out to the nearest centimeter • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen) 	Folding Cutting Centimetre Millimetre Joining Cutting Purpose Design Product Initial ideas Final design Evaluate
	Week 2	<u>To design, make, evaluate and improve</u> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user 	
	Week 3	<u>To design, make, evaluate and improve</u> <ul style="list-style-type: none"> • Make products, refining the design as work progresses 	
	Week 4	<u>Evaluate</u> <ul style="list-style-type: none"> • Evaluate their ideas and products against design criteria 	



Week 1	Week 2	Week 3	Week 4
<p><u>Developing fine motor skills</u></p> <ul style="list-style-type: none"> • Paper techniques, cutting and joining techniques lesson. Explain we are going to explore different ways to roll, cut, and fold paper (i.e. paper spring, weave, etc). Take pictures of each technique they use. • Develop fine motor skills, i.e. cutting in straight line, wiggly, etc. • Find different ways to join, i.e. thread elastic and knot. Using cellotape, glue etc., independently. • See if children can measure lengths of paper at key measurements such as 10cm. Model how to use a ruler/ draw in straight lines, cut them, etc. 	<p><u>Design</u></p> <ul style="list-style-type: none"> • Explore range of mask designs from Carnival. Write notes about which ones they like and why. Discuss the prints and materials/ different designs and fastenings you see. • What do you like best and why? • Which looks practical to wear and dance in? • Show them all the things we have ordered and different ways they can have their mask- i.e. on a stick, with elastic, etc. • As they design, ask them to think about HOW they will make it. What skills will they need to use that you did in Week 1? • Do initial ideas sheet and then a final design sheet. Gather feedback from people around them from their initial ideas. Ask them to label features such as how it will fasten, how they will attach features. 	<p><u>Make</u></p> <ul style="list-style-type: none"> • Children to have all the materials on offer and ask them to look carefully at their design and select what they need. • Model the process first. Ask them to think about the order in which they need to do things and why, such as if it is practical to attach the stick to the mask last or first. • Encourage children to use a range of fastening, joining and folding techniques. • Take photos as children work. 	<p><u>Evaluate</u></p> <p>Evaluate your design. Gather feedback from other members of the class too. <i>Does it fit the brief? How has it changed since your design? What went well? How would you improve it next time? What are you pleased with? Does it fit alongside other Carnival masks you have seen? How is it similar? Different?</i></p> <p>Show them off maybe with a catwalk or celebration dance?!</p>