

A cupboard for someone special: Adapted from QCA Art Unit 4B

ABOUT THE UNIT

In this unit children explore the design of cupboards. They discuss what cupboards tell us about everyday life and the things people need to store. They look at examples of designs in the past and in other cultures as inspiration for developing their own imaginative designs for a cupboard/storage unit for a particular character or purpose (e.g. a cupboard for Harry Potter's cloak, wand, broomstick and potions).

WHERE THE UNIT FITS IN

This unit builds on Unit 3B 'Investigating pattern' in the design of everyday objects and Unit 3C 'Can we change places?' where children learn to construct a three-dimensional form. It also builds on Unit 3C 'Characteristics of materials' in the science scheme of work. It links with Unit 3A 'Packaging' and Unit 3D 'Photograph frames' in the design and technology scheme of work. It also links with mathematics: understanding and using measures, and history: world study of ways of life in different times and cultures.

WHAT THE UNIT COVERS

Art	Craft	Design	2D	3D	Individual work	Collaborative work
Line	Tone	Colour	Pattern	Texture	Shape	Form Space
Painting	Collage	Textiles	Digital media	Sculpture	Print making	

VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- parts of a cupboard, *eg top, front, side, back, shelf, handle, hinge*
- types of cupboard, *eg office, kitchen, bathroom, book, mobile*
- design of cupboards, *eg shape, structure, function*
- construction of cupboards, *eg individual, hand-made, mass produced*
- constructing a model, *eg card construction, model,*

RESOURCES

For practical work

- drawing materials, *eg medium-grade graphite pencils, coloured pencils*
- materials for construction, *eg card, glue, double-sided tape, stapler, liquid paint, PVA*
- sketchbooks
- coloured paper

Suggested examples of art, craft and design

- examples of cupboards used in school and elsewhere
- examples of cupboards from different times and cultures, shown in paintings, carvings, sculptures, photographs, etc showing the different purposes and functions of cupboards such as: kitchen, bathroom, office/school, mobile

EXPECTATIONS

At the end of this unit

most children will be able to:

collect visual and other information; explore how visual qualities can be organised and combined for different purposes to communicate their ideas about a cupboard; experiment with materials and techniques to construct a model cupboard; identify similarities and differences in their own and others' work; adapt and improve their own work according to its purpose

some children will not have made so much progress. They will be able to:

use materials and techniques to construct a model cupboard; talk about the differences between their own and others' work; suggest improvements to their own work

some children will have progressed further. They will be able to:

collect visual and other information to help them with their work; experiment with materials and techniques to suit their cupboard design; compare the ideas, methods and approaches used in their own and others' work; modify and improve their work to realise their own intentions

PRIOR LEARNING

It is helpful if children have:

- made simple structures using card construction techniques
- considered how different forms of art, craft and design can tell us about people and their way of life
- worked in groups

FUTURE LEARNING

In Unit 5B 'Containers', children explore the craft tradition of making vessels and containers and develop the practical skills needed to build a three-dimensional form in clay or papier mâché.

ALTERNATIVE EXAMPLES OF TASKS/CONTEXTS

Children could design a cupboard for:

- Harry Potter in which he could keep his cloak, wand, broomstick, potions
- Danny-the-champion-of-the-world's dad in which he could keep his poaching equipment
- Sigg (Siggard the Viking) in which he could keep his sword (Nosepicker), helmet and shield
- Paddington Bear in which he could keep his marmalade, coat, hat, case, picture of Aunt Lucy from Peru

LEARNING OBJECTIVES
CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES
CHILDREN

POINTS TO NOTE

LEARNING OBJECTIVES
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POINTS TO NOTE

EXPLORING AND DEVELOPING IDEAS

<ul style="list-style-type: none"> • about the roles and purposes of art, craft and design in different times and cultures • to compare ideas, methods and approaches in others' work and say what they think and feel about them 	<ul style="list-style-type: none"> • Display photographs of cupboards in common use in different places. Display books and other material, <i>eg paintings, sculptures, carved reliefs</i>, that show cupboards from different times and cultures. • Identify a cupboard that is familiar to the children and talk about the parts of the construction, <i>eg shape, height, position of shelves, drawers, how the doors open, handles</i>. • Ask the children to think about how the cupboard is used, • Look at and compare cupboards from different times and cultures. Identify the similarities and differences in the shapes and forms of cupboards. • Talk about how the design of the cupboard relates to its contents. • Talk about the materials used to make the cupboard, <i>eg wood, metal, plastic, glass, paint, varnish..</i> • Talk about the way that the cupboards are made, <i>eg hand made, mass produced</i>. 	<ul style="list-style-type: none"> • identify the parts of the cupboard and their purposes • identify different types of cupboards and the materials used • comment on how the design of cupboard is related to the purposes • comment on how materials are used in making cupboards 	<ul style="list-style-type: none"> • Links with history: world study of ways of life in different times and cultures. (especially Tudors and Caribbean work) • Encourage children to think about the lives of the people who used the cupboard and the contents that would be stored in the cupboard. • Link with Unit 3C 'Characteristics of materials' in the science scheme of work when children choose materials because their properties are suitable for making a cupboard.
<ul style="list-style-type: none"> • to question and make thoughtful observations about starting points and select ideas to use in their work 	<ul style="list-style-type: none"> • Ask the children to work in pairs to design a cupboard for (for example) Harry Potter to store his cloak, wand, broomstick and potions. Ask them to think about the sort of cupboard that would reflect his character or would be suitable for the character, event, or contents. • Ask the children about the design for the cupboard. <i>Will it have legs, castors or will the base rest on the ground? Will there be any shelves or drawers, What height from the ground would they be? What sort of top? What about the doors? Would it have door handles, locks? What would it be made from?</i> 	<ul style="list-style-type: none"> • explore ideas for a design to represent a character or event 	<ul style="list-style-type: none"> • Links with English: identify how character and setting are created. Setting is a focus of teaching and learning in year 4, term 2 in the <i>National Literacy Strategy: Framework for teaching</i>. • Encourage the children to take individual approaches to their designs and to be adventurous in their ideas.
<ul style="list-style-type: none"> • to collect visual and other information to help them develop their ideas, including using a sketchbook • to adapt their work according to their views and describe how they might develop it further 	<ul style="list-style-type: none"> • Ask the children to develop ideas in their sketchbooks that 'fit' Harry Potter and his possessions (or the person who will use the cupboard, or suit the event or contents). Encourage them to consider ideas from different times and cultures. • Review their sketchbook drawings to ensure that they have a range of ideas for their designs. 	<ul style="list-style-type: none"> • record and collect visual and other information to inform their ideas for designs • adapt and improve their sketchbook work 	<p>Discuss the different ways in which they can use their sketchbooks, eg:</p> <ul style="list-style-type: none"> –as a 'think book' to work out ideas –to collect visual information on shape, colour, etc –to collect information about the designs and ideas in others' work

