Will your party hat be funny or fantastic?
seven and a half hours work
Most children enjoy a party and the fun of wearing party hats. This enjoyment is enhanced if the children have some responsibility for the party’s success. So in this task the children are responsible for the party hats. The party can be held to celebrate a particular calendar event such as Christmas or Easter, the end of term, the beginning of summer, or to celebrate some aspect of learning such as “What we have learned about animals”. The children will attend the party and wear the hats as part of the celebration.

In this unit children will learn:

- to consider reasons for parties;  
  (Session 1)
- to construct a basic headpiece from paper strip using a stapler, scissors and a “best fit” approach;  
  (Session 2)
- to develop their ideas through observation and simple sketching;  
  (Session 3)
- to carry out two simple ‘on to paper’ decoration techniques – potato printing and appliqué;  
  (Sessions 4 and 5)
- to use simple templates;  
  (Sessions 3 and 6)
- to use scissors, staples, adhesive tape and PVA glue to construct simple 3D forms from sheets of paper.  
  (Sessions 6 and 7)
SECTION 2

tasks for learning

the small tasks
the focused practical tasks

1. Thinking about parties 30 minutes
2. Making a simple headpiece 60 minutes
3. Finding shapes for hats 60 minutes
4. Learning potato printing 60 minutes
5. Learning simple appliqué 60 minutes

the big task
the design and make task

The big task is to design and make a decorated paper party hat that they will wear at a party they have helped to organise.

up to 2 hours in 30-minute or 60-minute lessons

The evaluation 30 minutes
Unit review 30 minutes

effective stapling is the key to this fantastic party hat. A simple supporting structure made from a single sheet of white card has been attached to the headpiece using staples. It is kept in shape by a cardboard “tie” also attached by staples. Several lines of corrugated card feathers are attached across the front of the white card using staples. The comb of the cockerel is given 3D form by careful stapling.
The children can decide on the following:

- who the hat is for:
  - either themselves or a friend
    - required learning in Session 1,
      design decision made in Session 6;

- how the hat will be constructed
  although the underlying headpiece is given, there is ample opportunity for children to develop different means of attaching the hat to the headpiece
    - required learning in Session 2,
      design decision made in Sessions 6 and 7;

- the appearance
  the overall nature of the hat – the type of headwear worn by a particular occupation e.g. crown for a king or queen, helmet for a fireman or policewoman, an animal head e.g. a cockerel, a giraffe, a cat
    - required learning in Session 3,
      design decision made in Sessions 6 and 7;

- the decoration required to make the hat look realistic and attractive
  - required learning in Sessions 4 and 5,
    design decision made in Sessions 6 and 7.
thinking about parties

Teacher input
Tell the class that they could have a party if they can think of a good reason. You can ask the class to think about the following questions.
- Could it be a birthday party?
- Could it be a “thank you” party?
- Could it be a “farewell” party?
- Could it be a time of year party?
- Could it be a faith celebration party?
- Could it be fun party?
- Could it be a theme party?

Write a list of possible reasons on the board.

Ask the class if they can think of any other reasons to have a party. Put any suggestions on the board.

Pupil activity
Tell the children to sit in groups of four to six and talk about possible reasons to have a party. Explain that at the end of ten minutes you will be asking the class to vote on reasons to have a party. Note that there might be more than one reason for a class party.

Teacher input
Now ask for a show of hands for each type of party. For each type of party write down the number of votes. Use the votes to decide on the reason for the class party.

Homework
For homework the children can talk to members of their families about parties and party games. Each child should bring in the name of a party game with short notes on how it is played.

Resources
None required.

