

YEAR 5 – Thematic Planning

GLOBAL CITIZENSHIP:
Global Citizenship is the focus subject for *What is Kwanza*, running through the theme using the 7 Principles of Kwanza as a thread along with the life and work of the slave Olaudah Equiano and the Nigerian Artist Nike. The theme covers all of the Global Citizenship objectives except for the environmental aspect.

HISTORY:
Children understand the reason for creating Kwanza has its foundations in the history of the Transatlantic Slave Trade which they explore through the life of Olaudah Equiano. Also different people through African American history who have promoted African rights.

GEOGRAPHY:
Children develop a global awareness of continents and their relationship to each other and find out about the environments and some geographical landmarks in North America, Africa and the Caribbean.

OUTDOOR LEARNING:
Creating symbols for the physical aspects of the school in the style of the Ibadandun cloth.

ART:
Children learn about the African textile Adiré and the artist Nike Ogundaye Davies. They create their own textile work using Adiré as a stimulus, developing skills in dyeing, stitching and appliqué.

WHAT IS KWANZA?

RE:
Children explore the idea of a spiritual celebration that has no specific religion. And also look at how peoples beliefs change due to the circumstances they are in.

MUSIC:
The focus for this theme is to introduce reading notation which forms the basis of warm ups through the year and to teach a variety of songs linked to the theme that are of different styles and cultures.

DRAMA:
Develop basic drama skills with a focus on commenting in role as a character on an event, situation or idea.

ICT:
Children start to develop internet research skills. They also create a poster using Publisher that incorporates facts and opinions and has good design features.

DANCE:
No physical dance sessions but use of *Revelations* as a stimulus for historical understanding and to start to look at aspects of choreography.

SUBJECTS NOT INCLUDED:
Science - Sound
Maths
Outdoor Learning - Half termly environmental day in school grounds.

CORE SUBJECTS LINKED TO THEME
Literacy:
African traditional story as text for narrative unit.
Text using the Afro-Caribbean character of Anancy for unit on instructions.
Rap style poem as text for poetry unit.

GREEN END PRIMARY SCHOOL (KS2)

HALF TERM THEMATIC PLAN: Kwanza YEAR 5

TERM Autumn 1 (2013)

TEACHER JH/JH

This has Global Citizenship as a main theme using the 7 Principles of Kwanza as a thread along with the life and work of the slave Olaudah Equiano and the Nigerian Artist Nike.

	LEARNING OBJECTIVES	LESSON OUTLINE & KEY QUESTIONS WITH DIFFERENTIATION Resources highlighted	OUTCOMES ASSESSMENT EVALUATION
I N I T I A L S E S I O N +	I know that there are some spiritual traditions that are not about a specific religion e.g. Kwanza. I can relate the principles of Kwanza to global issue and different religious beliefs.	<u>Activity 1 - What is Kwanza?</u> CT explains that this term we are going to explore Kwanza. Children work in mixed groups to discuss statements and images about Kwanza on large sheets of paper. Groups have a selection of the images so two or three groups discuss the same statements/images. CT What can you tell about Kwanza from the statements and images? Children report back and CT collects ideas on flip chart.	Children understand that there are some spiritual traditions that are not about a specific religion e.g. Kwanza. Children can relate the principles of Kwanza to global issue and different religious beliefs.
	I understand the contribution of different cultures, values and beliefs to people's lives.	CT explains that Kwanza is a non-religious celebration that the children are going to research. Children use I-pads to find out some facts about Kwanza. They use the images they had before to help them find relevant information. They make notes about these on the I-Pad notebook, then share as a group. Groups then share their collective information to the class.	
	I can: type key words to search the Internet; add WebPages to 'favourites' list; skim read web pages; find suitable information; save information from the internet into other documents.	CT records by putting up images and statements on display with facts including the list of principles CT How do these ideas relate to religious beliefs. Children discuss. Elicit the principles are like religious rules, similar in all religions.	Children understand that Kwanza is an important celebration to many people and that it provides a set of values to help remind people how to live a valuable and community based life.
		Children have small images they add to their books with bullet points of facts about Kwanza including the principles with simplified explanations for each.	Children can find relevant information on the internet and order into notes.

