



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

## Danny the Champion Caravans: Year 1

### Workshop Outline

(All timings are approximate)

#### 20 minutes – introduction to the workshop and activity

In-depth talk about Roald Dahl's writing career and how he was inspired by people he met, places he went, and things that he learnt and how these ideas made it into his stories, culminating with Danny's Caravan

#### 20 minutes - exploring the Museum to gather ideas for their designs on their mini-caravan

The children are given an ideas sheet for them to write or draw notes about their favourite objects as they explore the Museum. They are given complete freedom as to what they choose, but are reminded that gypsy caravans take inspiration from nature and to keep an eye out of any patterns and details they like as they explore. If the weather is good enough, time can be spent in the Museum's garden looking at the flowers and trees for ideas.

#### 15 minutes – planning their design

To give the children an idea of the scale their design needs to be, they are given a practice sheet. They can then evaluate what works well and what could be improved for the final design.

#### 35 minutes – making their mini-caravan

The children will be using pencils to sketch their pattern on the small wooden chest, then use special marker pens to add colour, self-adhesive foam shapes to mimic carvings and self-adhesive buttons to add wheels if they wish.

#### 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 caravans get damaged or lost this way! The ideas sheets are also given to the teacher as the ideas can be used for further follow up art work back in the classroom.

### Curriculum Links

#### ★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

#### ★ English: Reading – Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

#### ★ English: Writing – Transcription



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Building on the work down in class by encouraging the children to annotate the drawings on their ideas page

### ★ Art and Design

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art
- Design techniques in using colour, pattern, texture, line, shape, form and space

### ★ Design and Technology

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate their ideas and products against design criteria

### ★ History

Interacting with the Museum's collections will help the children

- Develop a chronologically secure knowledge and understanding of British, local and world history,
- Discover connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Understand how our knowledge of the past is constructed from a range of sources.