



School and Group Visits at Bucks County Museum and Roald Dahl Children's Gallery Workshop Curriculum Links

Mr Twit's Disgusteous Beard: Year 6

Workshop Outline

(All timings are approximate)

20 minutes - Introduction to the workshop and activity

The Learning Team will re-tell the part of the story where Mrs Twit puts her glass eye into Mr Twit's beer mug! The class will then learn about the disgusteous nature of Mr Twit's Beard...!

20 minutes - brain storming

In small groups with an adult, the children will brain storm all the ways they can ensure they don't grow up to be like the Twits. They can write or draw their ideas on the brain storming sheet and discuss why they should remember these things. At the end each group will be asked to share what they feel are their best ideas.

20 minutes - Making the beard

The children will be told that they are making something to help them remember why they don't want to grow up and be like the Twits. Each child will be given an A4 board with a mirror stuck to it. The idea is they will use brown tissue paper and a glue stick to create a beard around the mirror so that when they look in the mirror, they can see themselves looking like Mr Twit! The challenge here is to be messy – it will take the children a little while to get used to the idea that their beard should be bumpy, uneven and scraggly!

20 minutes – making the beards truly disgusteous

Once all the children have done the beards they then need to decorate them. Using self-adhesive shapes, they then need to fill the beards with the food, like mouldy cornflakes, that could be found in Mr Twit's beard. Adding delightful elements like snot and ear wax is at the children's discretion....!

10 minutes - collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely mirrors get damage or lost this way! The brain storming sheets are also given to the teacher.

Curriculum Links

★English: Reading – comprehension

- Maintain positive attitudes to reading and understanding of what they read by:
 - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - Recommending books that they have read to their peers, giving reasons for their choices
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

★ Art and Design

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

★ Design and Technology

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups



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- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work