

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: Design and Technology Year Group: Y1/2		Area of learning: Textiles - Exploring Fabrics
Links to previous work/ Remember when	<u>EYFS Framework</u> <ul style="list-style-type: none"> Expressive Arts and Design - Select the tools and techniques they need to shape, assemble and join materials they are using. <u>Year 1</u> <ul style="list-style-type: none"> Design and make a toy hand puppet - investigating types of puppet, drawing own designs, using glue to join felt and wool decorations, using a simple running stitch on pre-punched holes, evaluation. 	
Term	Year 1/2	Key Skills to be taught
Autumn 2021 What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> To use a template to shape a piece of fabric. Discuss ideas as they develop and say what their design has to do to achieve the design criteria. Create a fabric face that reflects their own face. Stitch two pieces of fabric together using a running stitch and add features using appropriate materials and joining techniques. Evaluate their product saying what they like and what they could improve. <u>Progression of skills KS1</u> <ul style="list-style-type: none"> Choose the best tools and materials and explain choices Join materials/components together in different ways. Measure, mark out, cut and shape materials and components, with support. Describe what went well, thinking about design criteria. Talk about what I would do differently if I were to do it again and why.

Vocabulary

Explore, fabric, textile, lace, felt, corduroy, jean, satin, silk, cotton, velvet, velour, ribbon, wool, fur, hessian, evaluate, cut, line, shape, tools, template, running stitch, sew, thread.

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Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>i). To explore and investigate a range of different fabrics/materials and evaluate the qualities of each.</p> <ul style="list-style-type: none"> ● Sit in a circle and pass the piece of fabric around. When the music stops children say a word to describe the fabric, record it, then pass the fabric on. Does anyone know the name of the fabric? Record the name of the fabric in the centre of the describing words. ● Children work in groups. Each has a numbered fabric doll or character on their table. Their job as ‘fabric investigators’ will be to try to name the different fabrics used to make the doll/ character and record them on. ● Fabric Testing Time: Look at examples of fabric dolls or toys. Which fabrics have been used? Were there any fabrics that you didn't know the names of? Which other materials have been used? Help children identify buttons, sequins and hook and loop tape. ● Look at the fabric that your clothes are made out of including coats, sports-wear and shoes. Can you name the fabrics?
2	<p>i). To select from and use a range of textiles according to their characteristics in the context of representing their own hair.</p> <ul style="list-style-type: none"> ● Ask children to describe their own, parents, grandparents and sibling's hair type. Take a selection of 10 children from the class and sort them into categories: style, length or colour. Which colour is the most common? Which length? Which style? ● Each group has a numbered fabric doll/character on their table. Children explore and evaluate the hair, discussing what it is made from and how effective it looks. Take feedback. Which different materials was the hair made from? Which do you think looked the best and why? Which do you think looked the worst and why? ● Model the skill of manipulating a piece of hessian to create hair. Pull threads, knot threads, fringe sides etc. Show how ribbon or wool can be used to create plaits. ● Give the children a large photograph of their face. Children create a hairstyle with different materials to represent their hair. Glue the materials to the photographs. ● Skills: Invite groups with different hair types (curly, long, straight, short) to explain the skills used to create their hair.
3	<p>i). To use tools and equipment to join fabrics together and attach different materials.</p> <ul style="list-style-type: none"> ● Show children different techniques for joining fabrics and attaching other materials e.g. glue, stapler, sticky tape and safety pin. Has anyone used these techniques before? What were you making? What were you joining?