<p style="text-align: center;">D A Y</p>	<p>I show my knowledge and skills about a range of places, which are different sizes and in different parts of the world</p> <p>I understand that different places are both different and similar</p> <p>I can use historical sources to explore and form hypothesis.</p>	<p><u>Activity 2 - Where are the key places in Kwanza?</u> CT explains that Kwanza is a global tradition but is closely related to America, Africa and the Caribbean.</p> <p>Children use atlases to find Africa and the Caribbean and America and draw a simple map in their books to show these places. Look at the relationship of the places to each other and the range of environments. Find different countries in Africa and states in America and identify California where Dr. Karenga works in the <u>University</u>.</p> <p>Children have map images of America, Africa and The Caribbean showing the different environments. Children add these to their books and discuss what is the same and what is different.</p> <p>Children have a four images of geographical landmarks from each place and decide in their groups which come from which place and match to the appropriate map. They then share their ideas and CT reveals where all the places are and their place names. A child is chosen to add the image to the class map in the appropriate place.</p> <p>Children have small images which they stick in their books with small maps. They map the place to where it is on the continent/country.</p> <p><u>Activity 3 - Why did Dr. Malaula Karenga create Kwanza?</u> CT reveals an image of Dr. Malaula Karenga and a statement about why he started Kwanza. What does he mean when he says <i>To provide a set of principles which inspires a personal and social practice that leads to the building of moral community and to becoming the best of what it means to be both African and human in the fullest sense.</i></p> <p>Children work in mixed pairs with a copy of the statement - Children highlight key words on their sheet and make notes. Children share their ideas. Why does he say <i>being African</i> when we know Kwanza is also related to America and the Caribbean? Draw out being aware of your community and traditions/history. That there are African people in America and the Caribbean. What does Dr. Maulana Kerenga want African people to be like? Children discuss in pairs and report back. CT records on board and then children add these ideas to their books with an image of Dr. Kerenga.</p>	<p>Children can name the different continents. In this theme they focus on Europe, Africa and America. Children can name different countries in these continents.</p> <p>Children have some knowledge of the different environments in Africa and USA/Caribbean and can identify some specific geographical features from these places.</p> <p>Children can use a variety of information - in this case a statement, a song and an image as starting points for investigation/discussion.</p>
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	<p>can recognise the causes and effects of Inequality.</p> <p>I know a variety of songs from different cultures and times.</p>	<p>CT: Dr. Karenga created an African American celebration. Looking at our maps – how did African people become linked to America a completely different continent? Listen to and then look at the lyrics of Buffalo Soldier to begin to explore why the African people came to be Afrlcan-Caribbean/ African-American relating the lyrics ‘stolen from Africa , brought to America’ to the three places. Children discuss what Bob Marley means by being taken/stolen and why the need to fight for survival. CT records ideas on large paper to put on display with the song lyrics. Children have a copy of the lyrics to put in their books and write their ideas as questions. Did Americans... CT/SENTA/TA support SEN and LA (Copy examples and add to display)</p> <p>All year 5 get together to start to start to learn Buffalo Soldier and The Banana boat song. CT explains what the style of songs are. Children may know that Buffalo Soldier is a reggae song. The Banana boat song is a calypso song. Play short pieces of other reggae and calypso songs for children to hear the similarities and differences.</p> <p>Add images and information about Dr. Karenga and Bob Marley to class map and timeline.</p>	<p>Children can use their ideas to create their own hypothesis about Bob Marley writes - <i>Taken from Africa to the heart of the Caribbean</i>; and how this all relates to Dr. Karenga's statement.</p> <p>Children learn two very different songs from the Caribbean and know what the style of reggae and calypso is .</p>
2	<p>I understand causes and effects of Inequality.</p> <p>I understand the correct order of the people, events and main changes in the period I am studying.</p> <p>I understand that all events and changes have reasons for them, and results of them.</p>	<p>CT reveals image of Bob Marley and Dr. Karenga from last week and recaps the children’s ideas about them and the link with <i>Buffalo Soldier</i> lyrics. CT explains they are going to investigate their questions further using images and documents in the same way historians work - by investigating the evidence they have and forming ideas from them about a time in history - to find out why he is an important role model to think about during the week of Kwanza celebrations.</p> <p>CT Reveals the image of Olaudah Equaino. What questions could we ask about this person? Children discuss in TP’s and share ideas. Children write questions on strips of paper and add to display with an image of Olaudah.</p> <p>Children then Explore Olaudah’s story through drama activities and images. Approx 1756 when he was about 11. Olaudah and his sister whilst playing are kidnapped and sold into slavery. Children explore the images of slavery, the ways they were restricted</p>	<p>Children know that during the 18th century European countries took control of many African countries for power and commodities such as gold and diamonds. They understand how the trading worked for the triangular trade and how slaves were moved and sold. They understand the lasting effect on the African people of these events that fostered inequality.</p>

