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| **Chinese Dragon** | | |
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| Designing and making Chinese dragon masks | | |
| **Subject(s):** Design and Technology, Humanities, Art  **Approx time:** 40-60 minutes |  | **Key words / Topics:**   * celebrations * Chinese culture * colour * design * festival * mask * mythological * tradition |
| 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 understand the meaning of colours and the relevance of the dragon to Chinese culture. * To be able to make a Chinese dragon mask for use at Chinese New Year. | | |
| **Introduction** |  |  |
| This is one of a series of resources that use seasonal events or celebrations to support the teaching of the primary national curriculum. This resource is designed to allow learners to use the theme of the Chinese new year to develop their knowledge and skills in design & technology. This activity focusses on designing and making Chinese dragon masks. | | |
| **Purpose of this activity**  In this activity learners will use the theme of Chinese New Year to produce a Chinese dragon mask. They will investigate the importance of colour and the dragon to Chinese culture and use this information in their products. They will make two masks, one using an existing template, and another from their own design.  This activity could be used as a main lesson activity to teach learners about making a graphic product or about how culture influences the design of products. It could also be used as part of a wider scheme of learning focussed on cultural, ethical and social influences in design. | | |
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| **Activity** |  | **Teacher notes** |
| **Introduction (10 minutes)**  Teacher to explain that learners are going to make dragon masks to use during celebrations for Chinese New Year.  Teacher to use the presentation to explain the significance of colour and dragons in Chinese culture.  **Design activity (10-20 minutes)**  Teacher to demonstrate how to produce a mask from the template given.  Learners cut out the individual shapes for the coloured mask. ⚠ They should then plan out the layout of their masks. Learners then apply tape or glue to fix the final shape.  **Mask Design (20-30 minutes)**  Learners use one of the two templates provided in the activity sheet to design their own dragon mask. One is a simple face where learners could draw their own dragon shape around it. The other is in the shape of an existing dragon that they could add colour to. |  | **Chinese dragon activity**  Print the activity sheet on thin card and distribute to the learners.  **Introducing the activity and providing context**  Meanings of colours in Chinese culture:  Red – love, joy, wealth and happiness  Yellow – pleasant, happy  Green – life, vitality, dependability  Purple – love, nobility  Black – darkness, glory  White – death, bad luck  Explain that dragons play an important role in Chinese culture, such as the zodiac, dragon dances, art, the dragon boat festival etc.  The teacher could also explain that the dragon is one of 12 Chinese zodiac signs – what are the others?  **Mask design**  Two dragon mask templates are provided on the activity sheet for differentiation. Learner’s designs should consider the colours discussed in the lesson. |
| **Differentiation** |  |  |
| **Basic** |  | **Extension** |
| * Provide learners with pre-started template of the mask. * Add colour and decorations to the provided mask template. |  | * Design and make masks based on other signs of the Chinese zodiac. * Use the internet to find out more about “Shennong”, and his importance to Chinese culture. |

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| **Resources** |  | **Required files** icon-docicon-pdficon-ppt |
| * Scissors * Pencils * Coloured pens * Glue and sticky tape |  | icon-ppt Chinese Dragon presentation  icon-doc Chinese Dragon handout |

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| **Additional websites** |  | |  |
| * **Facts about Chinese New Year 2023:** <https://chinesenewyear.net/> * **Learn about Chinese Dragons:** <https://studycli.org/chinese-culture/chinese-dragons/> * **YouTube**: The myth behind the Chinese zodiac: <https://www.youtube.com/watch?v=may2s9j4RLk> | | | |
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| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options)   * Tell or research the story of the water crossing of the animals in the Chinese zodiac. * Discuss the meaning of colours in our society – for example red for danger, black for sadness (basis for understanding different cultural interpretations). | | **Plenary**   * Make a class display of all the masks produced. * Self and/or peer assessment of masks produced. | |

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| **The Engineering Context** film |
| * Making models is a key part of the design process, and colour is a significant part of expressing thoughts and emotions. Understanding the cultural meanings of colours is vital to a product succeeding and not causing offence. |

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| **Curriculum links** | |
| **England: National Curriculum**  D&T KS2   * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | **Northern Ireland Curriculum**  Art and Design KS2  Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas:   * use the visual elements with developing confidence to explore and create visual outcomes * use a range of media and processes with understanding of the properties of line, shape, texture, pattern |
| **Scotland: Curriculum for Excellence**  Technologies   * I can extend and enhance my design skills to solve problems and can construct models. * TCH 2-09a | **Wales: National Curriculum**  D&T KS2   * use a range of information sources to generate ideas for products |
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| **Assessment opportunities** | | |
| * Informal formative assessment of the designing activity. * Formal teacher assessment of finished masks. * Self/peer assessment of the finished masks. | | |
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