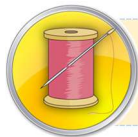


Design and Technology



Year Two Textile Design Short Term Planning & Resources



Topic lesson overview

Lesson 1	 Research	In Lesson 1, children will investigate different techniques for joining materials and evaluate which is the best for joining securely. They will also look at different techniques for sewing, exploring running stitch, back stitch and over stitch.
Lesson 2	 Practice	In the second lesson, children will begin to learn how to sew using a running stitch. They will practice using 'binka', a fabric with ready prepared holes to make sewing easier.
Lesson 3	 Practice	In this lesson, the children will build on their previous practice using running stitch to join two pieces of fabric together.
Lesson 4	 Design	Children will revisit the design brief and taste foods to plan their own healthy lunch. They will taste a variety of ingredients to decide which ones they would like to include in their meal. Children will design their own healthy pasta salad using what they found in the taste test, referring to the design brief.
Lesson 5	 Create	Children will explore a variety of packages to determine the key features of packaging. They will use these key features to design their own packaging for their pasta.
Lesson 6	 Evaluation	Children will revisit the skills practiced in lesson 3 and follow their design to produce their pasta salad lunch. Children will evaluate their own lunches against the design brief. They will consider the packaging, appearance and taste.

Prior learning: In Year One, children learned how design, create and evaluate a woven mat by weaving using a needle, thread and loom.

Meet some brilliant textile designers...



Gunta Stölzl was a famous German textile designer at the Bauhaus school and used modern art ideas in weaving.



Margaret Steiff was a seamstress who made toy stuffed animals. She contracted Polio as a child which left her with both legs paralysed.

1. How do you join fabric?

We will learn that there are different ways to join fabric (e.g. glue, tape, staples, treasury tags, paper clips and stitches) and we will investigate how successful they are. We will look at different stitching methods.

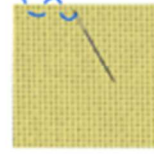


I know some different ways of joining fabric

Research

2. How do textile designers sew using a running stitch?

We will learn how to sew using a running stitch, initially using **Blocca** to practice the technique.



I know how to use needles and thread to sew a running stitch

Practice

3. How do textile designers join fabric with a running stitch?

We will learn and practice how join two pieces of fabric (J-cloth) by using a running stitch



I know how to use a running stitch to join fabric together

Practice

4. How do textile designers design a stitched pocket?

We will look at a design brief for a stitched pocket (e.g. a decorated stitched shield-shaped pocket) and draw and label our own designs.

icky knowledge

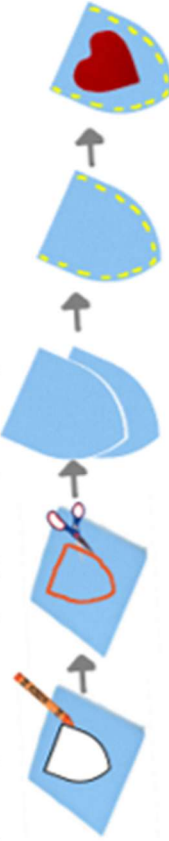
I know what a design brief is.

I can use a design brief to design my own product

Design

5. How do textile designers create a stitched pocket?

We will use the weaving skills we have learned and practiced to produce our own woven mat using a loom, needle and yarn, following our design.



I know how to create a sewn product using the skills I have practiced

icky knowledge

Create

6. How do textile designers evaluate their stitched pocket?

We will evaluate our design against the design criteria to evaluate how successful we were and how closely we followed our design.

icky knowledge

I can evaluate the success of my pocket against the design criteria

Evaluate

Key vocabulary: Glossary

Blocca	an embroidery fabric containing many little holes in a uniform grid.	sewing	the craft of joining fabrics using stitches with a sewing needle
needle	a pointed tool with a hole at one end, used to thread yarn or cotton.	stitch	a loop of thread created by sewing
running stitch	a stitch created by passing the needle through the fabric at regular intervals	thread	a thin strand of cotton or other fibre used in sewing or weaving



Draw lines to match the picture to the stitching method

1



backstitch

running stitch

overstitch



I know some different ways of joining fabric

Vocabulary Check: Match the words to the pictures

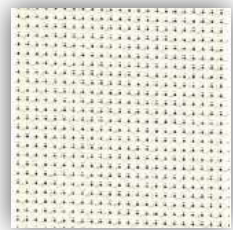
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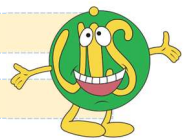
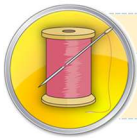
Binca

needle

thread

stitch





Session 1: How do you join fabric?

