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| **Design a place setting for a party** | | | |
| Creating a place setting for a party celebrating the coronation of King Charles III | | | |
| **Subject(s):** Design and Technology, Maths  **Approx time:** 80-120 minutes |  | **Key words / Topics:**   * Celebration * Table/Place Setting * Cutlery * Party * Decoration * Coaster | |
| **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: ⚠ | | | |
| **Suggested Learning Outcomes** |  | |  |
| * To be able to design from a brief * To be able to measure dimensions and use these when designing * To create an attractive and fun place setting for a special party | | | |
| **Introduction** |  | |  |
| This is one of a series of resources designed to allow learners to use the theme of the coronation of King Charles III to develop their knowledge and skills in Design & Technology. This resource focuses on the designing and making of a place setting for a party to celebrate the event, so you can adapt to any celebration.  There is a long tradition of street parties and outdoor celebrations in the UK, as in many other countries. When there are many people sitting down for a street party lunch or dinner it can be very helpful to mark out where people will sit and also ensure that everything they will need to enjoy their meal is available. | | | |
| **Purpose of this activity**  In this activity, learners will design and make a place setting for a party celebrating the coronation of King Charles III. They will identify the items required, measure the space needed for themselves and the items, and use this information to design and make the place setting.  This activity could be used as a main lesson activity to teach about designing within a theme or practical applications of measurement. It could also be used as part of a wider scheme of learning focusing on practical skills within graphics and graphic design. | | | |
| **Activity** |  | | **Teacher notes** |
| **Introduction (10 minutes)**  Teacher to explain the task to learners and introduce the design brief:  ***Design brief***  Lots of public events will take place to celebrate the coronation of King Charles III.  **Your task:** Design a place setting that could be used at a party to celebrate the occasion.  Teacher to explain what a place setting is, using the examples in the presentation.  **What do we need? (10 minutes)**  Learners make a list of the things needed on the table in front of them at a party. Learners to share their list with their peers and discuss why these things are needed.  **How much space will each person need?**  **How much space will your place setting need?**  **(10-20 minutes)**  Learners position themselves around a table with some friends and measure how much space they need before they are bumping into each other.  Learners measure the sizes of the different items they have identified as needed in a place setting.  **Designing (20-30 minutes)**  Learners design their place setting on a large piece of paper. All items should be drawn full size.  **Making (30-50 minutes)**  Learners make their place settings from graphic materials at full size. |  | | **Introduction and design brief**  Individual learners will each produce their own place setting – these could subsequently be used at a class celebration.  **What do we need?**  All place settings should include a place mat. They could also include:   * Eating implements, such as cutlery (knife, fork, spoon), chopsticks etc. * A coaster for a drink * A napkin * A name card so you know where to sit   These could be listed on the accompanying activity sheet.  **How much space…?**  Rulers or tape measures could be used to make the measurements. The measurements could be added to the list of items needed on the activity sheet.  The measurements for the place mat should reflect the space needed for each person and the space needed for the items.  **Designing**  Learners should decide on their own preferred arrangement of the items (for example, they could mirror it if are left handed) and could add extra pieces or items as required (e.g. a flower for decoration).  **Making**  Card or cardboard could be used to make plates and coasters. It can assist to have some plates available that learners can use as templates.  Cutlery could be made from card or disposable items could be used, if available as templates to draw around.  Paper or tissue paper can be used to make napkins. It can assist to have pre-folded napkins available for illustration.  Items could be glued in the correct place on the setting – this would also allow them subsequently to be used for wall displays.  Learners could add designs to each item to make them interesting! |

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| **Differentiation** |  | |  |
| **Basic** |  | | **Extension** |
| * Supply the help sheet printed on A3 paper to assist layout of the items. * The dimensions of selected items could be provided. |  | | * Add additional features, such as name cards, menus etc. * Add additional decoration or design to their place settings. * Work as a team to design and apply graphics to a paper tablecloth. |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| * Paper and card * Colouring pencils or pens * Scissors * Pencils and rulers * Glue sticks * Access to plates, cups and cutlery for measurement * Disposable cutlery, if available * Paper tablecloth (for extension activity) |  | | icon-ppt Presentation – Design a place setting for a party  icon-docDesign a place setting - Activity sheet  icon-docDesign a place setting - Help sheet |
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| **Additional websites** |  | |  |
| * The official royal website for the coronation: https://www.royal.uk/coronation * [Ideas for table settings](https://www.pinterest.co.uk/viegasbove/table-setting-design/) * [Ideas on advanced place setting](https://www.homedit.com/designing-place-setting-tips-start/)s * [A very advanced design resource for more complex, formal place settings](https://www.mymove.com/home-inspiration/decoration-design-ideas/fresh-modern-table-setting-ideas-to-wow-your-guests/) | | | |
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| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options)   * Research examples of place settings used at different celebrations. | | **Extension** (Options)   * Add additional features, such as name cards, menus etc. * Add additional decoration or design to their place settings. * Work as a team to design and apply graphics to a paper tablecloth.   **Plenary**   * Peer assessment of each other’s designs – what is good about each design? What could be improved? | |
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| **The Engineering Context** | | |
| * All designers and engineers need to be able to produce ideas related to certain themes and follow a design brief. This ensures that the products they design will meet the needs of the end users, customers or clients. * The coronation of King Charles III is a great opportunity for engineers to showcase the best of what the United Kingdom has to offer in terms of their design skills! | | |
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| **Curriculum links** | |
| **England: National Curriculum**  Design & Technology   * KS2 1a, b, 3b   Mathematics  KS2 Year 3 Measurement:   * measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | **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;   KS2 - Mathematics and Numeracy  Measures:   * identify understand and use the language associated with length, weight, capacity, area and time * know and use the most commonly used units to measure in purposeful contexts |
| **Scotland: Curriculum for Excellence**  Technologies   * TCH 0-11a TCH 1-11a   Numeracy and Mathematics  Measurement:   * MNU 2-11b | **Wales: National Curriculum**  Design and Technology   * KS2 Skills: Designing 4,5   Mathematics  KS2 - Using measuring skills:   * select and use appropriate standard units to estimate and measure length, weight/mass and capacity * measure on a ruler to the nearest mm.   Science  KS2 – Skills:  use standard measures and S.I. units. |
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| **Assessment opportunities** | | |
| * Informal teacher and peer assessment of the produced place settings. | | |
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