



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

## Danny the Champion Caravans: Year 5

### 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: 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 create sketch books to record their observations and use them to review and revisit ideas
- 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

## 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.