

Developing an approach to teaching and learning in Design Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation NC 2014

Expressive Arts and Design

Exploring and using media and materials: *Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG 16*

Being imaginative: *Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. ELG 17*

“The nature of design and technology is such that it should provide opportunities for pupils to engage in activities that are challenging, relevant and motivating. This should give pupils enjoyment, satisfaction and a sense of purpose.”

(DATA Primary Guidance, p4)

Teaching and learning in DT at Wormley Primary School aims to:

- develop the creative, technical and practical expertise of children needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- support children to build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- support children to critique, evaluate and test their ideas and products and the work of others • help children understand and apply the principles of nutrition and learn how to cook
- develop a love of design

We encourage children to notice carefully and deeply, and demonstrate their learning in a variety of ways: designs, models, drawings, fact files etc. During their time at this school, they will make products and learn how to use a wide variety of tools, equipment, materials and components. Learning can be recorded in the children's artistic logs, class topic books, a class folder etc.

DEVELOPING SKILLS

There are key skills for pupils as designers:

Curiosity	Be curious about the world. Ask questions and wonder why
Active Listening	Give your full attention to what different people say, taking time to understand the points being made and asking questions as appropriate
Critical Thinking	Use logic and reasoning to identify the strengths and weaknesses of alternative ideas, conclusions or approaches to problems
Active Learning	Investigate ways to find out information from different sources to help with problem-solving and decision-making
Judgment and Decision Making	Have respect for alternative perspectives that may be different from our own. Take on advice from others
Collaboration	Work with others to learn from them and achieve more
Writing	Communicate effectively in writing for the needs of the audience.
Speaking	Talk clearly to others to convey information effectively.
Social Awareness	Recognise that people see things in different ways. Appreciate difference.
Persuasion	Persuade others to change their minds or behaviour based on your evidence

Through a variety of creative and practical activities, children should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

MASTERY IN DT

We want children to achieve mastery of the DT curriculum by being able to plan, design and make an item, to fulfil a given criteria, in different contexts. This would require a good level of technical skill with a broad range of tools and use of innovative ways to enhance the outcome of an item. As our scheme of learning is a spiral curriculum, children revisit previous learning – skills and knowledge - and can improve over time.

OVERVIEW

SCHEME OF LEARNING FOR DESIGN TECHNOLOGY

The progression of skills and techniques which link design technology to cross-curricular learning

YEAR 1				
DESIGNER / INVENTOR Jim Henson (creator of puppets for <i>Sesame Street</i> and <i>The Muppets</i>) <i>The history of puppets</i> (V&A Museum)		DESIGNER / INVENTOR Charles Léon Stephen Sauvestre (architect of the Eiffel Tower)		DESIGNER / INVENTOR Jamie Oliver
PROJECT ON A PAGE Textiles Templates and joining techniques (A Hand Puppet)		PROJECT ON A PAGE Structures Free standing structures (Build a tower to reach the top of the beanstalk)		PROJECT ON A PAGE Food Preparing fruits and vegetables (including cooking and nutrition requirements) (fruit salad / fruit kebabs / fruit smoothies)
YEAR 2				
DESIGNER / INVENTOR Russell Brown / Marcello Tully		DESIGNER / INVENTOR Sir Horace Jones - Tower Bridge		DESIGNER / INVENTOR Sir Alexander Arnold Constantine Issigonis - the mini
PROJECT ON A PAGE Food Preparing fruit and vegetables. (Making bread / root vegetable loaf / fruit loaf)		PROJECT ON A PAGE Structures Investigating freestanding structures Eg. a bridge for a knight to cross the moat on his horse?		PROJECT ON A PAGE Mechanisms Wheels and axles (push/pull toy, vehicle)
Progression Framework for KS1				
DESIGNING Understanding contexts, users and purposes: Across KS1 pupils should: • work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment • state what products they are designing and making • say whether their products are for themselves or other users • describe what their products are for • say how their products will work	MAKING Planning Across KS1 pupils should: • plan by suggesting what to do next • select from a range of tools and equipment, explaining their choices • select from a range of materials and components according to their characteristics Practical skills and techniques Across KS1 pupils should: • follow procedures for safety and hygiene • use a range of materials and components, including construction materials and kits, textiles, food	EVALUATING Own ideas and products Across KS1 pupils should: • talk about their design ideas and what they are making • make simple judgements about their products and ideas against design criteria • suggest how their products could be improved Existing products Across KS1 pupils should explore: • what products are • who products are for • what products are for • how products work • how products are used	TECHNICAL KNOWLEDGE Making products work Across KS1 pupils should know: • about the simple working characteristics of materials and components • about the movement of simple mechanisms such as levers, sliders, wheels and axles • how freestanding structures can be made stronger, stiffer and more stable • that a 3-D textiles product can be assembled from two identical fabric shapes	COOKING AND NUTRITION Where food comes from Across KS1 pupils should know: • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught Food preparation, cooking and nutrition Across KS1 pupils should know: • how to name and sort foods into the five groups in the Eatwell Guide • that everyone should eat at least five portions of fruit and vegetables every day

