



**Component 6:**

**What we will know after this sequence:**

- How to finalise their mask and why it is important to evaluate the end product.
- Evaluate their ideas and products against a design criteria.
- Be able to explain the flaws in their design and how they could be improved in future DT based tasks.
- Peer evaluation in order to consider the views of others to improve their work.

**Vocabulary:**

Critique, purpose, suitability, peer evaluation, constructive feedback, improvements.

**How will this feed into my next learning?**

Children will end the unit with a completed evaluated carnival mask.

**SEN:**

Sentence stems provided to help with evaluation.

**Component 4:**

**What we will know after this sequence:**

- Why a surface must be painted/coloured/collaged before adding embellishments.
- How to make sure that all paint/paper/fabric covers the form smoothly without changing the intended outcome.
- How to document this process by taking photographs on the iPad.

**Vocabulary:**

Aesthetic, visual, contrasting, texture

**How will this feed into my next learning?**

Children will then learn how to decorate and embellish their mask structure.

**SEN:**

Ideas available for children to magpie, adult support if required.

**Component 5:**

**What we will know after this sequence:**

- How to choose materials that are appropriate to the theme.
- How to select and add materials to their masks using the most effective method.
- How to stick materials successfully.

**Vocabulary:**

Reinforce, materials, texture, layer, embellish, adhesive

**How will this feed into my next learning?**

Children will evaluate the quality of their work and suggest improvements that they could make.

**SEN:**

Adult support if using a glue gun.

**Component 3:**

**What we will know after this sequence:**

- The importance of creating a firm, dry structure before adding any paint or decoration.
- How to prepare their main mask shape.
- How to demonstrate a range of moulding, shaping and joining methods for building on the basic mask structure.
- How to make adjustments to their final mask structure if needed to ensure it fits comfortably.

**Vocabulary:**

Strength, reinforce, structure, material, shapes, support.

**How will this feed into my next learning?**

Pupils will move on to learning how to cover and colour their mask structure.

**SEN:**

Adult support with cutting and joining materials.

**Component 2:**

**What we will know after this sequence:**

- How to transfer their chosen design onto an enlarged life size mask template.
- How to improve their initial design based on peer feedback.
- How to trial different methods of decorating their masks with a variety of materials e.g. painting, collage, shading, sewing etc.
- How to create a set of instructions that they will follow for creating the masks.

**Vocabulary:**

Function, materials, aesthetic, visual, textures, modify.

**How will this feed into my next learning?**

Children will then prepare their mask shape, including any additional structural features they wish to add.

**SEN:**

Simple instructions to be drawn rather than written.



**Component 1:**

**We should know:**

What a carnival is.

The reasons why people may want to wear a mask.

**What we will know after this sequence:**

- How to design a variety of masks based on the defining theme of carnival and produce annotated sketches of each.
- How to label the sketch to show the materials used.
- How to discuss which of their mask designs would be the most appropriate for the carnival and why.

**Vocabulary:**

Shading, plan, labels, design, prototype.

**How will this feed into my next learning?**

Children will then select, enlarge and develop one of their mask designs.

**SEN:**

Outline of mask pre-sketched, various mask examples given.

