

Topic	Hats by Royal Appointment	Key Subject focus	Art	Phase	3/4	Cycle no.	1
						Term	Sum 2
Previous learning: Portrait of a Queen – Year 1/2 Thrones for a King – Year 3/4				Future learning: London through artists eyes – Year 3/4 Seascapes – Year 5/6			
National Curriculum Objectives:				School KPI's:			
Art	<ul style="list-style-type: none"> To learn about great artists, architects and designers in history. To improve their mastery of art and design techniques, including drawing and sculpture with a range of materials. To create sketch books to record their observations and use them to review and revisit ideas. 			<ul style="list-style-type: none"> To recognise the contribution art and design makes to key national events (Royal Ascot, Chelsea Flower Show, Notting Hill Carnival) To learn that Royal Ascot is part of the national events calendar and that there are traditional and innovative events which reflect the cultural make up of our country. 			
DT	<ul style="list-style-type: none"> To investigate and analyse a range of existing products To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To understand how key events and individuals in design have helped shape the world. 			<ul style="list-style-type: none"> To learn about the contributions of Phillip Tracey and Rachel Trevor Morgan to designs of hats and clothing and that their work is celebrated. To reflect on images of Royal Ascot and summer events and comment on how the work of artists is profiled and celebrated. To learn that hats have always had a significance in society and have denoted social class, background, occupation and occasion and etiquette (History and Geography). How hats are made and the work of a milliner. 			
<p>Statement of intent: During this topic pupils will learn about the rich cultural significance of hats in the past, in the present and throughout the world. They will do this through a study of hat designs at Royal Ascot, in particular the work of Phillip Tracey and Rachel Trevor Morgan.</p> <p>Through this unit pupils will learn:</p> <ul style="list-style-type: none"> About great hat designers, their work and their impact on society and culture both now and in the past and in different parts of the world. How the work of hat designers is celebrated during Royal Ascot That Royal Ascot is part of a series of social events which reflect our national traditions and evolve to reflect changing national tastes and interests. How hats are made and the work of a milliner. To make detailed, annotated observational drawings of hats and refine sketching techniques. That pencils have different softness and hardness and are used for different functions in sketching. To design and refine a hat for a social occasion. 							
<p>Activities:</p> <ul style="list-style-type: none"> Visit by a milliner or to a milliner's shop to observe the design process in action. Collect and review media coverage of significant events (Royal Ascot) and compare to others. Look at how designers work is celebrated in films and other forms of media. 							

Learning intentions	Tasks
<p><u>Week 1</u></p> <ul style="list-style-type: none"> To learn that hats have always had a significance in society and have denoted social class, background, occupation and occasion and etiquette (History and Geography). To create sketch books to record their observations and use them to review and revisit ideas. To investigate and analyse a range of existing products 	<ul style="list-style-type: none"> Look at a range of hats from around the world and identify their use and purpose focus on status, function and materials used. Lead a discussion with the children on how hats reflect social position, occupation etc. Children to make detailed observations of different hats focusing on the shape and style which they record in their sketch books and annotate with notes on design, function and use. Look at the painting 'Coming from the Mill' by Lowry and photographs of famous figures from the 1920's and identify the style of type of hat worn and what they might tell us about the people wearing them.
<p><u>Week 2</u></p> <ul style="list-style-type: none"> To learn that Royal Ascot is part of the national events calendar and that there are traditional and innovative events which reflect the cultural make up of our country. To learn that hats have always had a significance in society and have denoted social class, background, occupation and occasion and etiquette To create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> Children to create a timeline of national events e.g. Notting Hill, Wimbledon, The Proms, Henley Regatta, Ascot, Grand National, Pride. Look at the history of Royal Ascot and its significance in the national calendar of events. Look at the traditions and practices at Royal Ascot focusing on dress and hats. Children to look at a selection of hats worn during Royal Ascot and make sketches, identifying what they like about the design, the features and materials used.
<p><u>Week 3</u></p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. To learn about the contributions of Phillip Tracey and Rachel Trevor Morgan to designs of hats and clothing and that their work is celebrated. To understand how key events and individuals in design have helped shape the world. 	<ul style="list-style-type: none"> Find out about the life and work of Phillip Tracey and Rachel Trevor Morgan. Look at a selection of their works and use this to create a list of hot-seating questions leading to a biography. Can the children identify some of factors in their lives that influenced their work and made them successful? Look at the defining moments and designs in their careers and identify how they have had an impact on hat design and culture. How have they influenced each other and milliners around the world.
<p><u>Week 4</u></p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. How hats are made and the work of a milliner. 	<ul style="list-style-type: none"> Possible visit by a milliner to talk about the process of hat designs and making. Children to look at the design and manufacture process, identifying the stages that the milliner goes through when creating a hat. Children to create a page a chronological report/ cycle showing the process of hat design and making.

<p><u>Week 5</u></p> <ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing and sculpture with a range of materials. • To create sketch books to record their observations and use them to review and revisit ideas. • To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<ul style="list-style-type: none"> • Teach the children about the different qualities of pencils and help them to design and refine shading techniques. Introduce hatching, shading, emphasis and shadows. • Allow children to experiment with a range of pencils and techniques to achieve a planned effect. • Children to begin to design a hat for Royal Ascot – taking into account the purpose of the design and who it is for and why they require it.
<p><u>Week 6</u></p> <ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing and sculpture with a range of materials. • To create sketch books to record their observations and use them to review and revisit ideas. • To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<ul style="list-style-type: none"> • Exhibit each other's designs and evaluate and reflect one another's work. • Introduce colour and texture and how these can be used to enhance the design of the hat. • Children to revisit and refine their designs based on the feedback and their own reflections.

<p>Key vocabulary: Hat, cap, top hat, flat cap, milliner, purpose, design, function, status, position, occupation, pencils (understanding of the HB system), sketch, shade, light, dark, hatching, shadows, Phillip Tracey, Rachel Trevor Morgan</p>	<p>Cross curricular links (may link to year before / after within other subjects) DT History Geography English</p>
<p>Resources: (already in school) Sketch books</p>	<p>Resources: (may need) Sketching pencils Hats</p>