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	<ul style="list-style-type: none"> ● Transform a Piece of Fabric: Children are each given a square of either binca, felt or ideally hessian. Children choose smaller pre-cut fabric shapes and join them to their larger piece. Children should explore the different techniques modelled to join their pieces to the background fabric. Children attach sequins, buttons, string, wool, thread and ribbon using the same techniques. ● Running Stitch: Whilst the class are working on 'Transform a Fabric', focus on small groups of children to teach them how to sew a running stitch. Model first using the Adult Guidance Running Stitch for support. Children should use plastic/large metal darning needles, ready threaded and knotted at the end with embroidery threads. Children practice sewing a running stitch around the outside of their fabric. They then try joining/sewing a piece of smaller piece of fabric to their larger piece. Children should be shown how to finish their sewing off. E ● When the children's fabric experiments are complete, arrange and sew together or glue pieces to a strong piece of card as background to create a group piece of patchwork. Sewit: Have a go at cross stitch and blanket stitch.
4	<p>i). To select from and use a range of tools for cutting around a template to create a face shape.</p> <ul style="list-style-type: none"> ● Children look at and discuss their face shape using the Lesson Presentation. Look at different skin tones using the images. Do we all have the same skin tone? ● Children use mirrors to carefully look at their face shape then, re-create the shape onto paper. Encourage children to have a few tries until they are happy with their final shape. Children need to make their face shape fill the 10cm x 10cm piece of paper (this will be their template). ● Explain the safety rules for scissors using the Lesson Presentation. Demonstrate how to carefully cut out following a line. Model how to use a 'holding hand'. Children will then cut around the template for their face shape. You may need to sit behind some children to guide the "holding hand" in moving the paper steadily while cutting. ● Creating My Fabric Face Shape: Model how to attach a template to fabric using a safety pin and how to draw around a template using a pencil. Then, show the children how to remove their template. Model how to use scissors to cut the fabric. Explain that they will find this much harder than cutting paper. Children choose a piece of coloured fabric to represent their own face. They pin down the template, draw around it and cut around their face shape template. (This will be needed in lesson 6.) ● Cutit: Use your scissor skills to help you make an Easter Bunny on the Cutting Skills Easter Bunny Activity Sheet or try the Cutting Skills Chicken Activity Sheet. Create a 'Top Tips' poster for using scissors correctly.
5	<p>i). To generate, develop, and communicate ideas through talking, drawing and templates in the context of designing a fabric face.</p>

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	<ul style="list-style-type: none"> ● Assess children’s understanding of the words, design and design criteria. Give definitions. What should a good fabric face include? Create a list. Explain that the design criteria will be used to help the children create their designs and to evaluate their final product. ● Display fabrics, materials and tools so children can see and touch them as they create their designs. ● Children design their fabric faces. Children first talk about their ideas, then create a simple annotated drawing of their design. Annotations will include the techniques they will use to join the different fabrics and materials together. They then list the tools, fabrics and materials needed to create their final designs. (Designs could be created using a basic paint program.) ● Re-look at the design criteria. Allow time for children to assess whether they have included it in their designs. Take feedback. Encourage children to make alterations or add things onto their designs if necessary. ● Create a Design and Technology glossary. Write definitions for the following words: design, evaluate, textile, join, cut, running stitch and template. Try to put the words in alphabetical order. ICTit: Use either a paint program, or the shape tool in Microsoft Word to create a picture of your design. Insert text boxes and add descriptions of the fabrics, materials and joining techniques that you will use.
6	<p>i). To select fabric, tools and materials and follow their design carefully to make a fabric face.</p> <p>ii). To evaluate their fabric face and say what has gone well and what they would improve next time.</p> <ul style="list-style-type: none"> ● Let’s Get Making! Children closely follow their designs to make their fabric faces. It may be useful to set up a sewing table, where children will sit when they are completing this part of their face, to give more focus on this skill. ● Children share and celebrate the finished pieces, discussing the differences in the chosen fabrics, materials and joining techniques. Explain that they now need to use the design criteria to help them evaluate their face. Each child writes down two positive things about their fabric face and one thing they would improve next time.

Learning Outcome/product

In this unit children will learn all about different fabrics. They will explore and become familiar with the names of different fabrics and learn how to choose and manipulate fabrics to create different effects; they will also learn how to join fabrics in a variety of ways. Running stitch will be introduced during this unit. Finally, children get the chance to apply all of these skills to help them create their own fabric face which they will evaluate.

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Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question