Health and safety check
Discuss the hazards and risks involved in working as a group and how these can be controlled by the way the children behave and treat one another.
Teacher input

Explain to the class that each one of them is going to design and make a paper party hat either for themselves or for a friend and that it will be important for the hat to match the reason for the party. Tell the class that the best way to get an interesting looking hat is to make a simple headpiece which fits on the head to that they can add the parts that make up the hat. Show them a simple headpiece like this:

Pupil activity

Show the children how to mark the paper strip for each part to the right length for their own or a friend’s head allowing for a short length of overlap. Demonstrate how to cut the paper strip to the right length using scissors. Show the children how to use the stapler to join the paper strips to form the headpiece.

When the children have finished they should get into groups of four and look at the completed headpieces to see if they fit, are well made and could be improved. Some of the finished pieces can be put on display to illustrate difficulties and successes.
making a simple headpiece (continued)

- Finding the length of the crown band
- Cutting to length with an allowance for joining
- Joining to the head band with the stapler
- A good fit

Resources

**Consumables:** paper or thin card strip in lengths of about 1 m, staples;
**Tools:** pencils, scissors, stapler.

**Health and safety check**
Discuss the hazards and risks involved in using scissors and staplers and how these can be controlled by being careful and using the correct procedures.
finding shapes for hats

Teacher input
Tell the class that the shape of their hats will be very important, but imagining shapes without anything to help is difficult so you have provided them with lots of pictures. Explain that on each table is a collection of pictures of animals, plants and people wearing hats.

Pupil activity
Ask the children to choose a picture that will help them with their hats – it could be a picture of a crown because you want a royal party, it could be a picture of a cat because you want an animal party hat, etc. Every child should cut out the picture for the hat and stick it onto a piece of A4 paper. Then using the pictures to help, they should draw on a large sheet of paper (A2 or newspaper) an outline side view (or silhouette) of the hat life-size. Each child should check that the bottom of the hat is the right length to fit onto the headpiece. When the drawings are the right shape and size, the children should write their names on them, cut them out ready for the class display of hat shapes. Tell them that they will be able to use these as templates for the party hats.

Resources
Stimulus: collection of pictures of animals, plants and people wearing hats;
Consumables: quantity of A2 paper or old newspapers, A4 paper;
Tools: pencils, scissors.

Health and safety check
Revisit the discussion about controlling risks when using scissors. Discuss the hazards and risks involved in using glue and how these can be controlled by taking care and using the correct procedures.
section 4

Teacher input

Tell the class that they will need to decorate the party hats to make them look attractive. One way of decorating is to produce a pattern using a printing block and it is easy to make a printing block from a potato.

Show the class how to cut a potato in half and produce a simple printing block. Geometric shapes are easy to produce.

Show the class how to paint the end of the potato with some poster (or similar) paint and make a print.

Pupil activity

Show the class how to produce different sorts of repeat patterns.

Tell the class that they should each try to produce a pattern that could be used to make their hats look more attractive. In the case of an animal hats the pattern could make the hat look like the animal’s fur.

The patterns should be printed on pieces of paper cut into the shape of the hat.

The finished patterns can be put on display to illustrate difficulties and successes.

1. Cut the potato in half
2. Shape the end of the potato
3. Paint thick paint onto the end of the potato
4. Press onto paper
Resources

Consumables: potatoes, paint (poster or powder), old newspapers to work on;
Tools: school canteen dinner knives, dishes for mixing paint, brushes.

Health and safety check

Discuss the hazards and risks involved in using knives and paint and how these can be controlled by being careful and using the correct procedures.
Teacher input
Tell the class that you are going to show them another way to decorate their party hats. It is called appliqué and involves cutting out coloured shapes and sticking them onto paper to make a picture or a pattern.

Pupil activity
Show the class how to cut out shapes from coloured gummed paper. Show the class how to wet the paper using a damp sponge. Show the class how to build up a picture or pattern by sticking down the shapes.

Tell the class that they should each try to produce a pattern or picture that could be used to make their hats look more attractive. In the case of a crown they might produce shapes that look like jewels.

The patterns or pictures should be produced on pieces of paper cut into the shape of the hat.

