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|  |  | **Structure: Pavilions > Structures > Year 4 > Lower key stage 2 > Design and technology > Lesson 4: Pavilion cladding** |

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| Learning objective | Success criteria |
| * To add cladding to a frame structure. | * I can select appropriate materials for my cladding. * I can add cladding which reflects my design. * I can create different textural effects with my chosen material. |
| Before the lesson | |
| Teacher video: Pavilion cladding   * *Presentation: Explain the answer.* * A small piece of paper (one each – see Attention grabber). * Scissors (one each). * Pencil (one each). * PVA glue (one between two). * A wide range of craft materials, e.g. tracing paper, card, coloured paper, sweet wrappers, leaves, crepe paper, fabrics, newspaper, wool, string, etc. (a selection for the children to choose from). * Papier-mache (optional – see Main event). * The children’s design sheets and baseboards with frame structures from *Lesson 3: Pavilion frame.* * Link: *Assessment – D&T Y4: Structure: Pavillions* (optional – see Wrapping up). | |
| Recap and recall | |
| Display the *Presentation: Explain the answer* and allow time for paired discussion.  Presentation: Explain the answer  Take feedback from the children.  Answers may include:   * Triangles are the strongest shape: when force is applied to one corner, the other two corners distribute it evenly. * Joints (corners) are the weakest point in a structure, so card triangles can help strengthen and distribute the weight. * Card is lightweight, so it can add strength and stiffness without increasing the structure’s weight. | |
| Attention grabber | |
| The children will add cladding to their frame structures to complete them.  Ask the children what they think is meant by ‘cladding’. Explain that cladding can be applied for different effects: to enclose a space, create barriers, open a space up and play with light, shadows and patterns.  Give each child a small sheet of paper. Ask half the class to scrunch the paper up as tightly as possible. Instruct the other half to create a zig-zag through folds and creases. Ask the children to open the sheets and flatten them to see the different textured effects they have created.  Discuss the different possibilities for cladding and how they can be attached to the frame structures (see *Teacher video: Pavilion cladding*). Explain that the children should avoid anything too heavy as it would place too much strain on their fragile frames. | |
| Main event | |
| Show the children a selection of materials in various colours available for their cladding: tissue paper, sugar paper, card, wrapping paper, newspaper, straws, clear plastic, packaging, ribbons, etc.  For an extended project, papier-mache could be used for cladding.  The children should refer to their design sheet and think about:   * How will I attach the cladding? (Smaller pieces of material like sweet wrappers would be more difficult to attach.) * How long will it take to attach? (Paper or fabric will be much faster than individual bits of string or straws.) * How will the weight of the cladding affect my structure?  (Heavy material could weigh the whole structure down, possibly causing it to collapse.)   The children should make sure that they can create their desired texture with the material that they have chosen using one of the following techniques: cutting, folding, weaving, curling, scrunching or tearing. | |
| Wrapping up | |
| Ask the children to compare their final pavilion to their design sheet. As a class, discuss what they found easiest, most challenging, what worked well and what did not.  Arrange all the pavilions on a large surface as one ‘Class Expo’ and ask the children to go on a gallery walk to review the range of pavilions that have been created.  Creating an Expo City could work well as a more challenging but exciting version. The children would have to think and plan the layout of the whole city and organise how different parts made in the class could link together. As an extension, they could think about a transport system as well.  Optional – provide each child with the *Quiz – pupil answer sheet* and display the *Unit quiz* (see link: *Assessment – D&T Y4: Structure: Pavillions*). Read each question aloud and allow the children time to answer. Reveal the answers and ask them to self/peer mark their answer sheets.  If pupils completed the *Knowledge catcher* in Lesson 1, they can revisit them and add new information in a different colour. | |
| Vocabulary definitions | |
| **cladding**  A material put on top of another material or on a structure as protection or to improve appearance.  **evaluation**  When you look at the good and bad points about something, then think about how you could improve it.  **reinforce**  To make a structure or material stronger, especially by adding another material or element to it.  **texture**  The way that something feels when you touch it (e.g. soft, rough, smooth).  **structure**  Something that has been made and put together and can easily stand on its own (e.g. a building, bridge, chair). | |
| Assessing progress and understanding | Adaptive teaching |
| **Pupils with secure understanding indicated by:** selecting appropriate materials; using appropriate techniques to add cladding to their pavilion, which reflects the chosen theme and the design criteria.  **Pupils working at greater depth indicated by:** experimenting with a wide range of materials; using sophisticated techniques to create and attach cladding with strong links to the theme; creating the surrounding landscape for their pavilion, which should link to the theme, using available materials. | **Pupils needing extra support**  Could use only paper for their cladding to keep it simple; could experiment with creating a new texture by folding or scrunching as they did in the Attention grabber.  **Pupils working at greater depth**  Should experiment with different cladding materials for a varied final effect; could create a landscape to give context to their pavilion. |