<ul style="list-style-type: none"> say how they will make their products suitable for their intended users use simple design criteria to help develop their ideas Generating, developing, modelling and communicating ideas Across KS1 pupils should: <ul style="list-style-type: none"> generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mock-ups use information and communication technology, where appropriate, to develop and communicate their ideas 	ingredients and mechanical components <ul style="list-style-type: none"> measure, mark out, cut and shape materials and components assemble, join and combine materials and components use finishing techniques, including those from art and design 	<ul style="list-style-type: none"> where products might be used what materials products are made from what they like and dislike about products 	<ul style="list-style-type: none"> that food ingredients should be combined according to their sensory characteristics the correct technical vocabulary for the projects they are undertaking 	<ul style="list-style-type: none"> how to prepare simple dishes safely and hygienically, without using a heat source how to use techniques such as cutting, peeling and grating
---	--	--	---	---

YEAR 3				
DESIGNER / INVENTOR John Montagu, the 4th Earl of Sandwich - inventor of the sandwich		DESIGNER / INVENTOR Samuel Parkinson - designed the first modern day purse		DESIGNER / INVENTOR Robert Gair - invented the pre-cut cardboard box in 1890 – flat pieces manufactured in bulk that folded into shape
PROJECT ON A PAGE Food Health and varied diet (including cooking and nutrition requirements) (toasties/sandwiches)		PROJECT ON A PAGE Textiles 2D and 3D product (pencil case /purse / fashion accessory)		PROJECT ON A PAGE Structures Shell structures (including computer aided design) (gift box / desk tidy / party box)
YEAR 4				
DESIGNER / INVENTOR William Higinbotham created what is thought to be the first video game - Pong		DESIGNER / INVENTOR The Bedouins are thought to be the first people who made pitta bread		DESIGNER / INVENTOR Archimedes(c. 287-212 B.C.E.) - The lever was first described in 260 B.C.E. by Archimedes
PROJECT ON A PAGE Electrical systems Simple circuits and systems (including programming and control) (nightlights)		PROJECT ON A PAGE Food Health and varied diet (including cooking and nutrition requirements) (wrap/pitta pocket / rice cakes)		PROJECT ON A PAGE Mechanical systems Levers and linkages (story book/information book, moving story)
Progression Framework for LKS2				
DESIGNING Understanding contexts, users and purposes <i>Across KS2 pupils should:</i> <ul style="list-style-type: none">work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environmentdescribe the purpose of their productsindicate the design features of their products that will appeal to intended usersexplain how particular parts of their products work <i>In LKS2 pupils should also:</i>	MAKING Planning <i>Across KS2 pupils should:</i> <ul style="list-style-type: none">select tools and equipment suitable for the taskexplain their choice of tools and equipment in relation to the skills and techniques they will be usingselect materials and components suitable for the taskexplain their choice of materials and components according to functional properties and aesthetic qualities <i>In LKS2 pupils should also:</i> <ul style="list-style-type: none">order the main stages of making Practical skills and techniques <i>Across KS2 pupils should:</i>	EVALUATING Own ideas and products <i>Across KS2 pupils should:</i> <ul style="list-style-type: none">identify the strengths and areas for development in their ideas and productsconsider the views of others, including intended users, to improve their work <i>In LKS2 pupils should also:</i> <ul style="list-style-type: none">refer to their design criteria as they design and makeuse their design criteria to evaluate their completed products Existing products <i>Across KS2 pupils should investigate and analyse:</i>	TECHNICAL KNOWLEDGE Making products work <i>Across KS2 pupils should know:</i> <ul style="list-style-type: none">how to use learning from science to help design and make products that workhow to use learning from mathematics to help design and make products that workthat materials have both functional properties and aesthetic qualitiesthat materials can be combined and mixed to create more useful characteristicsthat mechanical and electrical systems have an input, process and output	COOKING AND NUTRITION Where food comes from <i>Across KS2 pupils should know:</i> <ul style="list-style-type: none">that a recipe can be adapted by adding or substituting one or more ingredientsthat food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world Food preparation, nutrition and cooking <i>Across KS2 pupils should know:</i> <ul style="list-style-type: none">how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including,