	<p>I understand the impact of trade between countries.</p> <p>I can use historical sources to explore and form hypothesis.</p> <p>I can develop drama skills using movement and voice.</p> <p>I can make oral responses and opinions about situations and be able to comment with factual and empathetic reasoning on issues concerning the characters and the wider situation.</p> <p>I can describe aspects of life in the periods I have learned about.</p>	<p>by ropes and chains. Children recreate images as tableaux and CT thought tracks children as both the slaves and traders. CT explains that Olaudah and his sister were separated – create this as a scene. How do they feel? Thought track. How do their families feel? Thought track the people left in the village. Olaudah is taken to the coast and is sat with many other slaves in dark caves waiting for the ships to take them to America. Create scene with children.</p> <p>Create tableaux to show different parts of Olaudah’s quote (<i>quote 1</i>) that explains his thoughts when he first saw his captors at the coast. Thought track different characters. Images of chains etc. on Smart Board. Where have these people come from? Elicit Europe – CT has map on board to draw on the journey of the triangular trade and add commodities as they are bought and sold. Use props to show the commodities Europe traded e.g. iron goods. Where are they going to be taken? Elicit America – link back to <i>Buffalo Soldier</i>.</p> <p>Reveal image of slave ship interior with bodies laid out. Lay out the class in such a way. Read <i>quote 2</i>, Olaudah’s thoughts about the ship, as children visualise themselves on the ship. CT thought tracks children as slaves. CT adds the journey onto the map.</p> <p>CT creates a Slave market scene using some of the children. Teacher in role as the slave trader selling the people making comments on the health, strength etc of each person relative to the job they would do and gives them jobs – use props to show this – bring out working on sugar, cotton and tobacco plantations. What does the slave trader buy with his money? Draw out sugar, tobacco and cotton.</p> <p>What happened to Olaudah? Children explore artefacts <i>images/map/document</i> as evidence in pairs, make notes in journals and give answers in role as Olaudah. CT then reads his story. Children imagine they are Olaudah in his later years. In pairs, one child as Olaudah, the other as an interviewer– what does he think about his life and the people he encountered? CT chooses a couple of children to be hot seated as Olaudah.</p> <p>Children have small versions of the images of the slaves at different times of their journey and the life of Olaudah Equiano. Refer back to the questions children created last week. Have these now been answered? If not can children find out using internet. Children add images to books and write in the first person as a slave about their life and their thoughts about Olaudah and his work to help abolish slavery. CT/SENTA/TA support SEN and LA (Copy examples and add to display)</p>	<p>Children understand the historical impact of trade between countries and it's lasting effects.</p> <p>Children can use a variety of information - through images, maps and written documents - as starting points for investigation/discussion. And understand this is how historians work.</p> <p>Children develop drama skills using voice and movement through: recreating, practice and performing modelled scenes in pairs and groups and participating in class scenes.</p> <p>Children can empathise with the effects of this trade on the African people taken from their home countries and the effect on the people left in Africa.</p> <p>Children can write in response to practical activities showing knowledge, understanding and empathy of the Transatlantic Slave Trade.</p>
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	<p>I can recognise and comment on dances, showing an understanding of style</p> <p>I understand what is expected of a person in following a religion or belief.</p> <p>Clap/play a rhythm/tune from notation</p> <p>Learn a variety of songs from different cultures and times.</p>	<p>Children watch Alvin Ailey Dance Company perform Revelations. The second time round CT stops video in key places for the children to make quick sketches of the dancers. Children are given the words of the song that accompanies the dance which they stick into their books. CT How does this dance and song reflect the transatlantic slave trade? Children discuss in small mixed groups recording their ideas around their sketches. E.g. arms stretch out as if they are looking for help. Start to introduce dance terminology e.g. formation, lunge, mood, motif whilst discussing what the dance portrays. CT/SENTA/TA support SEN and LA (Copy examples and add to display)</p> <p>Listen to the song from <i>Revelations</i> and look at the words. CT explains this is a gospel song. What religion is this? Would this have been the people's religion in Africa? Show images of ancestor and spirit belief. Why did most become Christian in America? Discuss as a class. Draw out that many were forced to change their beliefs by their masters. Discuss this in groups and report back thoughts. Each person in each group speaking an idea or response. CT records and adds to display.</p> <p>Children sing Buffalo Soldier. They listen to another gospel song and learn it. CT reveals the notation for Buffalo Soldier. What do children notice about the notes – how are they different? Look at the time signature – CT explains that this refers to the pulse – in this case 4 beats to a bar.</p> <p>Children identify a bar with four notes in – CT explains these are called crochets. Look at bar one. What do you have to do for the first two notes? Draw out they are faster – half the time of the crochet and these are called quavers. Children clasp the rhythm with CT pointing to notes as they do so. One half of the class claps the pulse – 2 beats to a bar and the others clap the rhythm. Swap over. Children sing <i>Banana Boat Song</i></p> <p>Add images and information about Oludah, the Transatlantic Slave Trade and The Alvin Ailey Dance Company to the class map and time line.</p>	<p>Children understand the nature of contemporary dance and how uses movement to portray events, ideas and emotions - n this case the feelings of the African Slaves in the 18th century.</p> <p>Children have a basic understanding of the traditional animist religions in Africa.</p> <p>Children understand there times when people have been forced to change their belief in this case the African slaves in America.</p> <p>Children practise learnt songs and know what the style of a gospel song is.</p> <p>Children understand music is divided into bars which have a set pulse/time signature and can recognise and explain crochets and quavers.</p> <p>Children can follow notation to clap a rhythm.</p>
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I know a variety of songs from different cultures and times.

