

Suffragette Sash Making to Deliver Integrated Creative Learning against National Curriculum Targets

Our Suffragette Sash Making workshops have emerged from a major arts commission to engage a wide range of people in reflection about the significance of World War I during the centenary period.

Contextualising the story of suffrage this way has proven powerful in increasing young people's understanding of both the profound changes in women's roles in society, and the realities of the period of the Great War – and many aims of the National Curriculum for History. Additionally, our suffragette sash making workshops can be used very effectively in support of PSHE concepts 6, 7, and 8: Rights, Change, and Power.

Our activities can be offered as a discrete activity (2 hour session), or as part of a programme of activities to achieve a First World War Special Edition Arts Award Certificate (a minimum of 20 hours of activity is required), achieving a national award that can also support Artsmark accreditation for your school (<http://www.artsaward.org.uk/site/?id=2541>).

The Arts Award framework invites substantial opportunities to engage with the PSHE curriculum. We have other activities that engage with the significance of WWI in our understanding of mental health and well-being, and the power of art as a communication tool. We have an Arts Award Assessor and can coordinate an Arts Award in its entirety for your school's students – or we can contribute to your plan in support of your designated assessor.

Particularly relevant aspects of the National Curriculum

A) History

a. Purpose

- i. Understanding of Britain's past and that of the wider world
- ii. Helping pupils understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups

b. Aims

- i. How peoples lives have shaped this nation
- ii. Understand historical concepts such as continuity and change, difference and significance, and use them to make connections
- iii. Gain historical perspective by placing their growing knowledge into different contexts; understanding the connections between cultural, economic, military, political religious and social history, and between short and long-term timescales

c. Key Stage 1

- i. Pupils should develop an awareness of the past, using common words and phrases relating to the passage of time (Votes for women!)
- ii. Pupils should identify similarities and differences between ways of life in different periods.
- iii. Pupils should be taught about:
 1. events beyond living memory that are significant nationally or globally
 2. the lives of significant individuals in the past who have contributed to national and international achievements (examples in the national curriculum include suffragette Emily Davison)

d. Key Stage 2

- i. Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms
- ii. Pupils should address and devise questions about change, cause, similarity and difference, and significance.
- iii. Pupils should understand how or knowledge of the past is constructed from a range of sources

B) Art (National Curriculum aims)

- a. Evaluate and analyse creative works using the language of art, craft, & design
- b. Produce creative work, exploring their ideas and recording their experiences of the activity

C) Design and Technology (Key Stage 2)

- a. Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making

PSHE Curriculum

- D) Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- E) Change (as something to be managed) and resilience (the skills strategies and 'inner resources' we can draw on when faced with challenging change or circumstances)
- F) Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours and how it can be challenged or managed through negotiation and 'win'-win' outcomes)

A typical order of activities:

15 minutes: A short fun presentation

One hour: Work in groups, cycling through 3 activities: stencil sash, make rosette, stitch sash at the sewing machine

15 minutes: Group discussion/reflection

Typical cost:

5 GBP per child + 60 GBP for tutor, optional £30 for tutor assistant; Maximum of 30 children per 2 hour window

A Travel supplement may apply depending on location of school.

Variations:

A Two hour inset session with teachers, £100+ optional materials kits at £5 each

An intensive arts award week, £1000 + arts award materials and moderation fees