

Design Technology

Textiles Year 4

National curriculum

Vocabulary

Design

To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design .

Make

To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

To investigate and analyses a range of existing products.
To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
To understand how key events and individuals in design and technology have helped shape the world.

2D	measure
3D	printing
backstitch	recycle
design	reuse
Fabric	running
fashion	stitch
fastenings	tack
finishing	textiles
join	unpicking

Investigate Technical knowledge

Design

Make

Evaluate

Year 3 / 4 – DT Skills

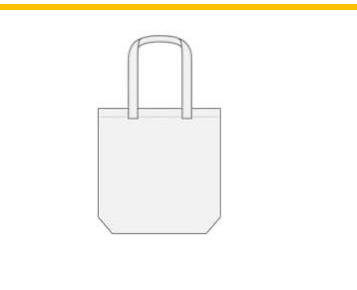
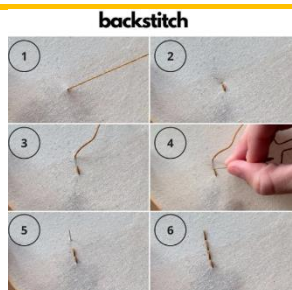
Develop their own design criteria and use these to inform their ideas

Ask questions about products
-who designed and made the products
-where products were designed and made
-when products were designed and made
-whether products can be recycled or reused

-Make labelled drawings from different views showing specific features
-Order the main stages of making

-Measure, mark out, cut and shape materials and components with some accuracy
-Assemble, join and combine materials and components with some accuracy
-Use a back stitch.
-A single fabric shape can be used to make a 3D textiles product

-Refer to their design criteria as they design and make
-Use their design criteria to evaluate their completed products



What did I do well?
How could I make an improvement?
Does my design look like the final product?
What challenges did you have?

Learning Objective

Lesson outline

Lesson 1: Investigate/ practical skills

LO: To experiment making an image by silk screen printing.

DT Skills: Measure, mark out, cut and shape materials and components with some accuracy

-Apply a range of finishing techniques, including those from art and design, with some accuracy
-A single fabric shape can be used to make a 3D textiles product

Explain will be designing and making own bag using recyclable materials and printing techniques.

Brainstorm ideas for different uses for a bag – food, swimming bag, shopping etc.

Look at images of different kinds of bag and materials they are made from.

Introduce the possible materials they will use for their design.

Using a bag explain to be able to design and make need to learn particular skills to be able to make their own bag.

discuss using different materials to add onto the bag.

Watch - Basics for silk printing you tube

<p>Haven't used the silk printer as there is only one and we have three classes? Could one be ordered? I don't even know what it is?</p>	<p>Experiment with using silk screen in small groups. What happens if need to use different colours? How can we solve this?</p> <p>Model how colours will mix if completed at same time.</p> <p>Children to work in small groups for investigating. Adult support given if needed.</p> <p>Will the silk printing have an effect on the materials chosen?</p>
<p>Lesson 2: Investigate/ Practical skills</p> <p>LO: To know how to sew a back stitch with some degree of accuracy.</p> <p>DT Skills: Assemble, join and combine materials and components with some accuracy -Use a back stitch.</p> <p>We did this lesson as lesson 3</p>	<p>Lesson 2 - back stitch (remind about running stitch in year 1 – puppets). Children practice back stitch.</p> <p>Binka strips initially to practise on. Quick recap on running stitch to lead onto back stitch. Complete on binka.</p> <p>LA to have larger needles for the binka</p> <p>Follow on from running stitch and then lead onto back stitch on material similar to bag material</p> <p>Support given where necessary.</p> <p>LA to be in small group alongside given adult</p>
<p>Lesson 3: Design</p> <p>LO: To produce a detailed design for product (bag) including materials, equipment, user, method and measurements.</p> <p>DT Skills: -Make labelled drawings from different views showing specific features -Order the main stages of making Ask questions about products</p> <ul style="list-style-type: none"> • who designed and made the products • where products were designed and made • when products were designed and made • whether products can be recycled or reused <p>-Develop their own design criteria and use these to inform their ideas</p> <p>We did this as lesson 2- Could they be swapped? If not it's fine</p>	<p>Look at range of cloth style bags.</p> <p>Recap construction how the fabric sewn using back stitch and design for screen print by referring to previous lessons.</p> <p>Emphasis on keeping design simple and not complicated for colour mixing. Model how the design must be cut out to create the picture for the printing.</p> <p>Children design bag, including materials, equipment, method.</p> <p>LA- Children to design on template given</p> <p>Order main stages of making the bag.</p> <p>LA template given for each stage for children to add onto.</p>
<p>Lesson 4: Make</p> <p>LO: To know how to make image by screening printing.</p> <p>To measure, mark out and cut materials with some accuracy for product (bag).</p> <p>DT Skills: Measure, mark out, cut and shape materials and components with some accuracy</p> <p>-Apply a range of finishing techniques, including those from art and design (silk printing), with some accuracy</p> <p>-A single fabric shape can be used to make a 3D textiles product</p> <p>Refer to their design criteria as they design and make</p>	<p>Making bag – preparing pieces and printing.</p> <p>Create the design from previous lesson onto card ready for the silk printing.</p> <p>Silk Screen printing front of bag. Small groups to help each other with silk printing.</p> <p>Cutting pieces for the bag.</p> <p>Use designs to select additional material needed and cut appropriately.</p> <p>Reinforce importance of being accurate when cutting. Model good attempt and a bad attempt. What problems might there be?</p> <p>Model measuring, marking out and cutting.</p> <p>Select and prepare the materials needed for own design. Ensure the children are using their designs.</p>

<p>Instead of printing the children designed their bags with additional material patterns and shapes which could be sewn on using skills learnt so far</p>		
<p>Lesson 5: Make</p> <p>LO: To assemble and join materials to make product (bag).</p> <p>DT Skills: Assemble, join and combine materials and components with some accuracy -Use a back stitch -Apply a range of finishing techniques, including those from art and design, with some accuracy</p>	<p>Making bag – focusing on combining the materials by sewing.</p> <p>Recap on the stages of making of their bag. What must be first.</p> <p>Model how to pin and sew sides of bag and handle.</p> <p>Remind children of how to do back stitch and importance of small stitches to ensure bag stays together.</p> <p>LA Adult support given.</p>	
<p>Lesson 6: Evaluate</p> <p>LO: To evaluate finished product based on appearance, purpose, quality and users' need.</p> <p>DT Skills: Use their design criteria to evaluate their completed products.</p>	<p>End product</p> <p>Are the children happy with their final design?</p> <p>Compare to the initial design in books.</p> <p>Have they changed their design?</p> <p>Have they adapted it in any way? If design was altered then why?</p> <p>Evaluate design. Will their design fit the criteria for the kind of bag they wanted?</p> <p>What would they do differently? What was easy/difficult? What did they experience the most problems?</p> <p>Show designs to class. Peers to say positive things about the designs.</p> <p>Children use design criteria to evaluate their completed products.</p> <p>Peer assessment included.</p>	
<p>Working towards</p>	<p>End of unit assessment Working at Age related expectations</p>	<p>Working at a greater depth</p>