I can clap a rhythm reading simple notation

I can play a simple tune using notation

I understand the correct order of the people, events and main changes in the period I am studying.

I can make oral responses and opinions about situations and be able to comment with factual and empathetic reasoning on issues concerning the characters and the wider situation.

I understand the causes and effects of inequality.

CT reveals the words and notation for 'Jump down turn around pick a bale of cotton.' A song sung on the cotton plantations. Why would people want to sing? Discuss – draw out to lift their spirits and make the work seem easier. CT explains this is something found in many cultures.

What can the children say about the notation – i.e. identify time signature, crochets and quavers. Children try to clap rhythm of different bars. Listen to song sung by Lead Belly <http://www.youtube.com/watch?v=iNpy6NoFFsk> Children learn song.

Look back at the notation – why are their lines and spaces? For different pitches of note. CT reveals the music with letter names of notes underneath. Children work in threes having a go at playing the tune on tuned instruments. Some children play to the class.

Children listen to the song 'Ain't gonna let anybody turn me around' watching the clips that go with it with a copy of lyrics. <http://www.youtube.com/watch?v=uJ6mhRZ8LjM> What does the film show/lyrics say? That although the slave trade ended in the 18th century – there was still inequality for black people which people spoke out about.

CT reveals the photographs of Ruby Bridges and Dorothy Courts with dates. CT explains these are different people but the same situation. What is happening here? Children discuss in pairs and report back. Draw out they are both black girls going to all white schools in America. Who are the people around Ruby? Draw out US Marshals protecting her. Children are chosen to make the tableau of Dorothy. The other children thought track the different people. Other children are chosen to make a tableau of Ruby. The other children thought track the different people. Ad both to class timeline. Which principles of Kwanzaa do the girls show? Children share ideas.

How did Olaudah fulfil these principles? Relate to the movement of the African people and their lives in the plantations and Olaudah's work to abolish slavery. Children discuss in TPs and share ideas. CT records on flip chart in table form. Children write their own ideas about Olaudah as a role model for Kwanzaa in their books in the same table form.

Principle	Question	How Olaudah portrays it.
Imani	Did he/she have faith in people?	He believed if people heard his story they would stop slavery
Umoja	Did he/she help to unify a community?	Helping to stop slavery so African American families could live their own lives

. CT/SENTA/TA support SEN and LA.

Children know that throughout the world people have created work songs to help them keep going through long periods of tiring and monotonous work.

Children can identify different notes in notation and understand how pitch is written in music.

Children can play a simple tune from notation.

Children know that the slave trade ended but segregation still remained in America until the 1960's.

Children can empathise with the Ruby Bridges and Dorothy Courts and show understanding of all people involved from both sides.

Children understand how people campaigned against slavery and that Olaudah worked for this cause when he was a free man.

I understand how some artists use traditional ideas and methods in their work.

I understand the contribution of different cultures, values and beliefs to our lives.
Fair Trade

CT reveals an image of Nike Ogundaye Davies and profile on her website. Children have copies of her profile. Children read the text with TP's and highlight key pieces of information. CT/SENTA/TA support SEN and LA.
Does Nike make a good role model for Kwanzaa? Children use the text to fill in an A3 copy of the same table they had for Olaudah – working in groups of 4. Children feed back and CT makes notes – children MAGPIE ideas. Children then create their own tables in their books with an image of Nike and an example of Adire cloth
<http://www.nikeart.com/>

Principle	Question	How..Nike. portrays it.
Imani	Did he/she have faith in people?	She believed that the art work of her people was important.

