


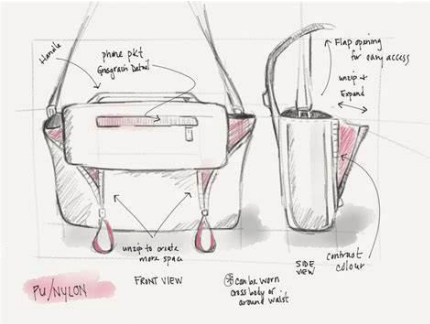





# Springdale First School






Imagine, Believe, Achieve

Year 3 Design and Technology - Textiles

★ Children's prior learning in this area	★ Cultural Capital Opportunities	★ Key vocabulary and glossary
<p><b>Year 2 –</b> Use of cotton – templates &amp; joining techniques.</p>  	<p>1800's – Drawstring bags – manufacturing of bags.</p>  <p>Investigate what it would be like to design handbags. Famous designers</p> 	<p><b>Anchor</b> – fabric, names of fabrics, fastening, user, purpose, design.</p> <p><b>Goldilocks</b> – compartment, strength, weakness, investigate, label, drawing, template,</p> <p><b>Step on</b> – stitch, seam, seam allowance, prototype, annotated sketch, functional.</p>

Enquiry Question – How does a drawstring bag work?	Enquiry Question- What would you need to do to make a drawstring bag?	Enquiry Question – What joining techniques work best?
Concept – Designers	Concept – Product	Concept – Design
 <p><b>To know that a drawstring bag closes when the material gathers along the string and opens when the material draws out along the string.</b></p> <p><u>Investigate the purpose of the product and the impact it has had on our lives.</u></p> <p><u>Research the techniques that the designer may have used to make product – discuss what can be used to make product.</u></p> <p>Drawstring bags or cinch bags have been in use for centuries.</p> <p>There are ancient Egyptian hieroglyphs depicting men with small pouches tied around their waists with a long cord.</p> <p>Early 20<sup>th</sup> century gained popularity – secure way to carry personal belongings attached around waist.</p> <p>Look at how bag opens and closes – what else uses the same drawstring technique – curtain pleats/shoe laces/ball bags.</p> <p>Investigate the opening &amp; closing - generate ideas of how it works on mind map – class annotations.</p> <p><u>Use technical vocabulary related to product.</u></p> <p>Task:</p> <p>Investigate different objects that use drawstrings. The children will test out each one to see how the mechanism works. Then create a mind map with what the children found out (fabric, uses, design).</p>	 <p><b>Create sketches of prototypes of drawstring bags and design criteria.</b></p> <p><u>Research the techniques that the designer may have used to make product – record techniques and discuss how this will influence making product.</u></p> <p><u>Use technical vocabulary related to product.</u></p> <p><u>Investigate, analyse and evaluate familiar objects; What does it do? How has it been used in the design of these products? How can it be used in the design?</u></p> <p><b>R&amp;R – drawstring opening/closing or not?</b></p> <p>Explore different fabrics – what type of textile would make a good bag? Why? Explain choices.</p> <p>Consider aesthetic and functional properties of textiles.</p> <p>Create detailed annotated sketches following design criteria (whole class).</p> <p><b>Task:</b></p> <p><b>Children to watch a video of a designer making a bag. They will then look at various fabrics and decide which ones would make a good bag or not.</b></p> <p><b>They will sketch a prototype of what they want their bag to look like, label it and then explain their choices.</b></p>	 <p><b>Design own product using informed choices of fabric, joining techniques and create steps to success.</b></p> <p><u>Use generated ideas, based on research, to develop design criteria for an appealing product for a particular use or individual.</u></p> <p><u>Generate and clarify considered ideas through talk with peers and adults.</u></p> <p><u>Investigate design ideas through experimenting with product design.</u></p> <p><u>Plan and suggest steps in the creation stage.</u></p> <p>Using chosen fabric from investigations - investigate different joining techniques and tools - sewing/glue/tape/staples...</p> <p><b>R&amp;R – joining techniques.</b></p> <p>What worked well? Why?</p> <p>Look at the steps that need to be taken to design and make bag.</p> <p>Task</p> <p>Children to investigate the different joining techniques</p> <p>They will complete a table to look at the strength and aesthetic ability.</p>

Enquiry Question – Why use a template?	Let's make!	Enquiry Question – is your product fit for purpose?
Concept – Make.	Concept - Make	Concept – Evaluate.
 <p><b>Create a template for bag design.</b></p> <p><u>Understand that a 3D textile structure can be made from two identical fabric shapes.</u></p> <p>Explore templates – why use them? Discuss accuracy and symmetry when cutting and joining fabrics for bag.</p> <p>Research - In the textile and clothing industry fabrics are dyed, printed and finished before being cut, assembled and shaped - for the garments to fit, accuracy in construction is important.</p> <p>When were templates invented? Ebenezer Butterick invented the commercially produced graded home sewing pattern in <b>1863</b> (based on grading systems used by Victorian tailors), originally selling hand-drawn patterns for men's and boys' clothing.</p> <p><u>Use technical vocabulary related to product.</u></p> <p><b>Task</b></p> <ul style="list-style-type: none"> <li>- <b>Children to learn about the history of templates/ patterns.</b></li> <li>- <b>The children will use a template to cut out, trying to have accuracy, ready for their own design.</b></li> </ul>	 <p><b>Make drawstring bag following design criteria.</b></p> <p><u>Choose appropriate textiles for task through considered options</u></p> <p><u>Join textiles together using appropriate tools and methods to make a product.</u></p> <p><u>Consider aesthetic and functional properties of textiles.</u></p> <p><u>Use technical vocabulary related to product.</u></p> <p>Using design criteria and template – follow steps to make a drawstring bag.</p> <p>Document WWW/EBI.</p>	 <p><b>With reference to design criteria – write a detailed evaluation of their own product.</b></p> <p><u>Evaluate their own products and ideas against criteria and user needs, as they design and make.</u></p> <p><u>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</u></p> <p>Chn can be given a document to evaluate their own work, or, as a class design an evaluation pro forma. Reference design criteria throughout.</p>

