

# Design Technology

## Textiles Year 1

National curriculum	Vocabulary
<p><b>Design</b> To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>Make</b> To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] . To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Evaluate</b> To evaluate their ideas and products against design criteria To explore and evaluate a range of existing products</p>	<p>backwards      lever cut                movement direction        pivot evaluate         pull forward         push handle            slider</p>

Investigate Technical knowledge	Design	Make	Evaluate
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### Year 1 - DT Skills

-Draw on their own experience to help generate ideas -Use knowledge of existing products to help come up with ideas	-Suggest ideas and explain what they are going to do -Model their ideas using a range of materials.	-Assemble, join and combine materials and components together. -Use simple running stitch.	-Evaluate their product by discussing how well it works in relation to the purpose -Evaluate their products as they are developed, identifying strengths and possible changes they might make -Evaluate their product by asking questions about what they have made and how they have gone about it
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Learning Objective	Lesson outline
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<p><b>Lesson 1 – Investigate</b></p> <p><b>LO:</b> To know how puppets are made and from what kind of materials.</p> <p><b>DT Skills:</b> Draw on their own experience to help generate ideas</p> <p>Use knowledge of existing products to help come up with ideas.</p>	<p>Children investigate several types of puppets (hand, finger, shadow, rod, sock, marionette) Children look at how they are made (materials, style, theme, design) Children look at how they move (string, bending, pulling)</p> <p>Children sort the puppets into various categories – how many ways can we sort them (by movement, by style etc).</p> <p>Children discuss puppets that they have or have played with at school and identify them – recap toys topic.</p>
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<p><b>Lesson 2 – Investigate/ Practical</b></p> <p><b>LO:</b> To understand how to sew a simple running stitch.</p> <p><b>DT Skills:</b> Assemble, join and combine materials and components together.</p> <p>-Use simple running stitch.</p>	<p>Explain to children that their DT project is making a hand puppet for a puppet performance. Children think about how we are going to make it and what we would need.</p> <p>Children will need to learn how to sew. Children are shown a simple running stitch by an adult. Children copy the movement over under / over in the air as the teacher does the stitch.</p> <p>Children practice running stitch onto hole punched paper with large gaps. Adults identify who has mastered the running stitch and for them to move onto material / binka.</p> <p>LA: support with stitching GD: back stitch</p>
<p><b>Lesson 3 – Design</b></p> <p><b>LO:</b> To use materials to design a puppet.</p> <p><b>DT Skills:</b> Suggest ideas and explain what they are going to do.</p> <p>-Model their ideas using a range of materials.</p>	<p>Explain they are going to design their own monster hand puppet for their puppet show. Teacher demonstration: how to use the felt pieces, goggle eyes, string, wool etc. to create design. Children discuss with partners what type of monster they could make – share clipart pictures of monsters to generate ideas and discussion.</p> <p>Make it clear to the children that it is a monster so the eyes, nose etc. do not have to be in the 'normal' place.</p> <p>Children draw around their puppet template and felt designs deciding where they want the felt designs to go.</p> <p>Children explain why they have designed their monster this way (e.g., my monster has eyes everywhere so he can see behind him).</p>
<p><b>Lesson 4- Make</b></p> <p><b>LO:</b> To use simple running stitch to join materials together.</p> <p><b>DT Skills:</b> Assemble, join and combine materials and components together.</p> <p>-Use simple running stitch</p>	<p>Recap running stitch – quick activity on hole punched paper or binka / material</p> <p>Adult model joining the two pieces of material together. Children practice joining scrap bits of material together Children to then begin joining their puppet together</p> <p>Children use running stitch to make their puppet. LA: support with stitching, larger needle GD: back stitch</p> <p>*The puppet must include running stitches, be able to move adequately and be correctly joined together.</p>
<p><b>Lesson 5- Make</b></p> <p><b>LO:</b> To make puppet by assembling, joining and combining materials.</p> <p><b>DT Skills:</b> Assemble, join and combine materials and components together.</p> <p>-Suggest ideas and explain what they are going to do</p>	<p>Children familiarize themselves with their puppet designs in their books and collect the materials they will need to add on to their puppet</p> <p>Discuss ways for joining the materials onto the fabric – could we use glue? Cellotape? Sew? Model laying out design before joining.</p> <p>Children use a range of materials to assemble and join to decorate puppets in the style of their design.</p>
<p><b>Evaluate</b></p> <p><b>LO:</b> To evaluate how well their puppet is made.</p> <p><b>DT Skills:</b> Evaluate their product by discussing how well it works in relation to the purpose</p>	<p>Children evaluate puppet against sequencing - thinking about what worked well and what they could do better next time. The focus of the evaluation is joining (have we correctly joined our material together to make a puppet?). Children to consider whether they can use their puppet effectively (think about these questions – are there holes, can your hand fit in it properly?)</p>

Working towards	<b>End of unit assessment</b> Working at Age related expectations	Working at a greater depth
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