

Topic	Rio carnival	Key Subject focus	DT	Phase	5/6	Cycle no.	1
						Term	Sum 1
Previous learning: Years 3&4 -Thrones for a King -Hats Years 5/6 -mountains				Future learning: Use research and exploration, such as the study of different cultures, to identify and understand user needs.			
National Curriculum objectives				School KPI's			
D&T	<p>Design</p> <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 annotated sketches and pattern pieces <p>Make</p> <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 clay, paper and textiles. <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 			<ul style="list-style-type: none"> To research and create a functional and appealing mask. To be aware of the styles of different masks and use in their designs To test about different materials and process to use in their designs, To follow instructions to learn specific techniques. To evaluate the finished product To locate the main cities of South America and Brazil. To look at specific human geography features of Brazil and Rio: transport, tourism and housing. 			
Geography	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America, concentrating on their, key physical and human characteristics and major cities Understand geographical similarities and differences through the study of South America Describe and understand key aspects of human geography, including types of settlement and land use 						
Statement of intent:							

<p>During this topic pupils will learn:</p> <ul style="list-style-type: none"> • About the physical and human geography of some aspects of Brazil (Rio) • About the importance of the carnival celebration in Rio (especially masks) • About 3 particular styles of masks from around the world (Rio, Venice and New Orleans) • About the differences in quality and design between different styles of mask • How to design and construct a 3D mask • How to create a decorated mask • How to evaluate the success of the mask 	
<p>Activities:</p>	
<p>Learning intentions</p>	<p>Tasks</p>
<p><u>Week 1</u> To describe a journey from Quito to Rio describing travel options</p> <p>To compare tourist information maps of London and Rio.</p> <p>To create a Tourist Brochure of Rio</p> <p>To understand the living conditions of the poor and create a campaign to improve them</p>	<ul style="list-style-type: none"> • Rio -plan and describe an overland journey to Rio from Quito (links to previous topic on mountains) -provide pictures of road, rail and air travel options • A tourist guide of Rio highlighting attractions and amenities (talk about features in London -are they replicated in Rio? If not, what does this city have?) • Campaign highlighting the living conditions of the people living in the Favelas.
<p><u>Week 2</u> To create a travel advert for Rio which attracts people to attend the Carnival.</p> <p>To observe and describe in detail 3 carnival costumes</p> <p>To record the designs of 3 masks from around the world.</p>	<ul style="list-style-type: none"> • Look at the Rio Carnival, list the different events and activities, create a travel advert encouraging people to visit Brazil to attend the Carnival • Research carnival marks in Rio -describe 3 carnival costumes in detail • Research carnival masks around the world (Venice and New Orleans) -Aim to have recorded 3 favourite designs
<p><u>Week 3</u> To create a paper version of a mask and evaluate its effectiveness.</p> <p>To design a carnival mask following instructions.</p>	<ul style="list-style-type: none"> • Make a paper mock-up of chosen mask • Evaluation of masks -children need to consider: strength of joins and attachments, shape, practicality, durability and appearance. • Design a 3D mold mask -pupils will need CT modeling of the stages of construction of the process of making the mask -stage 1: make a 3D clay mold of a face -stage 2: covering in many layers of paper mache -stage 3: cutting and shaping the face mask -stage 4: painting and decorating. <p>(This is the planning week)</p>
<p><u>Week 4</u> To create a mask utilising a mold.</p>	<ul style="list-style-type: none"> • Stage 1 and 2 of creating actual mask following design from last week

<p><u>Week 5</u> To use painting and decorating techniques to embellish a mask.</p>	<ul style="list-style-type: none"> • Stage 3 and beginning stage 4 of creating actual mask following design from last week
<p><u>Week 6</u> To complete mask and evaluate its effectiveness in comparison to the initial paper mask.</p>	<ul style="list-style-type: none"> • Finish stage 4 and evaluate finished product in comparison to paper version.

<p>Key vocabulary:- Transport, Tourism, Housing, Favela. Carnival, Costume, Mask, Mold, Papier Mache, Decoration</p>	<p>Cross curricular links (may link to year before / after within other subjects) Mountains in South America Mayans AR technology</p>
<p>Resources:- (already in school) Clay Feathers Sequins</p>	<p>Resources:- (may need)</p>