LEARNING OBJECTIVES
CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES
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POINTS TO NOTE

INVESTIGATING AND MAKING

<ul style="list-style-type: none"> to apply their experience of materials and processes, including drawing, developing their control of tools and techniques 	<ul style="list-style-type: none"> Ask the children to produce a model of their cupboard, working from ideas in their sketchbooks. Children should construct a scale model cupboard by using card, tubes and other suitable materials. Show the children techniques for making three-dimensional shapes and for stiffening paper and card, <i>eg rolling, folding and layering</i>, and for joining, <i>eg glue, tape, paper clips</i> 	<ul style="list-style-type: none"> use their sketchbook drawings to inform their design either to construct a scale model of a cupboard to represent their chosen character or event, or adapt and decorate a cupboard to represent their chosen character or event, or to suit the chosen contents 	<ul style="list-style-type: none"> This work links with the design and technology scheme of work. It links with Unit 3A 'Packaging' when children measure, mark out, cut, score and assemble a 3D shape and with Unit 3D 'Photograph frames' when children learn ways of making stable structures, strengthening paper and using different joining methods.
<ul style="list-style-type: none"> to investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of their work 	<ul style="list-style-type: none"> Discuss the children's ideas about Harry Potter (or their chosen character or event) and how they will be represented by the cupboard. <i>What will the cupboard say about Harry Potter (or their character, occasion or contents)? How will colour, texture, pattern be used?</i> Ask the children to think about the proportions of the cupboard. <i>How high will it be from the ground and why? How deep will the shelves be?</i> Ask them to develop the decoration of their cupboard using different media, <i>eg paint, coloured papers, collage materials, wire, tissue paper</i>. Encourage them to explore ways of adding moldings to the cupboard doors or top, or of shaping and decorating parts of the cupboard, <i>eg the legs, door handles, sides</i>. 	<ul style="list-style-type: none"> make decisions about how the cupboard is decorated to reflect their chosen character 	<ul style="list-style-type: none"> At the end of each session, show examples of children's work to identify good progress.

EVALUATING AND DEVELOPING WORK

<ul style="list-style-type: none"> to adapt their work according to their views and describe how they might develop it further 	<ul style="list-style-type: none"> Review the success of the cupboard designs and models. Talk about how well the cupboard reflects the chosen character or event or contents, considering: <ul style="list-style-type: none"> the shape and proportions of the parts of the cupboard the decoration, use of materials and whether combining materials adds interest to the work the mood and effect that the cupboard creates, <i>eg happy, disturbing, sinister, relaxing</i> Encourage the children to make adjustments to their designs if they feel the comments are helpful. 	<ul style="list-style-type: none"> identify the success of the design and what they think is interesting about it 	<ul style="list-style-type: none"> Display examples of designs from different times and cultures alongside children's work to set expectations about standards. Talk with children individually, in groups and as a whole class to discuss the use and display of their work. Children could extend their work by painting a composition including their favourite cupboard design, creating an appropriate background for it. They could look at examples of cupboards in the paintings of famous artists.
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LEARNING OBJECTIVES
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POINTS TO NOTE

WHAT THE ADDITIONAL ACTIVITIES COVER

Art	Craft	Design	2D	3D	Individual work	Collaborative work
Line	Tone	Colour	Pattern	Texture	Shape	Form Space
Painting	Collage	Textiles	Digital media	Sculpture	Print making	

VOCABULARY

ADDITIONAL ART ACTIVITIES FOR THE AUTUMN TERM

<ul style="list-style-type: none"> • a range of art skills and techniques • to adapt their work according to their views and describe how they might develop it further • that it is fun to learn and experiment with different techniques 	<ul style="list-style-type: none"> • create a montage of pictures on a theme of their choice • sketch from 2-D and 3-D stimuli • sketch using pencil and pencil crayon • creating sculptures of segmented animals using K'NEX • creating sculptures of segmented animals using card • experiment with water colour techniques 	<ul style="list-style-type: none"> • produce draft and final products • evaluate and discuss their work and that of others • reflect 	
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