<ul style="list-style-type: none"> gather information about the needs and wants of particular individuals and groups develop their own design criteria and use these to inform their ideas Generating, developing, modelling and communicating ideas <i>Across KS2 pupils should:</i> <ul style="list-style-type: none"> share and clarify ideas through discussion model their ideas using prototypes and pattern pieces use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas use computer-aided design to develop and communicate their ideas <i>In LKS2 pupils should also:</i> <ul style="list-style-type: none"> generate realistic ideas, focusing on the needs of the user make design decisions that take account of the availability of resources 	<ul style="list-style-type: none"> follow procedures for safety and hygiene use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components <i>In LKS2 pupils should also:</i> <ul style="list-style-type: none"> measure, mark out, cut and shape materials and components with some accuracy assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, including those from art and design, with some accuracy 	<ul style="list-style-type: none"> how well products have been designed how well products have been made why materials have been chosen what methods of construction have been used how well products work how well products achieve their purposes how well products meet user needs and wants <i>In LKS2 pupils should also investigate and analyse:</i> <ul style="list-style-type: none"> who designed and made the products where products were designed and made when products were designed and made whether products can be recycled or reused Key events and individuals <i>Across KS2 pupils should know:</i> <ul style="list-style-type: none"> about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products 	<ul style="list-style-type: none"> the correct technical vocabulary for the projects they are undertaking <i>In LKS2 pupils should also know:</i> <ul style="list-style-type: none"> how mechanical systems such as levers and linkages or pneumatic systems create movement how simple electrical circuits and components can be used to create functional products how to program a computer to control their products how to make strong, stiff shell structures that a single fabric shape can be used to make a 3D textiles product that food ingredients can be fresh, pre-cooked and processed 	where appropriate, the use of a heat source <ul style="list-style-type: none"> how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking <i>In LKS2 pupils should also know:</i> <ul style="list-style-type: none"> that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Guide that to be active and healthy, food and drink are needed to provide energy for the body
---	--	---	--	--

