

National Curriculum:

Pupils should be taught:
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Pupils will be expected to:

- design
- make
- evaluate
- and apply technical knowledge

| Prior Learning | Current Learning | Future Learning |
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| - What children have learned previously | - What children will learn now and build on previous knowledge | - What children will learn building on what they are learning now |
| In Reception, children have: <ul style="list-style-type: none"> • With support joined textiles using glue • Added decorating embellishments to create an eye-catching product • Experimented and used a variety of textiles and fabrics • Shown experience in fabric collage: layering fabric | In Year 1, children will be required to: <ul style="list-style-type: none"> • To sew fabric which has pre-cut holes (binca) or a pre-cut template • Add decorating embellishments and start to create patterns • To weave with paper or fabric • Have experience in colouring textiles: simple printing, fabric crayons | In Year 2, children will: <ul style="list-style-type: none"> • To sew with increasing confidence using a running stitch • With support cut and join fabrics • Explain how to thread a needle and have a go • To understand that two identical shapes can be made into a 3D piece • Create and use natural dyes i.e. onion skins, tea, coffee |

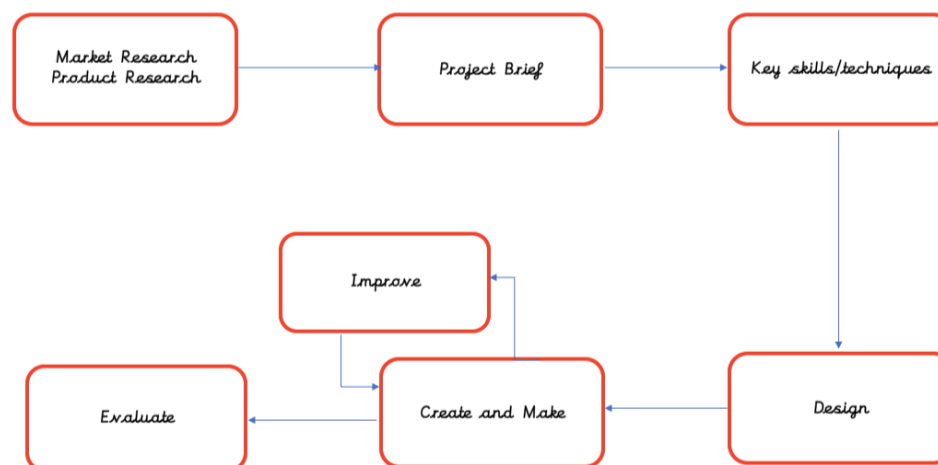
Threshold Concepts:

| Research | Design | Skills and Techniques | Technical Knowledge | Make | Evaluate |
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Subject Specific Pedagogy:


Within a sequence of learning, objectives are always included for building **knowledge of** different aspects of art as well as developing children's **understanding of** particular concepts.




There is a 7 phase approach:





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| Unit focus: | Textiles | | | | |
| Key Vocabulary: | Market research Product brief Model Presentation Finish Professional | Cut Join Sew Thread Weave Needle | Running Stich Overstitch Binca Fastening Button | Fashion Designer brand | |
| Number of weeks: | 6 weeks | | Number of sessions: | 10 x 2 hour sessions | |
| Key Learning: | Research - Know what a designer is and what their job is. | | Technical Knowledge - Be able to use a running stitch and possibly an overstitch. - Be able to sew and add beads which children will know is embellishment. | | |
| | Design - Take into account a project brief. - Learn and incorporate what skills will be needed. - Consider and plan for specific materials to use. | | Make - Use skills outlined. - Confidently and safely use a needle and thread and have the ability to dye fabric. | | |
| | Skills and Techniques - Experiment and apply key skills outlined in the DT skills progression. - Experiment with these skills before application. | | Evaluate - Own skills. - Partner's work. | | |






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| Key Inspiration | African Fashion | |
| Key Designer | Sindiso Khumalo | |
| Key Text: | Meerkat Mail | |
| Cross Curricular: | Geography | |
| Resources | Equipment Needles Scissors Buckets/trays | Resources Thread Beads Binca Material Velcro 4 different colour dyes Paper/ Strips of paper in various colours |

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| Phase 1 - Research | Threshold Concepts  | Session 1 | Key Question: Can I understand the role of a fashion designer? | Teaching: Children know what a designer is and the job they do. Children begin to look at key designer Sindiso Khumalo's fashions and being to share likes and dislikes? |
| | | | Key Learning Children will be able to: <ul style="list-style-type: none"> • Locate Africa and Cape Town • Understand fashion is about clothes, materials and self-expression | Activities <ul style="list-style-type: none"> • Locate Africa and then Cape Town on a map. • Draw a designer. What do they look like? Gender? • Provide photos of different people in different jobs, who are the designers? Mix up fashion, engineers, architects, chefs etc. • Now redraw your fashion designer. How does this compare to your original idea? • Show a selection of Sindiso Khumalo's creations. Pick your favourites and write why you like it. (Colour/ Pattern/ Shape/ Cut/ Style/ Material) |

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| Phase 2 - Project Brief | Threshold Concepts    | Session 2 | Key Question: Can I understand my project brief? | Teaching: Children are shown the brief and must discuss ways in which they can meet the brief set. Children will be creating a bag. |
| | | | Key Learning: Children will be able to: <ul style="list-style-type: none"> • Know that there is a brief that needs to be met. • Consider what skills they will need. • Think about materials and equipment needed. | Activities <ul style="list-style-type: none"> • Children work in groups to discuss the project brief. • Look at and sort through a selection of bags which have been brought in. Name the type of bags (book bag, handbag, swimming bag, rucksack, laptop bag, shopping bag) and discuss why the designer has made them that way. Why did they choose a particular material, size of bag and how is it carried (on back, in hand etc). • Children mind map ideas of how they will make a bag. • Children can sort through materials, thinking about the brief as well as personal preferences. |

