

**Schools Project- Design Your Own Panel Competition!**

**Background to the Scottish Diaspora Tapestry**

The Scottish Diaspora Tapestry is a project that has been co-ordinated from Prestonpans in East Lothian and is a product of three years’ work in 34 countries across the globe. The design work of the tapestry was undertaken by local artist Andrew Crummy and with the help of many hundreds of volunteers; a tapestry of over 300 individual panels was completed. Each panel tells a small yet significant piece of Scotland’s history through the people who travelled across the globe, leaving behind a truly overwhelming legacy.

**The Scottish Diaspora Tapestry: Design Your Own Panel Competition!**

The Scottish Diaspora Tapestry team are inviting schools from across the country to participate in a nationwide competition to design and stitch a panel of their very own! These panels will be exhibited alongside the Scottish Diaspora Tapestry itself during its homecoming exhibition in Edinburgh in 2017.

**Supporting the National Curriculum**

This Scottish Diaspora Tapestry project offers a wealth of interdisciplinary learning experiences that can encapsulate Literacy, Social Studies, Expressive Arts and Health and Wellbeing. There are many experiences and outcomes relevant to the curriculum- please refer to **Appendix 1**.

**The Four Capacities**

*The Scottish Diaspora Tapestry supports the Four Capacities as outlined in the curriculum. The attributes and capabilities of the four capacities:*

**Successful Learners**

* Use Expressive Arts to explore the wealth of diverse cultures in Scotland.
* Gain knowledge of Scottish influences abroad.

**Confident Individuals**

* Understand the different cultures within our community and how this is reflected across the Diaspora.

**Responsible Citizens**

* Make decisions on how to celebrate cultural diversity within our communities.
* Gain knowledge on how Scottish culture is celebrated across the Diaspora.

**Effective Contributors**

* Contribute to research, class discussion and evaluation.

Dependent upon the interest of local authorities and schools across Scotland, at least one school from each of the following 15 regions will have the opportunity to participate:

|  |  |
| --- | --- |
| Aberdeen City and Shire | The Highlands |
| Argyll and the Isles | The Kingdom of Fife |
| Ayrshire and Arran | Loch Lomond, The Trossachs, Stirling and Forth Valley |
| Dumfries and Galloway | Orkney/Shetland |
| Dundee and Angus | Outer Hebrides |
| Edinburgh and the Lothians | Perthshire |
| Greater Glasgow and the Clyde Valley | Scottish Borders |

For more information or register for this project please contact Education Advisor Sharon Beck: sharonbeck@scottishdiasporatapestry.org



**Get Ready!**

***Support for beginning your project*:**

Each participating school will be given a detailed introduction to the Scottish Diaspora Tapestry project; how and why the project started; who was involved and the details of the process of creating the tapestry from start to finish.

**Get Set!**

***Your Tapestry design pack:***

A design pack will be sent to each participating school which will include all the tools you need to help complete your project. The pack will contain the template for designing your panel, a square of linen, variety of wools, a stretching frame and a copy of The Art of Narrative Embroidery. Schools will also be given access to the website and online learning resources for research purposes and useful contact details.

***Researching your Tapestry panel:***

Pupils are encouraged to do their own research into potential stories to become a design for their panel. Each school should attempt to explore ‘several’ but not more than five potential stories, which may include a balance of direct diaspora and reverse diaspora tales. How pupils do this should be through discussion with their peers and class teacher although many initial clues may come from parents or elsewhere beyond their school.

**Go!**

***Stitching your panel:***

It is important for pupils to work together in the designing and stitching of the tapestry and how the work is split up should be decided by the pupils for the final selection of the panel to be made.

**Useful Resources:**

* The design pack provided at the start of the project.
* Local libraries and archives
* Local history groups
* People in the community/ family
* Scran
* Local arts and embroidery groups
* Online stitching tutorials

**Supporting evidence for your panel**

In addition to the stitching of the tapestry panel, pupils have the opportunity to extend the project by including a range of accompanying materials to explain the story behind their panel and the journey from initial discussion to finished piece. This could include oral histories, photographic evidence of each stage, tapestry journals or a presentation. Pupils are also welcome to approach local people in their community who have experience in embroidery or they themselves could arrange a stitching “workshop” where they invite local people to come along and learn about what they’re doing and try stitching sample pieces. N.B. Applique is not to be used on the panels.

