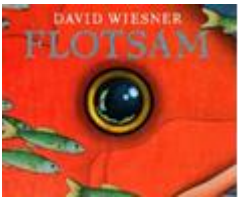




Summer <u>The Seaside</u> Textiles – Puppets		
Values: quality, understanding, tolerance		
Prior Learning/First steps: Chn will have explored colour and understand which colours work well together. They have learnt running stitch.		
<p>INTENT <u>KNOWLEDGE</u></p> <p>-Understand the difference between man-made and natural fabrics/materials. -Understand how puppets are made. -Understand different designs/products come from all area the world.</p> <p>- Chn offer opinions on artists' work. -Chn explain colour usage and colour choice to portray emotions.</p>	<p>IMPLEMENTATION <u>ACTIVITIES</u></p> <p>-Chn to explore and research existing puppets. -Chn to design their puppet. -Chn to try out running stitch and over stitch. -Chn to attempt applique (attaching another piece of fabric to the puppet e.g. facial features, clothing). Chn to create puppets using running stitch and over stitch. -Chn to evaluate their work.</p>	<p>IMPACT <u>OUTCOMES</u></p> <p><u>PUPILS will know</u></p> <p>- How puppets are designed and created. How emotions can be represented using colour and pattern.</p> <p><u>will be able to</u></p> <p>- Use running stitch and over stitch confidently. -Complete basic applique. -Explore and extend their practice of using a range of art mediums.</p> <p><u>will understand</u></p> <p>- How to evaluate their work.</p>
<p><u>VOCABULARY</u></p> <p>Running stitch, applique, over stitch, design, evaluation Blending, shading, proportion, emotion, replication, accuracy, texture</p> <p><u>KEY ARTISTS</u> https://www.bryan-clarke.co.uk/ Bryan Clarke – Punch and Judy puppet maker. James Maury Henson – muppet puppet maker</p> <p>Linda Caverley, Molly Williams, William Morris, Gustav Klimt</p>	<p><u>READING OPPORTUNITIES</u></p> 	<p><u>NC LINKS</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><u>Make:</u></p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks

		<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria
<p>SKILLS</p> <ul style="list-style-type: none"> Overlapping and overlaying to create effects. Use large eyed needles. Running stitch and over stitch. Simple applique work. Start to explore other stitches. Analyse pictures of previous artists. Focus on brush control. Design their painting. Evaluate their artwork. 	<p>CHALLENGE: Chn could create accessories for their puppet to use. They could use basic embroidery to create detailed features on their puppet.</p> <p>SUPPORT: Work within a small group with adult support for guidance and support when sewing. Use softer fabric to aid sewing. Draw on using a pen to mark where the stitches need to go.</p> <p>ASSESSMENT OPPORTUNITIES Are chn able to make appropriate designs? Can they follow a brief? Can chn make a product that is fit for purpose? Are chn able to reflect and evaluate throughout the process? Can chn use equipment correctly and safely?</p>	<p>NEXT STEPS IN LEARNING - Use finer thread and smaller eyed needles. -Weaving. -Chn will use different types of paintbrushes.</p> <p>PREPARATION FOR ADULTHOOD: As adults, these chn will have basic sewing knowledge. They will learn about different materials and how their properties could be utilized. Chn will use trial and error, experiment, assess and evaluate throughout this process – they will gain resilience and learn to keep experiment and trying new things. Chn can follow a basic brief/task.</p>
<p>LINKS Geography – Seasides PSCHE - Understand emotions and facial expressions Drama – puppet performance</p>		
<p>SMSC Spiritual – Explore creativity through product design · Explore emotions through design development · Reflection time to access own ideas · Use imagination in individual work and group work · Appreciation of beauty through discovery of materials and design Moral – Encourage respect for others and their work · Work cooperatively · Encourage respect in classroom environment · Encourage respect for equipment · Promote trust · Encourage sustainability through recycling and Upcycling Social – Promote a sense of community · Encourage independence and self-respect · Celebrate success with displays and exhibitions · Encourage group/class discussion · Promote group work and accept roles within a group</p>		

Cultural - Appreciate how culture influences design · Explore a range of materials and equipment used by different cultures · Gain inspiration through visiting exhibitions · Respect diversity of cultural values and beliefs