The finished pieces can be put on display to illustrate difficulties and successes.

Resources
Consumables: plain paper, coloured gummed paper;
Tools: scissors, wet sponge.

Health and safety check
Discuss the hazards and risks involved in using scissors and gummed paper and how these can be controlled by being careful.
**the big task: designing and making a party hat**

**Teacher input**

Explain to the class that now each one of them is going to use all that they have learned to design and make a paper party hat for the class party, either for themselves or a friend in the class. Remind them that they thought about this at the beginning in terms of:

- the reason for the party;
- a hat that matches the reason for the party.

And that now they have to make firm decisions.

**Pupil activity**

Each child should produce a specification. You may wish to use the ready-to-copy ‘Party hat specification’ sheet for some children.

**Teacher input**

Remind the class of the following points.

- They should start by making the simple headpiece.
- They can use the display from Session 2 to remind them how to do this.
- They use the template from Session 3 to draw out the shape they need for the hat. If they use folded paper they need mark out and cut only once.

- They will need to decorate these shapes BEFORE they attach them to the headpiece. They can use the displays from Sessions 4 and 5 for inspiration.
- They will need to work out how to attach the shapes to the headpiece so that they form a hat.

**Pupil activity**

Each child should try to make a party hat that meets this specification.

When they have completed the party hats each child should ask another child to look at the hat to see if it meets the specification.

Each child should then make a record of this evaluation. You may wish to use the ready-to-copy ‘Party hat evaluation’ sheet for some children.

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**Resources**

**Stimulus:** templates from Session 3;

**Consumables:** ‘Party hat specification’, ‘Party hat evaluation’, potatoes, paint (poster or powder) paper, old newspapers to work on, coloured gummed paper, adhesive tape, PVA glue, staples;

**Tools:** pencils, scissors, school canteen dinner knives, dishes for mixing paint, brushes, stapler, glue-sticks, wet sponge.

**Health and safety check**

Revisit the discussion about controlling risks when using scissors, staplers, knives, paint and gummed paper.
**Teacher input**

Tell the class that now is the time to think more carefully about the evaluation of the party hats. Use the following questions to stimulate comments.

- Who produced a party hat that met the specification?
- How did you ensure that it met the specification?
- How did you know that it met the specification?
- Who produced a party hat that didn’t meet the specification?
- Where did it go wrong?
- What could you have done to prevent this happening?

**Pupil activity**

Try to ensure that everyone has a turn to add to the discussion.

Ask every child to write a short sentence saying what they like best about designing and making a party hat.

**Resources**

**Stimulus:** party hats designed and made by the class, ‘Party hat specification’ and ‘Party hat evaluation’ sheets from previous session;

**Consumables:** plain paper;

**Tools:** pencils.

**Health and safety check**

Discuss the hazards and risks involved in using the party hats and how the risks can be controlled.
Teacher input

Explain to the class that it is important to think about how to get better at design & technology and that they can do this by discussing the following questions.

- What did you enjoy most?
- What did you find easy?
- What did you find difficult?
- What did you get better at?
- Did you help each other?
- What could have been done better?
- How could these be done better?

Pupil activity

The children should discuss the questions in groups and when they have finished you should ask each group to make a short report to the class. The class should agree a statement based on these reports for improvement for their next design & technology unit.

Resources

Stimulus: party hats designed and made by the class;
Consumables: paper;
Tools: pencils.