CT/SENTA/TA support SEN and LA.
Add Nike to the Class Time Line and Map.

Children know what Adiré printing is and understand the importance of the work of the contemporary artist Nike Okundaye - how she brought back a traditional art/craft form to her country, and why this makes her a good role model for Kwanza.

Children can say why both Olaudah Equaino and Nike Ogundaye Davies are role models for Kwanza by explaining how they portray the principles of Kwanza which reflect the global citizenship objectives concerning cultural contribution, ways to combat prejudice and conflict and fare trade.

<p>4/5</p>	<p>I understand there are figures from whom believers find inspiration.</p> <p>I can ask my own historical questions, and use sources of information to answer them.</p> <p>I understand the correct order of the people, events and main changes in the period I am studying.</p> <p>I understand the contribution of different cultures, values and beliefs to our lives.</p> <p>I understand the nature of prejudice and conflict and ways to combat them.</p> <p>I can research for specific information using the internet.</p> <p>I know a variety of songs from different cultures and times.</p>	<p>Ruby, Dorothy, Oludah and Nike are good role models for the principles of Kwanza –</p> <p>Who else is a role model for the Kwanzaa principles? Children use i-pads and research to find positive role models. CT collects children’s examples and then pairs choose one of these people to research further as a personal project. CT explains that they need to find out as much as they can about their person, relate their ideas and actions to the principles of Kwanza and also add personal comments of their own about their chosen person. This information is to be collected on a word document and then used to create a poster about their person on Publisher.</p> <p>First they need to collect information about who – when- where and a brief overview of what they are remembered for and make notes on how they portray the principles of Kwanza. Children work in pairs using i-pads or laptops making notes on an A3 table and then write their finished ideas into their books.</p> <table border="1" data-bbox="526 651 1601 1021"> <tr><td colspan="3">Who:</td></tr> <tr><td colspan="3">Where:</td></tr> <tr><td colspan="3">When:</td></tr> <tr><td colspan="3">Briefly what they did:</td></tr> <tr> <th>Principle</th> <th>Question</th> <th>How..... portrays it.</th> </tr> <tr> <td>Imani</td> <td>Did he/she have faith in people?</td> <td></td> </tr> <tr> <td>Umoja</td> <td>Did he/she help to unify a community?</td> <td></td> </tr> <tr> <td>Kujichagulia</td> <td></td> <td></td> </tr> </table> <p>CT Many of the role models found are known for standing up and promoting equality and standing up against injustice. Children learn the song <i>We are walking</i> which promotes equality and community. CT explains it was sung in demonstrations for racial equality in South Africa. Why has this song been translated into so many languages? Children discuss - draw out it has a global meaning. They learn the first verse of the song in English, Zulu and also in Spanish.</p>	Who:			Where:			When:			Briefly what they did:			Principle	Question	How..... portrays it.	Imani	Did he/she have faith in people?		Umoja	Did he/she help to unify a community?		Kujichagulia			<p>Children understand how people can inspire others and can give examples of these.</p> <p>Children know that the slave trade ended but segregation still remained in America until the 1960's and South Africa until 1991.</p> <p>Children understand how people through history have worked in many different ways to stop prejudice and make positive changes to communities and can give examples.</p> <p>Children can find appropriate information about a specific person and can say why this person is a role model for Kwanza by explaining how they portray the principles of Kwanza which reflect the global citizenship objectives concerning cultural contribution, ways to combat prejudice and conflict and fare trade.</p> <p>Children can use search engines; type key words to search the Internet; skim read web pages; find suitable information; save information from the internet into other documents</p> <p>Children understand how a song can have a global context.</p>
Who:																											
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	<p>I can clap a rhythm reading simple notation</p> <p>I can play a simple tune using notation</p>	<p>CT reveals the notation for we are walking but does not tell children what it is. What can the children say about the notation – i.e. identify time signature, crochets and quavers, minims etc. Children try to clap rhythm of different bars. Can they guess the song? Half the class clap the rhythm and the other the pulse. Children try this in small groups and then transfer to using their choice of untuned instrument.</p> <p>Children practise and then share.</p> <p>Children sing the songs they have learnt so far.</p> <p>Children work together on creating the year 5 black history assembly and practise and improve their songs, presentations and pieces of drama.</p> <p>Assembly on Friday week 5.</p>	<p>Children can sing a song in different languages.</p> <p>Children understand music is divided into bars which have a set pulse/time signature and can recognise and explain crochets and quavers and minims etc</p> <p>Children can follow notation to clap a rhythm.</p>
6	<p>I can create an eye catching poster about a person using Publisher.</p> <p>I can comment on what make good graphic design.</p> <p>I know a variety of songs from different cultures and times.</p> <p>I can clap a rhythm reading simple notation</p>	<p>Children take the information they have collected on their own Kwanza role model person to create an informative and eye catching poster about them on a publisher page. CT models the different aspects and features of publisher using Nike as a subject. Focus on creating a good overall design which uses similar shapes, fonts, colours etc. Children work individually on laptops creating their posters.</p> <p>The posters are then printed as A3 and laminated. Small versions made to add to the Class Time Line and Map.</p> <p>Children then have a session where they share different posters in pairs and discuss the different people they have all researched relating their ideas and actions to the Kwanza principles. They also comment on what works well from a design point of view on different posters.</p> <p>Small versions are added to class time line or map.</p> <p>Using the notation, children clap the pulse and rhythms for <i>Jump Down Turn Around</i>. Children explain the different notes - names and lengths of note.</p> <p>Children sing all the songs they have learnt.</p>	<p>++</p> <p>Children can create a poster that provides information about a person they feel makes a good role model for Kwanza.</p> <p>Children can use the different aspects of Publisher to: import images , change sizes. fonts, colours, add backgrounds, borders, create shapes etc. to create an eye catching poster that has a good overall design.</p> <p>Children can comment on what makes a good eye catching poster.</p> <p>Children understand music is divided into bars which have a set pulse/time signature and can recognise and explain crochets and quavers and minims etc</p>