**Timescale**

The competition will run throughout the 2016/2017 school year, culminating in an exhibition in Edinburgh alongside the Scottish Diaspora Tapestry. A rough initial schedule is as follows:

* Term 1 2016 (August-December): Project run
* Term 2 2017 (January-March): Completion of panels
* Term 3 2017 (April-July): Judging and Exhibition

**Who can get involved?**

We are leaving this open to interested schools! We would encourage collaborative working in areas with cluster schools and Secondary schools to give pupils an opportunity to experience the “community” aspect of the project.

**Judging the entries to the Competition**

The panels will be judged on three final criteria each with 1st, 2nd & 3rd grades as follows:

* Research undertaken and options considered along with criteria for final choice – documented howsoever
* The ‘design’ of the panel, in particular how effective it is at illustrating the diaspora tale being told
* Embroidered execution, – of which no more than 25% may be contributed by others than the school children involved

**Appendix 1**

**Suggested Social Studies Experiences and Outcomes:**

1. People, past events and societies
2. People, place and environment
3. People in society, economy and business

 **PEOPLE, PAST EVENTS AND SOCIETIES**

Early: SOC 0-01a; SOC 0-02a

First: SOC 0-03a; SOC 1-06a

Second: SOC 2-01a; SOC 2-03a

Third: SOC 3-03a

Fourth: SOC 4-05c

**PEOPLE, PLACE AND ENVIRONMENT**

Early: SOC 0-07a

Third: SOC 3-13a

**PEOPLE IN SOCIETY, ECONOMY AND BUSINESS**

Early: SOC 0-18a

First: SOC 1-18a

Second: SOC 2-19a

Fourth: SOC 4-18a; SOC4-20a

**Suggested Technologies Experiences and Outcomes**

1. ICT to enhance learning
2. Food and textiles contexts for developing technological skills and knowledge
3. Craft, design, engineering and graphics contexts for developing technological skills and knowledge

**ICT TO ENHANCE LEARNING**

Early: TCH 0-03a; TCH 0-04a; TCH 0-04b

First: TCH 1-03b

First/Second: TCH 1-04b/TCH 2-04b

**FOOD AND TEXTILES CONTEXTS FOR DEVELOPING TECHNOLOGICAL SKILLS AND KNOWLEDGE**

Early: TCH 0-11a

First/Second: TCH 1-11a/TCH 2-11a

**CRAFT, DESIGN, ENGINEERING AND GRAPHICS CONTEXTS FOR DEVELOPING TECHNOLOGICAL SKILLS AND KNOWLEDGE**

Early: TCH 0-12a

**Suggested Numeracy and Mathematics Experiences and Outcomes**

1. Number, money and measure

**NUMBER, MONEY AND MEASURE**

First: MNU – 1-10b

**Suggested Literacy and English Experiences and Outcomes**

* 1. Listening and talking
	2. Finding and using information
	3. Creating texts

**LISTENING AND TALKING**

**Tools for listening and talking**

Early: LIT 0-02a/ENG 0-03a

First: LIT 1-02a

Second: LIT 2-02a

Third: LIT 3-02a

Fourth: LIT 4-02a

**FINDING AND USING INFORMATION**

First: LIT 1-06a

Second: LIT 2-06a

Third/Fourth: LIT 3-06a/LIT 4-06a

**CREATING TEXTS**

First: LIT 1-28a/LIT 1-29a; ENG 1-30a

Third/Fourth: ENG 3-27a/ENG 4-27a

**Suggested Expressive Arts Experiences and Outcomes**

1. Participation in performances and presentations
2. Art and design

**PARTICIPATION IN PERFORMANCES AND PRESENTATIONS**

Early/First/Second: EXA 0-01a/EXA 1-01a/EXA 2-01a

Third: EXA 3-01a; EXA 3-01b

Fourth: EXA 4-01a

**ART AND DESIGN**

First: EXA 1-03a

Third: EXA 3-06a

Fourth: EXA 4-06a