

Summer Term Year 5 Fashion Design		Topic: Collaboration & Community		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		
<u>National Curriculum Objectives (KS2):</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none">• to create sketch books to record their observations and use them to review and revisit ideas• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]• to know about great artists, architects and designers in history.						
<u>Enquiry Question: How can we design fashion in response to a brief? How can we transform 2d to 3d. How can we use pattern and texture?</u>						
Previous Learning: Years 3 & 4: <ul style="list-style-type: none">• Explored pattern and colour. Explored the relationship between 2d and 3d. Explored how artists and designers often work to a brief, bringing their own personal experience into the project, to make work others will consume.						
Future Learning (KS2): <ul style="list-style-type: none">• Develop skills in using colour and pattern. Develop understanding of relationship of 2d to 3d. Develop awareness of different disciplines within art and articulation skills around purpose and intention.						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Explore artists	How do designers bring their own identity to their designs?	To explore the work of fashion designers and respond in my sketchbook.	Pupils will explore the work of fashion designers, thinking about how they use their identity to design, by responding in class	I have explored the work of contemporary fashion designers and I can see how their interests and experiences feed into their work.	Contemporary, Historical, Fashion Design, Designers,	That designers bring their own culture, experiences, and passions into their designers for other people.

			discussion and visually in sketchbooks.	<p>I can share my response to their work, articulating what I like or don't like about their work.</p> <p>I can use my sketchbook to make visual notes to capture key ideas about how the designer's work.</p>		That as individuals we can grow our experiences of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people.
Lesson 2: Design	How can I design clothes that responds to a brief?	To respond to a set brief to create drawings of fashion designs in my sketchbook.	Pupils will work in sketchbooks to generate and test ideas, experiment with shape and form, pattern, colour, and texture in response to a brief.	I can use my sketchbook to generate and test ideas, explore colour, line, shape, and pattern in response to the brief.	<p>Design Brief, Colour, Texture, Shape, Form, Texture, Material,</p> <p>Body, Wearable, Fit for Purpose,</p>	<p>That we can use colour, pattern, shape, form, material, and texture to express our creativity.</p> <p>That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them?</p>
Lesson 3 & 4 & 5: 2d to 3d	How can I make my 2d designs 3d?	To make my 2d fashion designs 3d.	Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a	I can understand how 2d shapes can become 3d form and the relationship they have to our bodies.		That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms.

			manikin, as well as how they will attach the cut out pieces together.			
Lesson 6: Share, Reflect, Discuss	How can I reflect on my fashion designs?	To display the work made through the half term and reflect on the outcomes.	<p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or l pads.</p>	<p>I can share my designs and outcomes with my classmates and articulate my journey. I can listen to their feedback and respond.</p> <p>I can appreciate the work of my classmates and reflect upon similarities and differences. I can share my response to their work.</p>	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	<p>That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time.</p> <p>We can share our artistic discoveries with each other and be inspired by each other.</p>

Learning Outside of the Classroom?

- Explore fashion on the streets and in shops.

Cross Curricular Opportunity:

- **Geography:** Trade links and the history of importing textiles from other continents.
- **History:** Design clothing inspired by your chosen civilisation topic e.g. Ancient Greek elite, slaves, gods or goddesses.
- **Maths:** 2D / 3D shapes, measuring.
- **Music & Drama:** Create costumes for, or in response to, drama or music productions.
- **PSHE:** Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.

Impact/Assessment

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting "I Can" statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.