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| **Create a Royal Portrait** | | | |
| Create a portrait of King Charles III using reused and recycled material | | | |
| **Subject(s):** Design and Technology, Maths, Art  **Approx time:** 80-120 minutes plus extension activity |  | **Keywords / Topics:**   * portrait * coronation * King * recycle * reuse * environment * scale | |
| **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 gather suitable materials and explore how they might be used to create a collage portrait. * To create a visual outcome using recycled and reused materials. | | | |
| **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, Maths and Art. This resource focuses on producing a portrait of King Charles III to celebrate the coronation, using reused and recycled materials. This project allows schools to decide on materials and scale depending on resources and facilities.  There is a long tradition of portraits of the reigning monarch being painted and displayed in the royal palaces. They are also seen on a daily basis, with the reigning monarch being portrayed on stamps and currency. This project also links into sustainability as the portrait will be made by reusing materials. King Charles III is known for his commitment to environmental issues and passion for a greener world. | | | |
| **Purpose of this activity**  In this activity, learners will design and make a collage portrait of King Charles III to celebrate of the coronation.  This activity could be used as a stand-alone main lesson activity to develop learners skills in sketching, the production of graphic media artwork or learners understanding of scale. Alternatively, it can be used as a part of a wider scheme of work to develop understanding of scale. | | | |
| **Activity** |  | | **Teacher notes** |
| **Introduction (10 minutes)**  Teacher to explain the task to learners and introduce the design brief. Teacher to explain what a portrait is and why kings and queens have them painted/ drawn/ photographed, using the examples in the presentation.  Teacher to explain the difference between reuse and recycling using the PowerPoint and outline how materials will be used in this activity.  **Studying a face (10-20 minutes)**  Learners should study their face using a mirror and look closely at their facial features, discussing what materials and items could be suitable for different features, colours and textures. They could produce a quick sketch of their face, labelling the possible materials that could be used.  **Designing the Portrait (20-30 minutes)**  Learners study a picture of King Charles III. They should make a list of materials/products that could be used to create their portrait. For example, bottle tops for eyes or foil for crown jewels.  All portraits should include King Charles III's face. They could also include his crown and coronation objects such as his robe, name, throne and a sceptre. They could also include a background image, for example:   * an image that represents London * the United Kingdom flag * an image that represents the king such as Buckingham palace or a corgi.   Learners share their list with their peers and discuss why each of these materials are needed.  **Making (40-60 minutes)**  Learner's produce their collage portrait of King Charles III on A4 paper. Learners should think about where they can position different items to make features and objects before gluing them in place. They can cut, shape, layer and combine materials as required.  **Scaling Up (optional)**  Once learners have produced their portraits, an additional activity could be done where learners vote for the portrait they want to make on a large scale (if teachers have the space and resources). As a class they could then create the large-size portrait. |  | | **Overview**  Individual learners will each produce an A4-size collage portrait of King Charles III made from reused and recycled materials; optionally, the class could select one to produce on a much larger scale.  **Pre lesson preparation:**  It assists progress to collect the following before the lesson:   * Reused materials such as bottle tops, crisp packets, plastic bags, pegs, buttons, foils etc. A range of shiny, different colour materials, different shapes and textures should be collected. This could also include extracts cut from magazines and catalogues. * Pictures of King Charles III for learners to use to base their design on. * A completed example of a collage portrait, if available (some learner produced examples are included in the PowerPoint).   **Studying a face**  Studying the facial features and discussing them may be done without drawing, depending on the ability level of learners and time constraints.  **Designing the Portrait**  Learners will need a photograph of King Charles III to examine so they can study his features. They could make a written list of his features and clothing/objects he might be wearing, plus the materials that will be used to represent these.  They could sketch out their ideas, labelling material choices, and adding colour to get a good representation. They could use their sketch to help position their materials when making the collage portrait.  **Scaling Up**  As an extension activity, depending upon the available time and resources the portrait can be scaled up on the classroom floor, in a hall or on the playground. This can be carried out using the grid method to achieve a good representation, with learners placing materials on different grid areas. Different learners could be assigned different grid areas.  Rulers or tape measures could be used to make measurements, help work out the scale and mark out the space needed, i.e. the size of the hall or playground used to create it on a large scale.  The grid could be drawn out with chalk or using masking tape. Learners will be able to move objects around. Consideration of the weight of materials and, if outside, the weather may be necessary. A drone could be used to check how the portrait looks from above. |

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| **Differentiation** |  | |  |
| **Basic** |  | | **Extension** |
| * Provide a template with outlines of the head and main features to guide learners where to place materials,. * Provide a sheet listing suitable materials for different facial features or coronation objects. * Supply a standard kit of materials, with a step-by-step guide to where to use the materials. |  | | * Add a background to the portrait. * Add additional features, such as King Charles III name, things he likes or an environmental message. * Produce the design on a large scale as described above. Fly a drone to get an image of the large scale portrait. |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| * Mirrors * Paper and card, A4 squared paper * Drawing instruments, such as pencils, colouring pencils, pens and rulers * Scissors * Glue sticks * Portrait template (optional, for differentiation) * A range of reused and recycled materials. * For extension activities: chalk or masking tape, a drone * Example portraits (if available) |  | | icon-ppt Presentation – Create a royal portrait |
| **Additional websites** |  | |  |
| * **The official royal website for the coronation:** <https://www.royal.uk/coronation> * **Royal Family - King’s Coronation:** Information about the plans for the coronation from the official Royal Family website. <https://www.royal.uk/coronation-weekend-plans-announced> * **BBC News – King’s Coronation:** Information about the King’s coronation and the stages that make up the ceremony. <https://www.bbc.co.uk/news/uk-63543019> * [The King & the royal family](The%20King%20&%20the%20royal%20family) <https://www.royal.uk/the-king> * [**King Charles III, the new monarch - BBC News**](King%20Charles%20III,%20the%20new%20monarch%20-%20BBC%20News) <https://www.bbc.co.uk/news/topics/cp7r8vgl7zyt> | | | |
| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options)   * Discuss what portraits are and why they are produced. * Research what a coronation is and what happens. * Research the different objects used in the coronation, such as the crowns or sceptre. | | **Plenary**   * Peer assessment of each other’s designs – what is good about each design? Which one looks the most like King Charles III? | |
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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**  KS2 Design & Technology design, make, evaluate.  Mathematics  KS2 Year 3 Measurement:   * measure, lengths (m/cm/mm);   KS2 Art   * produce creative work, exploring their ideas and recording their experiences * to use a range of materials creatively to design and make products * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space   Science   * Understand materials and the environment. | | **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, and area. * 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. |
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| **Assessment opportunities** |
| * Informal teacher and peer assessment of the produced portrait. |