Research lesson

Introduction

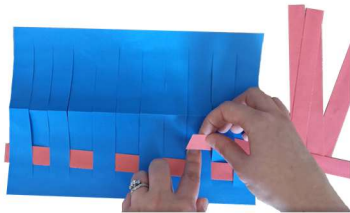


Introduce the designers Gunta Stölzl and Margarete Steiff. Show some examples of their work (Stölzl's fabrics and Steiff's bears).

Recap



Activate prior knowledge



Recap children's weaving learning from Year One – show an example of a woven mat and model the 'over, under' technique for weaving.

I do



Teacher Modelling

Model joining some squares of fabric using different techniques, such as stapling and safety pins.

We do



Guided Practice



Challenge children to work in teams to join a number of pieces of fabric using as many different ways as they can (e.g. glue, tape, staples, treasury tags, paper clips and stitches). Together, join two pieces using glue.

You do



Independent Learning & Application

Give children a timed challenge (e.g. 15 minutes) to join as many pieces of fabric as they can in a chain, each with a different joining technique.

Once complete, check how effective the joins are.

Look at how stitching can be used to join fabrics and introduce running stitch, over stitch and back stitch.

Revisit



Revisit key learning

Introduce different stitching techniques:

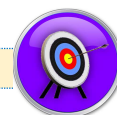


Share the design brief, explaining that we are going to be creating a stitched shield-shaped pocket to keep coins in, which should be open at the top, but stitched well enough that the coins don't fall out. It should have a decorative pattern on it.

Recap Sticky Knowledge:



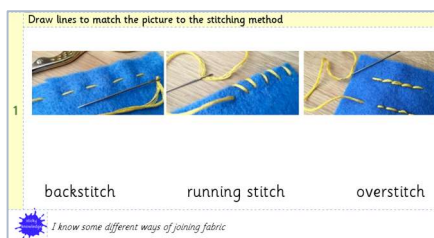
I know some different ways of joining fabric



Recap



Activate
prior
knowledge



Recap the learning from last session. What were the three types of stitch we looked at?

Complete Quick Check activity.

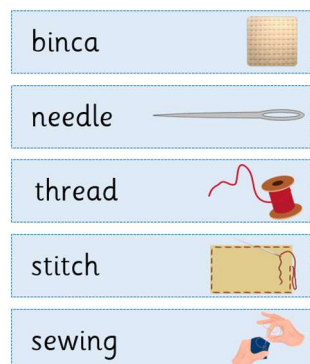
I do



Teacher
Modelling



Running Stitch How To - Basic Sewing (Hand Embroidery & Hand Sewing)



Use video link to introduce how to sew. Model sewing running stitch using Binca.

<https://www.youtube.com/watch?v=i1-B01FB56s>

n.b. - Before the lesson, it would be useful to have 50cm lengths of thread pre-cut.
- Ensure children are able to thread the needle.

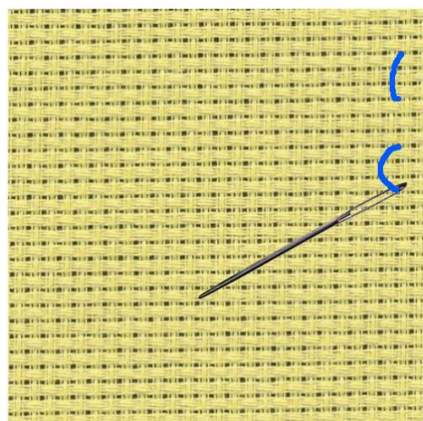
Introduce key vocabulary

Model how to finish the stitching by over-sewing the same stitch several times before cutting with scissors.

We do



Guided
Practice



Together, thread a needle and tie a knot. Children to help each other to tie knots.

(Have some ready tied where needed).

Model starting sewing in a corner, and sewing by pushing the needle through the binca. Children copy.

Model pulling the thread through. Children copy.

Model pushing the needle back through the next hole. Children copy.

You do



Independent
Learning &
Application

Children to practice running stitch around outside of Binca squares.
Children who have finished successfully. finished, children can draw a simple shape on the Binca (e.g. square, triangle, pentagon) and see if they can stitch the pattern of the shape.

