

***Our Intent is: To support our pupils in answering the question, "How do we design, make and evaluate solutions to real and relevant problems?" Using creativity and innovation, we inspire pupils to develop skills which impact on daily life.***



## **Forton Primary School Design and Technology**

### **Nicky Nook Class Summer 2 Year A**

**Key Concept: Textiles**

**Focus: Templates and Joining**

**Key Question: What would be the strongest way to join fabric?**

**N.C. LINKS:** When designing and making, pupils should be taught to:

#### **Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### **Make**

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### **Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

#### **Technical knowledge**

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	<ul style="list-style-type: none"><li>• build structures, exploring how they can be made stronger, stiffer and more stable</li><li>• explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</li></ul>
<p><b>Unit Overview:</b></p> <p>To use a pattern to cut out pieces of fabric and then to join them using a range of techniques.</p>	<p><b>Vocabulary:</b></p> <p>names of existing products, joining and finishing techniques, tools, fabrics and components</p> <p>template, pattern pieces, mark out, join, decorate, finish</p> <p>features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function</p>
<p><b>Possible Outcome:</b></p> <p>glove puppet    finger puppet    simple bag    clothes for teddy/soft toy/class doll    fabric placemat</p>	

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<p><b>Intended Users:</b></p> <p>themselves friends younger children parents grandparents teddy story character class doll soft toy</p>	
<p><b>Building on Prior learning from EYFS:</b> <b>Key Learning linked to Designing and Making</b> <b>Explore</b> - experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. <b>Design</b> - talk about ideas, choose resources, tools and techniques with a purpose in mind. <b>Make</b> – make models using different construction materials (eg. construction kits, reclaimed materials), experiment with different ways to build, construct and join resources. <b>Evaluate</b> – talk about what they like/dislike about their models/constructions, say why and how they would change them. <b>Tools and equipment</b> – use equipment and tools to build, construct and make different models and constructions; use tools and equipment linked to food preparation. <b>Safety</b> – handle and use equipment appropriately and safely.</p>	<p><b>Building on Prior learning when B follow A:</b> <b>Prior learning</b></p> <ul style="list-style-type: none"><li>• Explored and used different fabrics.</li><li>• Cut and joined fabrics with simple techniques.</li><li>• Thought about the user and purpose of products.</li></ul>
<p><b>Key Skills (Disciplinary)</b></p>	

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### **Designing**

- Design a functional and appealing product for a chosen user and purpose based on simple design criteria.
- Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.

### **Making**

- Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.
- Select from and use textiles according to their characteristics.

### **Evaluating**

- Explore and evaluate a range of existing textile products relevant to the project being undertaken.
- Evaluate their ideas throughout and their final products against original design criteria.

### **Technical knowledge and understanding**

- Understand how simple 3-D textile products are made, using a template to create two identical shapes.
- Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.
- Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.
- Know and use technical vocabulary relevant to the project.

### **Sequence of Lessons:**

1. Investigative and Evaluative Activities (IEAs)

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- Children investigate and evaluate existing products linked to the chosen project. Explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used.
- Use questions to develop children's understanding e.g. *How many parts is it made from? What is it joined with? How is it finished? Why do you think these joining techniques have been chosen? How is it fastened? Who might use it and why?*
- Make drawings of existing products, stating the user and purpose. Identify and label, if appropriate, the fabrics, fastenings and techniques used.

## **2. Focused Tasks (FTs)**

- Investigate fabrics to determine which is best for the purpose of the product they are creating.
- Using prepared teaching aids, demonstrate the use of a template or simple paper pattern. Children could make their own templates or paper patterns. If necessary, they can use ones provided by the teacher.
- Using prepared teaching aids, demonstrate the correct use of appropriate tools to mark out, tape or pin the fabric to the templates or paper patterns and cut out the relevant fabric pieces for the product.
- Using prepared teaching aids, demonstrate appropriate examples of joining techniques for children to practise in guided groups e.g. running stitch including threading own needle, stapling, lacing and gluing. Talk about the advantages and disadvantages of each technique.
- Using prepared teaching aids, demonstrate examples of finishing techniques for children to practise in guided groups e.g. sewing buttons, 3-D fabric paint, gluing sequins, printing.

## **3. Design, Make and Evaluate Assignment (DMEA)**

- Provide the children with a context that is authentic. Discuss with children the purpose and user of the products they will be designing, making and evaluating. Design criteria developed with the teacher should be used to guide the development and evaluation of the children's products.
- Ask the children to generate a range of ideas e.g. *What parts will the product need to have and what will it be made from? What size will it be? How will it be joined and finished?*
- Through talk, drawings and mock-ups, ask the children to develop and communicate their ideas. Information and communication technology could be used for symmetry and pattern ideas. Choose one idea to follow through.

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- Talk with the children about the stages in making before assembling quality products, applying the knowledge, understanding and skills learnt through the IEAs and FTs.
- Evaluate ongoing work and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.

Enhancements: N/A

End of Unit Outcome: A gift/toy