

Fabric Fusion

<p>Main Subject Focus Design Technology</p> <p>Key Vertical Concepts: Investigate and evaluate existing products Use focused tasks to develop particular aspects of knowledge and skills Undertake design and make activities - make 'something' for 'somebody' for 'some purpose' Evaluate effectiveness of finished product in terms of meeting purpose Understand how design technology has impacted on our lives now, in the past and into the future</p>	<p>Intent: Why? Pupils will learn different techniques using textiles, including weaving, knitting, sewing etc and will also explore properties of materials and look at how textiles are used both aesthetically and practically.</p>	<p>Links to prior and wider learning This unit links to Geography and Art units looking at the influence of art in different cultures. This builds upon design technology skills developed in earlier year groups and understanding of materials and their uses in Science.</p>
<p>Key Stage 1 Pupils will 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. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	<p>Key Stage 2 pupils will 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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	
<p>By the end of this unit pupils will learn: KS1- To use basic weaving techniques, to cut and shape fabric and begin to use basic sewing techniques LKS2- To weave, knit and use a range of different stitches for sewing UKS2- To sew and stitch materials together to design and make products</p>		
<p>Skills progression should focus upon <i>Designing, Making, Evaluating and Technical Knowledge</i> within our school framework.</p>		
<p>Wider Curriculum Links: PSHE, Art, Geography- build on knowledge of different geographical areas studied. Suggested Key Designers/ design work: Christmas decorations/wall hanging Famous puppets (http://creatureshop.com/) Punch and Judy Embroidery Cloth making and materials (ancient times) Bayeaux Tapestry (http://www.bayeuxtapestry.org.uk/) Embroidery William Morris (https://www.vam.ac.uk/articles/william-morris-textiles) LKS2 – European Textile Designers UKS2 – Asian Textile Designers</p>		
<p>Key Vocabulary Pattern, Texture, Embroidery, Textile, Tapestry, Design, Detail, Aesthetics, Purpose</p>		
<p>Wow moment- Fashion show</p>		