Revisit

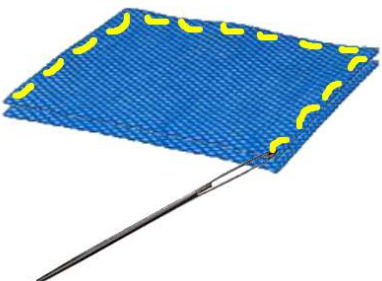


Revisit key
learning



I know how to use needles and thread to sew a running stitch



<i>Recap</i>  <i>Activate prior knowledge</i>	Take a look at the binca squares from last week. Ask children to explain how we used the running stitch to sew.
<i>I do</i>  <i>Teacher Modelling</i>	 Model using pins to hold two squares of J-cloth together. Model using running stitch to join two pieces together
<i>We do</i>  <i>Guided Practice</i>	One step at a time, begin to join the two squares together. Thread the needle Tie a knot Put the needle through a the 2 pieces of cloth. Pull the needle and thread all the way through until stopped by the knot. Leave a cm gap, and push the needle back through.
<i>You do</i>  <i>Independent Learning & Application</i>	Children to practice joining two pieces of J cloth, following the pattern of over / under leaving a cm gap each time.
<i>Revisit</i>  <i>Revisit key learning</i>	Children to share their sewn squares of fabric. <i>I know how to use a running stitch to join fabric together</i>



Recap



Activate
prior
knowledge

Your Design Brief:

shield shape — contrasting coloured heart shape motif
running stitch on sides

You have got to design and make a heart shaped wallet, stitched with running stitch with a contrasting coloured motif

colour	What colour fabric will you use?
shape	What shape will it be?
appearance	How will you make it look appealing? What motif will you add?
stitching	Make sure the stitching is neat and tight enough that nothing falls out!

Recap previous learning.

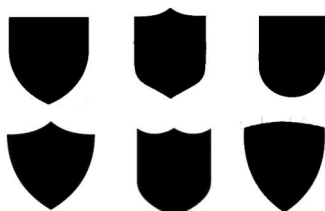
Recap design brief.

Go through design criteria.

I do



Teacher
Modelling



Introduce different possible shield shapes. Share some examples, possible fabrics and threads.

Model creating own design, using design sheet.

Consider the colour of fabric, colour of thread, shape of shield and type and colour of motif.

We do



Guided
Practice



Children to share with a partner what kind of shape they would like, and which motif, considering colours.

You do



Independent
Learning &
Application

Your Task - Design & Technology - Textile Design

How do textile designers design a stitched pocket?

Design brief: To design and make a decorative shield-shaped purse to keep coins in.

What shape your shield will be?

What fabric will you use?

What colour cotton will you use?

What decoration will you add?

My **shield-shaped purse design**

Children to create own designs, following design brief.

Revisit



Revisit key
learning

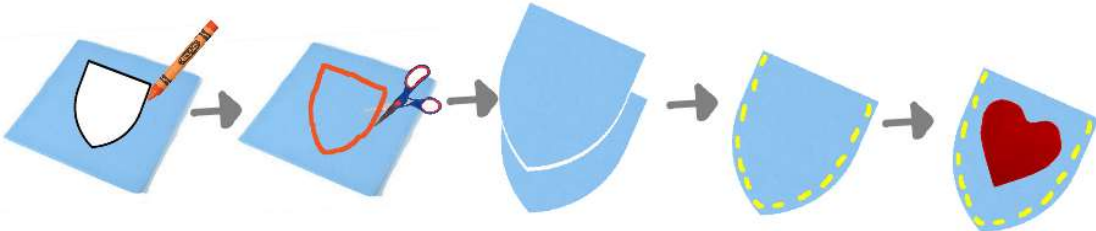


I I know what a design brief is.

I can use a design brief to design my own product

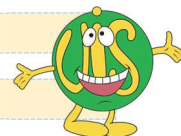
Children to share designs.