YEAR 5				
DESIGNER / INVENTOR Dr John T Dorrance invented condensed soup. This innovation revolutionised the soup industry - The Campbell Soup Company is famous for its high quality products.	DESIGNER / INVENTOR Europe's Neolithic long house--a long, narrow timber dwelling built in 6000 BC-- is an excellent example of a timber structure / house	DESIGNER / INVENTOR Sergio Boldrin, born in Venice in 1957, and currently living and working there, is a master mask maker		
PROJECT ON A PAGE Food (Celebrating culture and seasonality including cooking and nutrition requirements) (Superfood salad / soup)	PROJECT ON A PAGE Structures Frame structures (kite / bird hide)	PROJECT ON A PAGE Textiles Combining different fabric shapes (including computer aided design) (masks //slippers / hat)		
YEAR 6				
DESIGNER / INVENTOR Yu Suzuki (born June 10, 1958) is a Japanese game designer, producer, programmer, and engineer, who headed Sega's AM2 team for 18 years.	DESIGNER / INVENTOR The earliest evidence of pulleys dates back to Ancient Egypt in the Twelfth Dynasty (1991-1802 BCE) and Mesopotamia in the early 2nd millennium BCE. In Roman Egypt, Hero of Alexandria (c. 10-70 CE) identified the pulley as one of six simple machines used to lift weights. Gears were invented by the Greek mechanics of Alexandria in the third century B.C., were considerably developed by the great Archimedes, and saw wide use in the Roman world.	DESIGNER / INVENTOR Baker Raffaele Esposito from Naples is often given credit for making the first such pizza pie. Historians note, however, that street vendors in Naples sold flatbreads with toppings for many years before then.		
PROJECT ON A PAGE Electrical systems More complex switches and systems (including programming and control) (electrical board game /alarm for an artefact / quiz boards)	PROJECT ON A PAGE Mechanical systems Pulleys and gears (Lift kits / Electric powered cars)	PROJECT ON A PAGE Food Celebrating culture and seasonality including cooking and nutrition requirements (Pizza)		
Progression Framework for UKS2				
DESIGNING Understanding contexts, users and purposes <i>Across KS2 pupils should:</i> • work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment	MAKING Planning <i>Across KS2 pupils should:</i> • select tools and equipment suitable for the task • explain their choice of tools and equipment in relation to the skills and techniques they will be using	EVALUATING Own ideas and products <i>Across KS2 pupils should:</i> • identify the strengths and areas for development in their ideas and products • consider the views of others, including intended users, to improve their work	TECHNICAL KNOWLEDGE Making products work <i>Across KS2 pupils should know:</i> • how to use learning from science to help design and make products that work • how to use learning from mathematics to help design and make products that work	COOKING AND NUTRITION Where food comes from <i>Across KS2 pupils should know:</i> • that a recipe can be adapted by adding or substituting one or more ingredients • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and

<ul style="list-style-type: none"> • describe the purpose of their products • indicate the design features of their products that will appeal to intended users • explain how particular parts of their products work <p><i>In UKS2 pupils should also:</i></p> <ul style="list-style-type: none"> • carry out research, using surveys, interviews, questionnaires and web-based resources • identify the needs, wants, preferences and values of particular individuals and groups • develop a simple design specification to guide their thinking <p>Generating, developing, modelling and communicating ideas</p> <p><i>Across KS2 pupils should:</i></p> <ul style="list-style-type: none"> • share and clarify ideas through discussion • model their ideas using prototypes and pattern pieces • use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas • use computer-aided design to develop and communicate their ideas <p><i>In UKS2 pupils should also:</i></p> <ul style="list-style-type: none"> • generate innovative ideas, drawing on research • make design decisions, taking account of constraints such as time, 	<ul style="list-style-type: none"> • select materials and components suitable for the task • explain their choice of materials and components according to functional properties and aesthetic qualities <p><i>In UKS2 pupils should also:</i></p> <ul style="list-style-type: none"> • produce appropriate lists of tools, equipment and materials that they need • formulate step-by-step plans as a guide to making <p>Practical skills and techniques</p> <p><i>Across KS2 pupils should:</i></p> <ul style="list-style-type: none"> • follow procedures for safety and hygiene • use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components <p><i>In UKS2 pupils should also:</i></p> <ul style="list-style-type: none"> • accurately measure, mark out, cut and shape materials and components • accurately assemble, join and combine materials and components • accurately apply a range of finishing techniques, including those from art and design • use techniques that involve a number of steps • demonstrate resourcefulness when tackling practical problems 	<p><i>In late KS2 pupils should also:</i></p> <ul style="list-style-type: none"> • critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make • evaluate their ideas and products against their original design specification <p>Existing products</p> <p><i>Across KS2 pupils should investigate and analyse:</i></p> <ul style="list-style-type: none"> • how well products have been designed • how well products have been made • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants <p><i>In UKS2 pupils should also investigate and analyse:</i></p> <ul style="list-style-type: none"> • how much products cost to make • how innovative products are • how sustainable the materials in products are • what impact products have beyond their intended purpose <p>Key events and individuals</p> <p><i>Across KS2 pupils should know:</i></p> <ul style="list-style-type: none"> • about inventors, designers, engineers, chefs and manufacturers who have developed 	<ul style="list-style-type: none"> • that materials have both functional properties and aesthetic qualities • that materials can be combined and mixed to create more useful characteristics • that mechanical and electrical systems have an input, process and output • the correct technical vocabulary for the projects they are undertaking <p><i>In UKS2 pupils should also know:</i></p> <ul style="list-style-type: none"> • how mechanical systems such as cams or pulleys or gears create movement • how more complex electrical circuits and components can be used to create functional products • how to program a computer to monitor changes in the environment and control their products • how to reinforce and strengthen a 3D framework • that a 3D textiles product can be made from a combination of fabric shapes • that a recipe can be adapted by adding or substituting one or more ingredients 	<ul style="list-style-type: none"> cattle) and caught (such as fish) in the UK, Europe and the wider world <p><i>In late KS2 pupils should also know:</i></p> <ul style="list-style-type: none"> • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking <p>Food, preparation, cooking and nutrition</p> <p><i>Across KS2 pupils should know:</i></p> <ul style="list-style-type: none"> • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking <p><i>In UKS2 pupils should also know:</i></p> <ul style="list-style-type: none"> • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health
---	--	--	--	---

