

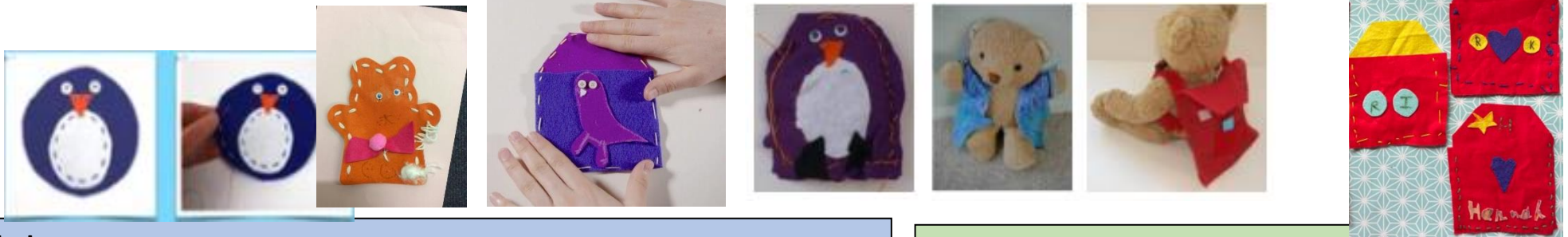
Lyppard Grange DT Knowledge organiser

Year 1

Textiles- templates and joining techniques

Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose) – (to be completed by year group)

Examples of possible design and make tasks-glove puppet, finger puppet, clothes for teddy, simple bag, mobile.



Key Knowledge

- To know what equipment is needed to sew material together
- To know what a design criteria is and how it can be used to create a product
- To make a design based on criteria

Skills

- To design and create a product from textiles
- To sew material together effectively at the seams
- To thread and use a needle safely
- To evaluate own and each other's products against design criteria

Vocabulary

Fabric, pattern, join, mark-out, template, running stitch, thread, needle.

IEAs- Investigative and evaluative activities

- 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.

Focused Tasks (FTs) -

- Investigate fabrics to determine which is best for the purpose of the product they are creating.
- 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.
- 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.
- 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.
- Demonstrate examples of finishing techniques for children to practise in guided groups e.g. sewing buttons, 3-D fabric paint, gluing sequins, printing.

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. Develop a design criteria as class.
- 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. Choose one idea to follow through.
- 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.

Exploring and evaluating joining techniques



Joining fabric

Finishing techniques

Textile paints - glitter



Textile paints - raised



Adding sequins and shiny fabrics



Fabric crayons



Top Tips-

- Use a named plastic envelope, zip wallet or folder to keep work safe.
- Give children opportunities to join fabrics in a variety of ways through focussed tasks and compare outcomes.
- Use a needle with a large eye and sharp point to help with threading.
- Use felt as it doesn't fray.
- Demonstrate sewing techniques- running stitch.
- Demonstrate other joining techniques- sticking, stapling, lacing.



Health and safety-

Pupils should be taught to work safely, using tools equipment, materials, components and techniques appropriate to the task.

See risk assessments- saved in staff shard- textiles.

Three alternative ways of using templates and simple pattern pieces

Thin Card



Use clear sticky tape to position pattern on fabric. Cut around the pattern.

Thin Card



Use soft chalk pastel or soft white crayon to draw around the pattern prior to cutting out.

Paper



Use pins to secure the pattern on the fabric. Cut around pattern.

THOUGHT

What sort of puppet shall I make?
Who is it for and what is it for?

How can I make sure it fits my hand or finger?

Which joining technique will work best for my puppet?

What media and materials will I use?
How will I add the features?

What shall I do first?
What tools and techniques will I use?
What fabrics shall I use?

More thoughts... judging, planning, generating new ideas

Will the puppet meet the needs of the user and achieve its purpose?

ACTION

Generating ideas through talking and drawing based on own experiences

Developing ideas using templates or pattern pieces to create mock-ups

Exploring and evaluating joining techniques

Exploring and evaluating media and materials

Selecting from a range of tools, techniques and materials
Explaining choices

More actions... making, testing, modifying

Evaluating the puppet with the intended user and against original design criteria

This leads onto-

Year 4- textiles- 2D shape to 3D product

Key knowledge

- To know different types of stitches and understand their functionality and aesthetics.
- To know how to evaluate their product against the product criteria, as a way to improve their work.

Key skills

- To design a functional bag/ wallet with a fastening through annotated sketches
- To select fabrics and fastenings according to their functional e.g. strength and aesthetic qualities e.g. pattern or colour
- Research and investigate the features of bags/ wallets to inform design criteria
- Investigate the effect of different stitches (how effective they are and their durability)
- Plan the stages of making
- Use a range of tools to stitch, cut and sew
- Understand the need for seams and seam allowances
- Evaluate and test final products against the design criteria