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| Phase 3- Key Skills and Techniques | <p>Threshold Concepts</p>  | Session 3 | <p>Key Question:</p> <p>Can I begin to weave and sew?</p> <p>Key Learning: Children will be able to:</p> <ul style="list-style-type: none"> To weave with paper or fabric To sew fabric which has pre-cut holes (binca) or a pre-cut template | <p>Teaching: Children are able to weave paper and sew using pre-existing holes.</p> <p>Activities (Weaving optional but sewing essential) Show the loom board (the paper which you will weave on). Children pick two colours of paper to weave with. Model to children how we weave in and out Option- More colours/ sizes of paper (thin and thick strips), make the gaps narrower on the loom board to create more weaves and develop fine motor skills to create patterns.</p> <p>Practice sticking in pre-cut holes with a needle and thread. Children will need to be show how to thread a needle and complete a running stitch and be able to tie off/finish/knot the thread with support.. Practice an overstitch which will be used on the side of the bag to join.</p> |
| | | Session 4 | <p>Key Question:</p> <p>Can I complete a running stitch and add beads?</p> <p>Key Learning: Children will be able to:</p> <ul style="list-style-type: none"> To sew fabric which has pre-cut holes (binca) or a pre-cut template Add decorating embellishments and start to create patterns | <p>Teaching: Model a running stitch including threading.</p> <p>Activities Recap on running stitch, children now add a bead as they thread.</p> |
| | | Session 5 | <p>Key Question:</p> <p>Can I dye fabric?</p> <p>Key Learning: Children will be able to:</p> <ul style="list-style-type: none"> Have experience in colouring textiles: simple printing, fabric crayons | <p>Teaching: Model how to dye and go through health and safety expectations when using dye.</p> <p>Activities</p> <ul style="list-style-type: none"> Children have swatches of binca material to dye. They experiment with up to 4 colours. Experiment with mixing or ombre techniques. Following on from this children add detail to swatches using fabric pens/printing (stencils) Stick in books and explain/ evaluate (Faces/ number scale) the skills learnt over the past three sessions. |

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| Phase 4- Design | <p>Threshold Concepts</p>  | Session 6 | <p>Key Question:</p> <p>Can I design a bag based on the brief?</p> <p>Key Learning: Children will be able to:</p> <ul style="list-style-type: none"> Plan in line with the product brief given. Take into account the skills they have mastered, how confident they are in skills will affect the design they produce. Provide a list of equipment and materials needed with accurate measurements. | <p>Teaching: Children design their product.</p> <p>Activities</p> <ul style="list-style-type: none"> Remind children of the expectation laid out in the brief. In groups talk about what skills you feel confident with. Children work together to draw their product. They must annotate each part, taking into account materials and amounts and simple measurements where appropriate as well as creating a list of tools they will need to use. |
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| Phase 5 Create and Make | <p>Threshold Concepts</p>   | <p>Session 7</p> <p>Key Question:</p> <p>Can I dye my material? Can I begin to bead?</p> <p>Key Learning: Children will be able to:</p> <ul style="list-style-type: none"> To sew fabric which has pre-cut holes (binca) or a pre-cut template Have experience in colouring textiles: simple printing, fabric crayons | <p>Teaching: Explain how the piece of binca will fold. Children dye materials and begin a running stitch with beading.</p> <p>Activities Children are given their binca material, they can dye according to their plan. Children begin to sew on their beads.</p> |
| | | <p>Session 8</p> <p>Key Question:</p> <p>Can I create a product using my key skills?</p> <p>Key Learning: Children will be able to:</p> <ul style="list-style-type: none"> Add decorating embellishments and start to create patterns To sew fabric which has pre-cut holes (binca) or a pre-cut template | <p>Teaching: Children sew and bead their African inspired bag.</p> <p>Activities</p> <ul style="list-style-type: none"> Children complete bag with sewing and beading with a velcro fastening. |
| Phase 6- Improve |   | <p>Session 9</p> <p>Key Question:</p> <p>Can I improve or make suggestions as I evaluate my end product?</p> <p>Key Learning: Children will be able to:</p> <ul style="list-style-type: none"> Reflect at a pit-stop. Think critically and make any important changes. Consider the aesthetics of the product and the professional presentation. | <p>Teaching: Children have an opportunity to adapt, improve and reflect on their final product before finalising on the completion of the product.</p> <p>Activities Go through a check list, at each stage the group must discuss and analyse the item mentioned. Where appropriate they will spend more time on a certain item where the product needs improvement. This may include excess string, secure fastenings etc.</p> <p>Children in pairs are also responsible for signing off another pupil's work. They must go through the checklist after the original group have and check that they can tick each item off as working or finished to a good standard. An evaluating partner can offer advice and suggest recommendations for the original pupil to action.</p> |
| Phase 7- Evaluate | <p>Threshold Concepts</p>  | <p>Session 10</p> <p>Key Question:</p> <p>Can I evaluate the end product of my DT project?</p> <p>Key Learning: Children will be able to:</p> <ul style="list-style-type: none"> Evaluate their product saying what they like, dislike and how they would improve. Communicate skills learnt. Talk about my work, linking it to what I was asked to do Talk about things that other people have made begin to talk about what could make product better | <p>Teaching: Evaluate the success of this DT process with a focus on skills learnt, the brief and skills explored and consider next steps as a designer.</p> <p>Activities</p> <ul style="list-style-type: none"> Complete final piece if necessary. Complete evaluation template- See support document (OneDrive) |