<p>7/ 8</p>	<p>I understand how art and craft plays an important part in peoples culture/identity.</p> <p>I can form my own opinions about symbolic patterning in art/craft</p> <p>I can use lines and shapes to create abstract symbols to represent a place/community.</p> <p>I understand how resist dyeing works.</p> <p>I can produce my own artwork in the style of another art form.</p> <p>I can use line and shape to create symbols and create a pattern from these.</p>	<p>Children look at some examples of Adiré cloth. CT explains that the patterns on Adiré are symbols about the culture, a village or a person . CT gives children copies of the <u>Ibadandun</u> ("Ibadan is sweet") cloth and explain that it portrays the community of a village. Children work in groups of three or four to explore ideas of what the symbols might mean with reference to an African village. Write notes round the copies. Groups partner up and share their ideas.</p> <p>OUT DOOR LEARNING: CT explains that the children are going to create their own Adiré designs for their own Green End School community. Class go outside and look at the different areas of the school and its grounds. Children explore ideas for symbolic patterns/motifs for the different areas of the school in their sketchbooks. Children refine their patterns in sketchbooks and then draw these in their Themed books with a key to the symbols and explanations for each.</p> <p>How were the patterns made? Children discuss and suggest ideas. Draw out that they were drawn or painted on first and then the fabric dyed. Explain this kind of dyeing is called resist. What could be used to draw onto a fabric that would stop dye going through. Elicit something that is waterproof like wax or plastic. CT explains that traditionally it is a paste made from the cassava plant – and patterns drawn on with feathers. CT explains that we are going to use PVA glue to create our patterns.</p> <p>Recap symbolic nature of patterning on Adiré cloth. Look again at the Ibadandun cloth and the children's own symbolic designs for the school community. Where else have we seen symbols during this theme? Elicit that the seven principles of Kwanza use symbols.</p> <p>CT explains they are now going to create a set of 3 or 4 symbols for themselves which they will use to create their own Adiré cloth. Children create 3 simple symbols in their sketch books to portray an aspect of themselves/their culture/ their beliefs etc. They then design a pattern using these symbols in the manner of the Adiré style using blue crayons and pens. Children scan their picture in/ or photograph them resize on the computer and print out a small copy of this which they add their Themed book annotated with an explanation for each symbol.</p>	<p>Children understand the symbolic nature of the patterning on Adiré cloth.</p> <p>Children can speculate what symbols might mean on the Ibadadun cloth and the apply this to creating their own symbols to portray their own school community.</p> <p>Children understand how adiré cloth was printed and how the patterns are motifs/symbols that represent someone or something</p> <p>Children can create patterning in the style of adiré printing using their own pattern motifs.</p>
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