

# Design and Technology

## Medium Term Plan

Y5- Textiles Spring 2



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<b>Class Text</b>	Saga of Erik the Viking Saga of Biorn
<b>Hook</b>	-
<b>Topic Outcome</b>	Children will design and produce a saga textile scene
<b>Topic Reflection</b>	Children will design and produce a textile saga scene
<b>Designers Studied:</b>	Bethan Ash, Edwina Mackinnon

Year Group	Learning
EYFS + KS1	Structures, systems and mechanisms Textiles Food Technology Design Make Evaluate
KS2	Structures, systems and mechanisms Textiles Food Technology Design Make Evaluate

Tier	Vocabulary
Tier 1	sew, fabric, paint,
Tier 2	design, develop, evaluate, function,
Tier 3	embroider, embellish, prototype Specification, tacking, pinking shears, hem, reinforce, stem stitch, blanket stitch, tie dye

Previous Skills	Previous Knowledge	Previous Understanding
Join and combine materials and components accurately in temporary and permanent ways Think about their ideas as they make progress and change as they go if necessary in order to improve their work Select appropriate tools and techniques for making their product Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways Think about their ideas as they make progress and change as they go if necessary in order to improve their work Refer back to original designs and evaluation of existing products when evaluating work	To know why designers use patterns and begin to use combinations of templates To know why designers might need to strengthen, stiffen and reinforce existing fabrics To know how to securely join two pieces of fabric together using at least two different types of stitches	Children understand the significance of textiles and the history that has helped to shape modern Britain. Children will already know that textiles can be used both artistically and functionally and that these can sometimes be interchangeable.

Lesson	Strand of Learning	Learning Objective	Lesson Description	ARE Success Criteria	Opportunities for Deeper Learning
Lesson 1	Investigate past and present textile impact, culture, significance	LO: Evaluate the effectiveness of textile techniques	Children will investigate textile sources from prominent British designers and compare them to historical artefacts from the Viking and Anglo Saxon period.	I can talk about textiles from the past and present using the vocabulary: narrative, purpose, audience.	I can make links with prior historical learning. This informs how I talk about significance, cause and effect and viewpoint.
Lesson 2	Develop a technique — Technical knowledge	LO: Evaluate the effectiveness of textile techniques	Children will use different techniques to practise joining fabrics: Bondaweb, fabric glue, stitching. They will evaluate the effect and effectiveness.	I can use different joining techniques. I can identify the most effective for different purposes.	Children will be able to work more independently and with greater accuracy.
Lesson 3	Develop a technique — Technical knowledge	LO: Use stitching techniques to embroider and embellish a design	Children will use running stitch, cross stitch and head threading to investigate design effects. They will evaluate the effectiveness.	I can thread a needle. I can complete a running stitch. I can complete a cross stitch. I can evaluate the effectiveness of each technique: Easy to do – Not easy to do. Looks appealing – Does not look appealing Will hold fabric together. Will not hold fabric together	Children will be able to work more independently and with greater accuracy.
Lesson 4	Design for a purpose	LO: Design a textile scene	Children will use their knowledge of the Viking Saga to design a textile scene. They will indicate their techniques for joining the fabric and the effects and embellishments they wish to create. Children will indicate the response they wish their piece to convey.	I can use my knowledge of the Viking Saga to create a textile scene. I can talk about the purpose and audience for my piece.	I have used character, audience and historical reference within my design choices.

Lesson	Strand of Learning	Learning Objective	Lesson Description	ARE Success Criteria	Opportunities for Deeper Learning
Lesson 5	Create to adapt	LO: Use a prototype to evaluate design techniques	Children will use paper to create a prototype for their design using layered paper. They will evaluate and amend, where necessary, their design ideas. The prototype pieces may be used as a pattern.	<p>I can create a paper template of my design. I can evaluate the design from the prototype:</p> <ul style="list-style-type: none"> <li>• Are the pieces large enough?</li> <li>• Have I chosen the correct colour scheme to convey my message?</li> <li>• Are the embellishments realistic?</li> </ul>	I can adapt my design to reflect the findings of my prototype.
Lesson 6	Evaluate	LO: Evaluate the effectiveness of a design	Children will evaluate the effectiveness of their design against the prototype and audience purpose. The class will give positive, critical analysis of the other designs.	I can critically analyse my design based on a criteria. I can give purposeful and honest feedback to my friends about their textile piece.	I can critically analyse my design based on my own criteria.

Knowledge:	Skills:	Understanding:
<p>Children will know about prominent British textile artists.</p> <p>Children will know about historical textile artefacts and their purpose</p>	<p>Children will be able to join fabrics using at least two different techniques.</p> <p>Children will be able to embroider and embellish a textile piece to create effect and narrative</p>	<p>Children will understand that textiles were and are still used for narrative, artistic and functional purpose.</p> <p>They will understand the significance of textile work throughout taught periods in history.</p>