4 KEY PRINCIPLES AND PROGRESSION IN DT (split into KS1/KS2)

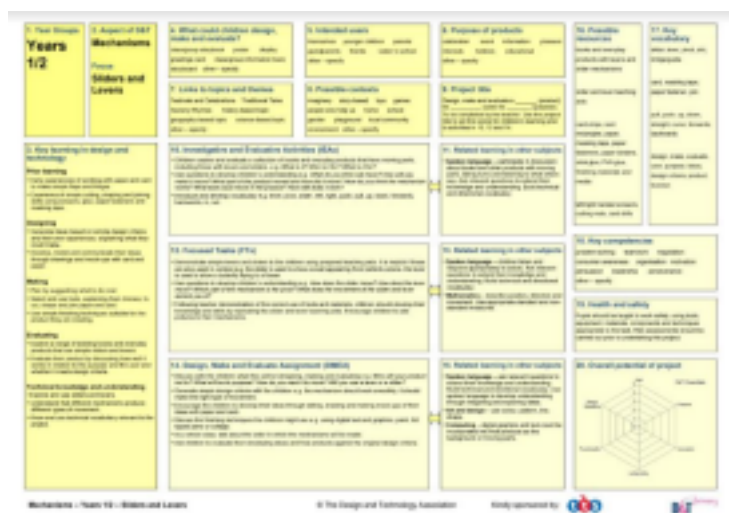
The following principles are taught and assessed:

Design	<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
---------------	--

	<ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Make	<ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
	<ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Evaluate	<ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria
	<ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world
Technical knowledge	<ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products
	<ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products

PROJECTS ON A PAGE

At Wormley Church of England Primary School, we chose to adopt *The Projects on a Page* scheme of learning, designed by the Design and Technology Association. It offers an excellent structure for primary school teachers who are non-specialists to teach the National Curriculum for D&T in an imaginative way. It is based on universal principles of effective teaching and learning in D&T. Each DT plan has 20-step planning guidance and accompanying teacher tips, a glossary, an example of iterative design appropriate to the project, and practical advice on using resources. Side 1 of the plan is supplied as an editable digital version that can be adapted and printed.



ASSESSMENT

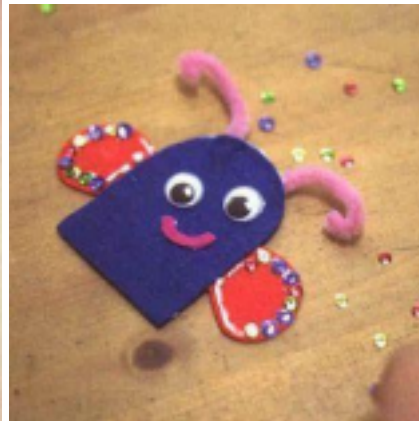
Teachers assess pupil progress against the school's assessment criteria in Insight at the end of a unit/project. They assess their project using the following tool:

FOCUSSED PRACTICAL TASKS





PRODUCTS



Exemplar 1 PUPPETS – Link to Lion King Theater Project

Use a range of puppets to develop pupils' designing skills - Ask a range of questions with increasing cognitive difficulty. (The categories have been taken from Blooms Taxonomy)

Examples of questions. Look carefully and notice:

Knowledge or Recall

Questions designed to build or reinforce core knowledge or terminology • What do we call this?
• Which parts move?