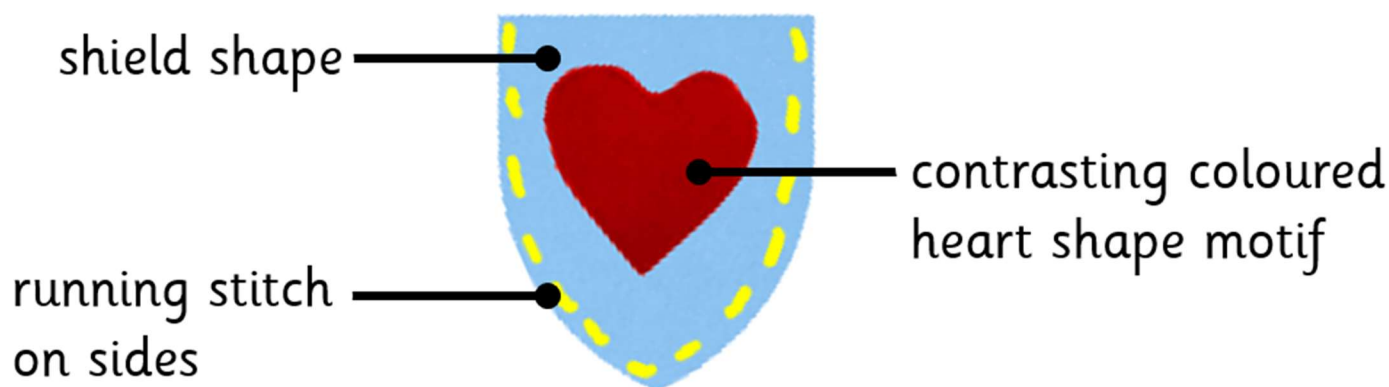
<i>Recap</i>  <i>Activate prior knowledge</i>	Recap previous learning. Recap design brief.
<i>I do</i>  <i>Teacher Modelling</i>	Model producing own design, following design from yesterday.
<i>You do</i>  <i>Independent Learning & Application</i>	 Children to begin to produce own designs. Share products
<i>Revisit</i>  <i>Revisit key learning</i>	Children to share their completed work. Photograph / photocopy for evaluation  <i>I know how to create a sewn product using the skills I have practiced</i>



<i>Recap</i>  <i>Activate prior knowledge</i>	Recap previous learning & design brief. Look back at plan & product. Explain that we will evaluate our design against the design criteria to evaluate how successful we were and how closely we followed our design.
<i>I do</i>  <i>Teacher Modelling</i>	Model evaluating own purse using evaluation sheet.
<i>We do</i>  <i>Guided Practice</i>	Children to share their creations with a partner. Together, go through design brief and evaluate work together.
<i>You do</i>  <i>Independent Learning & Application</i>	Children to complete own evaluations. 
<i>Revisit</i>  <i>Revisit key learning</i>	 <i>I can evaluate the success of my pocket against the design criteria</i>



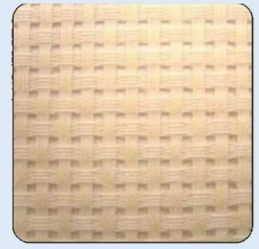
Your Design Brief:



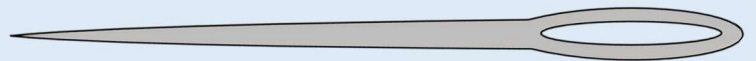
You have got to design and make a heart shaped wallet, stitched with running stitch with a contrasting-coloured motif.

	colour	What colour fabric will you use?
	shape	What shape will it be?
	appearance	How will you make it look appealing? What motif will you add?
	stitching	Make sure the stitching is neat and tight enough that nothing falls out!

binca



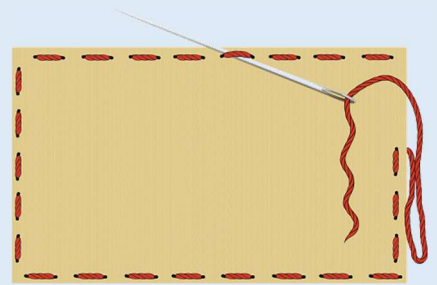
needle



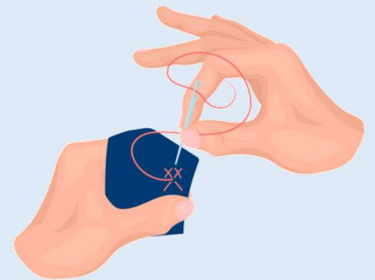
thread

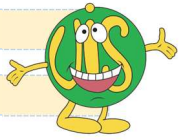


stitch



sewing





Design brief: To design and make a decorative shield-shaped purse to keep coins in.

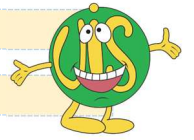
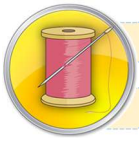
What shape your shield will be?

What fabric will you use?

What colour cotton will you use?

What decoration will you add?

My **brilliant** shield-shaped purse design



Design brief: To design and make a decorative shield-shaped purse to keep coins in.

Photograph of my shield

I have developed these skills:

Does my shield look like my design?

Things I changed:

Things I would do differently: