

# Activity Five

## Tartan

### Suggested Learning Intention

Children are learning:

- that different Scottish families have their own tartan.

### Suggested Learning and Teaching Activities

Display an image of a person in a kilt on the whiteboard. Ask the class the following questions:

- What is it called?
- Who wears it?
- Where is it from?
- Where have you seen it being worn?

Visit [www.tartanregister.gov.uk](http://www.tartanregister.gov.uk) and read the history page. Prompt discussion of the Scottish Government's definition of tartan within the Scottish Register of Tartans Act (2008) Section 2: **'A tartan is a design which is capable of being woven consisting of two or more alternating coloured stripes which combine vertically and horizontally to form a repeated chequered pattern.'** *Note: this definition may need to be simplified for pupils.*

On this site, look at various examples of tartan from familiar Scottish names, and display the pictures on the whiteboard. Invite the children to describe each tartan pictured using the following appropriate mathematical language associated with lines and pattern, for example:

- different types of lines, such as, vertical, horizontal, diagonal;
- relationships of the lines to each other, such as, perpendicular, parallel;

- different shapes which can be identified in the pattern, such as squares and rectangles; and
- properties of shapes, sides, corners, symmetry.

Ask the children to design a personal or class tartan. Encourage each child to choose their colours for a specific reason (up to a maximum of four colours). Designs can be created using sugar paper, textiles (weaving/fabric dyeing), paint or an ICT software package. Whichever medium is chosen, remind the children to ensure they have:

- one section for a base colour;
- different coloured strips of varying thicknesses to arrange on the base, thinking about the mathematical language discussed earlier; and
- a repeating pattern.