Comprehension

Establishing and reinforcing depth of knowledge

- Can you describe three things about this puppet?
- What makes the puppet move?

Application

Using newly acquired knowledge, ideas and skills in different situations. • Which puppets are made of the same material?

- Which puppet would you use for?
- What other examples are there?

Analysis

Drawing conclusions from information.



- Why has this character been made in this way?
- Why are puppets made in different ways?
- How do we know this puppet is stiffened?

Synthesis

Extended meaning and pattern from information

- What can you tell me about all of these?
- What can you tell me about...?
- How could we add to, improve, design, solve?

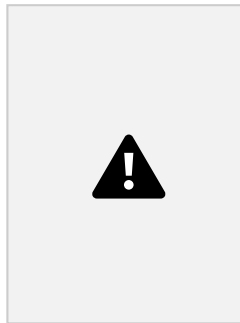
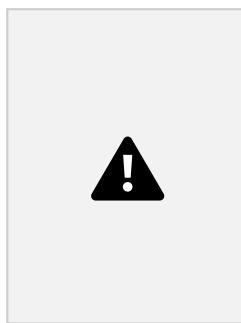
Evaluation

Encouraging critical judgements to be made, often engaging feelings. • Which puppets would you choose for your baby sister?

- Which puppet is the easiest to use?
- Why?

These photographs demonstrate types of puppets that could be

used. Puppets made by children



Exemplar 2 MASKS - [Link to story writing](#)

Make a collection of Masks. Get the pupils to look carefully at the masks, notice details and ask questions that will focus attention on the features of masks.

Activity - pupils work in threes, a questioner, a note taker and pupil with the product who answers the questions.

Questioner – asks questions about the mask- prompting information about detail.

Product Holder - pupil with product who answers questions

Note taker - observes how they fulfil their roles and reports back at the end.

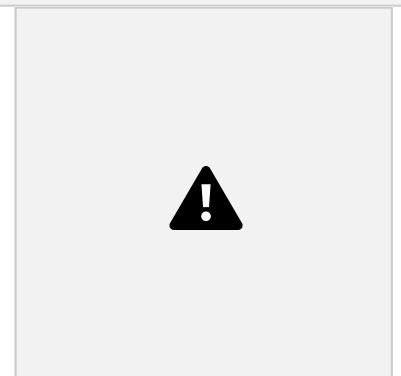
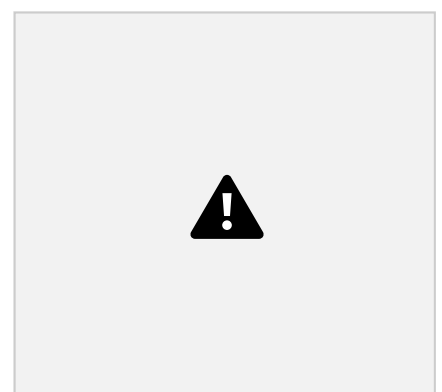
The rules can be changed e.g. only ask closed question, only ask open questions, pupil answering the question is not allowed to give additional information. This prepares a design sheet.

Neoprene Masks

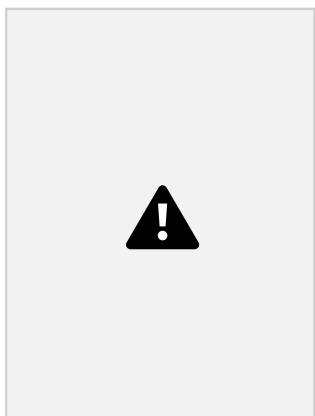
Make a mask. Start with a design brief e.g. Design and make a mask which can be worn for a performance of a traditional story.

Build in the success criteria -

Wearer must be able to: see speak clearly move freely



Collect ideas from books, internet, CD Rom, films, posters, other masks.



Design the mask using the design sheet.

(NB Show the children the range of materials before starting to design. Limit the choice from a range of materials e.g. feathers or pipe cleaners, pompoms or feathers, vivelle or neoprene off cuts).

Pupils complete the design sheet in pencil. Photocopy this twice, one to be used for the pattern and the other to add further details (a working design).

.

