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| **Create your own Christmas emoji**  |
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| Designing an emoji that reflects the festive season |
| **Stay safe** |
| Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for: * ensuring that any equipment used for this activity is in good working condition
* behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others

 Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠  |
| **Subject(s):** Design & Technology**Approx. time:** 45 - 60 minutes |  | **Key words / Topics:** * design
* emoji
* emoticon
* festive season
* sketching
* holiday
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| **Suggested learning outcomes** |
| * To know the purpose of emojis
* To understand how to design an emoji using a given theme
* To be able to sketch with confidence
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| **Introduction** |
| This is one of a series of resources designed to allow learners to use the theme of the Christmas period to develop their knowledge and skills in Design & Technology and Engineering. This resource focuses on the design of a festive emoji.Emojis are a way of communicating thoughts and feelings in our modern technological world. Can you think of your favourite things about the festive season and use them to design an emoji? |
| **Purpose of this activity** |
| In this activity learners will use the theme of the festive season to design an emoji. They will think about what the festive season means to them and list their favourite things about this time of year. They will then use this list to sketch initial ideas for their own emoji, before producing a final design that could be used on a phone or computer.This activity could be used as a main lesson activity to teach about sketching skills, designing to a brief and the use of modern communications technologies. It could also be used as part of a wider scheme of learning focusing on the design process, or as a one-off transition activity. |
| **Activity ⚠** |  | **Teacher notes** |
| **Introduction (10-15 minutes)**Teacher to use the introduction slide to introduce the task and have a discussion with the class. What does this emoji mean? Show a range of different emojis and ask learners to try and figure out their meanings.Slide 2 has a few simple rules for the design and can be used to introduce the idea of design constraints.**Activity (25-35 minutes)*** **Step 1** -Thinking (5-10 mins)

The learners list their thoughts about the festive season and concepts for what images are associated with these. * **Step 2** – Trying out (10-15 mins)

The learners start to sketch their ideas using circles drawn on the paper. Some may use other shapes.* **Step 3** – Final idea (10 mins)

Once an idea has formed, they can develop the detail and create a larger drawing (around 100mm across). * **Step 4** – Development/Extension

Using graph paper, use a restricted grid to draw the emoji. A 32 x 32 grid provides sufficient challenge.**Reflection and Plenary (10 minutes)**Share the ideas between the group or as a class. What do they like about the emojis? What could be better? |  | This activity could be carried out individually or in pairs.**Step 1** – This could be a whole class activity with likes and design thinking written or sketched on the board. Learners can then make their own lists from the bigger picture. If the learners have previously used mind mapping that can be an effective way to sort their design thinking.**Step 2** – Translating the ideas into actual images can be difficult for some. Use the exemplar to help. The reason for using the coins as a circular template is to keep the sketches small (around 30mm across). Emojis are never meant to be seen large. **Step 3** – The final idea should be rendered in a fairly ‘flat’ fashion but have the clear, bright colours that characterise an Emoji.**Step 4** – this could be used in a second lesson, for a homework or as a cross-curricular lesson with ICT. A suitable grid is on slide 9 of the PPT.Sharing the final ideas can help class discussion and peer evaluation. The class could produce a classroom display to showcase the final design ideas, or for other learners to use as inspiration. |
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| **Differentiation** |
| **Basic** |  | **Extension** |
| * Use a printed worksheet or template to assist students who have difficulty drawing the circles.
* Use the examples shown on the teacher PowerPoint as inspiration for learners to develop their ideas from (however, they should not simply copy these).
 |  | * Using graph paper, use a restricted grid to draw the final emoji design.
* Design and develop an emoji using a different theme, such as using the school logo or for a favourite pet.
* Use an emoji creator app to produce a finished version of their final emoji design.
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| **Resources** |  | icon-doc**Required files** icon-pdficon-ppt |
| * A round coin (e.g. two pence or ten pence)
* A4 or A3 paper
* Graph paper (or sheet from the resource)
* Pencils, coloured pencils, paints and/or felt tip pens
* A fine-liner pen for detailing on sketches
* A pair of compasses or round object to draw large circles (e.g. a drinking cup or mug)
 |  |  Teacher presentation – Create your own Christmas emoji  |
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| **Additional websites** |  |  |
| * **Wikipedia – Emoji:** Information discussing the development of the emoji from the early emoticons and text character based ‘smileys’. <https://en.wikipedia.org/wiki/Emoji>
* **Emojipedia:** Search engine that can be used to find and research the meanings of a wide range of different emojis. <https://emojipedia.org/>
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| **Related activities (to build a full lesson)** |  |  |
| **Starters** (Options) * What does this emoji mean? Show a range of different emojis and ask learners to try and figure out their meanings.
 | **Extension** (Options)* Using graph paper, use a restricted grid to draw the final emoji design.
* Design and develop an emoji using a different theme, such as using the school logo or for a favourite pet.
* Use an emoji creator app to produce a finished version of their final emoji design.

**Plenary*** Share the ideas between the group or as a class. What do they like about the emojis? What could be better?
* The class could produce a classroom display to showcase all of the final design ideas, or for other learners to use as inspiration.
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| **The Engineering Context** film |
| * The development of ideas is fundamental to the work of the engineer working to solve a problem. To be able to work to a brief is the start of all engineering problem solving activities.
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| **Curriculum links**  |
| **England: National Curriculum**Design & Technology * KS2 1a, b, 3b
 | **Northern Ireland Curriculum**Technology & Design – Being creative* Experimenting with ideas and questions
* Making new connections between ideas/information
* Learning from and valuing other people’s ideas.
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| **Scotland: Curriculum for Excellence**TechnologiesTCH 0-11a TCH 1-11a | **Wales: National Curriculum** Design and Technology* KS2 Skills: Designing 4,5
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| **Assessment opportunities** |
| * Formal teacher assessment of the produced emoji.
* Peer and/or self-assessment of completed emojis.
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