Health and safety check

Discuss whether the class used hazard recognition, risk identification and risk control to design and make safely.
## vocabulary

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Sessions 4-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>party, birthday, celebration</td>
<td>headpiece, stapler, scissors, strip, join, best fit</td>
<td>shape, size, template</td>
<td>printing, pattern, appliqué, specification, evaluation</td>
</tr>
</tbody>
</table>

## resources summary

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Stimulus materials</th>
<th>Consumable materials</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>none required</td>
<td>paper or thin card strip in lengths of about 1 m, staples</td>
<td>pencils, scissors, stapler</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2</th>
<th>Stimulus materials</th>
<th>Consumable materials</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>collection of pictures of animals, plants and people wearing hats</td>
<td>quantity of A2 paper or old newspapers, A4 paper</td>
<td>pencils, scissors</td>
<td></td>
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<table>
<thead>
<tr>
<th>Session 3</th>
<th>Stimulus materials</th>
<th>Consumable materials</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>templates from Session 3</td>
<td>‘Party hat specification’, ‘Party hat evaluation’, potatoes, paint (poster or powder), paper, old newspapers to work on, coloured gummed paper, adhesive tape, PVA glue, staples</td>
<td>pencils, scissors, school canteen dinner knives, dishes for mixing paint, brushes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 4</th>
<th>Stimulus materials</th>
<th>Consumable materials</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>paint (poster or powder) or old newspapers to work on, potatoes</td>
<td>school canteen dinner knives, dishes for mixing paint, brushes</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 5</th>
<th>Stimulus materials</th>
<th>Consumable materials</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>plain paper, coloured gummed paper</td>
<td>scissors, wet sponges</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sessions 6 and 7</th>
<th>Stimulus materials</th>
<th>Consumable materials</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Party hat specification’ and ‘Party hat evaluation’ sheets from previous session, party hats designed and made by the class</td>
<td>‘Party hat specification’, ‘Party hat evaluation’, potatoes, paint (poster or powder), paper, old newspapers to work on, coloured gummed paper, adhesive tape, PVA glue, staples</td>
<td>pencils, scissors, school canteen dinner knives, dishes for mixing paint, brushes, stapler, glue-sticks, wet sponges</td>
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<thead>
<tr>
<th>Session 8</th>
<th>Stimulus materials</th>
<th>Consumable materials</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Party hat specification’ and ‘Party hat evaluation’ sheets from previous session, party hats designed and made by the class</td>
<td>plain paper</td>
<td>pencils</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 9</th>
<th>Stimulus materials</th>
<th>Consumable materials</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>party hats designed and made by the class</td>
<td>paper</td>
<td>pencils</td>
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</tbody>
</table>
**Literacy**
This work supports the objectives in Year three from the National Literacy Strategy regarding note making. The children are required to make notes about the purpose and features of hats, which could then lead into a short non-chronological piece of writing about hats.

**Speaking and listening**
There are plenty of opportunities in this module for the children to practise speaking and listening in small group situations, making contributions and taking it in turns to discuss in the group.

Role play could be developed by children wearing the different hats and putting themselves in the situations the wearers might find themselves in.

**Numeracy**
The children will be able to practise measuring skills in a range of contexts, e.g. to get the correct length of strip of paper to put around someone’s head and to make the decoration the correct size to fit onto the hat.

**Art and design**
With the print making and appliqué the children will have the experience of using a range of materials and processes. This work links well with the QCA scheme of work 3B ‘Investigating pattern’ where the children explore ways of making and creating their own patterns, experiment with block printing and printing with more than one colour.
# Party hat specification

<table>
<thead>
<tr>
<th>My party hat is for</th>
<th>The type of party it is for is</th>
<th>My party hat will be decorated with</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>☐ printing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ appliqué</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My party hat will fit well and be comfortable.</th>
<th>My party hat will be held together with</th>
<th>My party hat will not come apart easily.</th>
</tr>
</thead>
</table>
Party hat evaluation

Name ________________________  Class ________________________

Do I like my party hat?  ☐ Yes/No ☐

Did my friend like the party hat?  ☐ Yes/No ☐

My party hat was meant to look like a ………
Did it?  ☐ Yes/No ☐

My party hat was meant to fit well and be comfortable.
Did it?  ☐ Yes/No ☐

My party hat was meant to be strong.
Was it?  ☐ Yes/No ☐

To make my party hat even better I could

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Acknowledgements

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