

Years
5/6

Textiles
Combining different fabric shapes

Instant CPD

DESIGN & TECHNOLOGY ASSOCIATION



Tips for teachers

- Choose fabrics carefully. Shiny, heavyweight or fabrics that fray easily are often difficult to work with and can be frustrating. Have fabric cut into manageable sizes.
- Investigate using materials other than fabrics e.g. for handles. Plastic bags can be cut into strips and plaited.
- To make the activity more manageable limit the choice of decorating techniques.
- Keep scissors for fabric only.
- Make sure that you have plenty of pins and needles for children to use.
- Arrange zones in the class where children will find materials and resources.
- Ensure children have a basic understanding of stitching techniques, threading needles, starting and finishing off.
- Make mock-ups, then alter and refine and go back to initial design ideas to amend as necessary e.g. change measurements. Ensure the children keep all their modifications as part of the ongoing evaluation and for their final evaluation.
- Enlist the help of a local textile designer if available.
- Children can make their own demonstration videos to show e.g. how to join in different ways or how to complete a range of stitches. Different groups could show how to do different tasks and then share them.
- If using sewing machines, either hand or electric, make sure that their use is very closely supervised, using, for example, trained adult volunteers. If this cannot be achieved, children can tack the fabric

Useful resources at www.designtechnology.org.uk

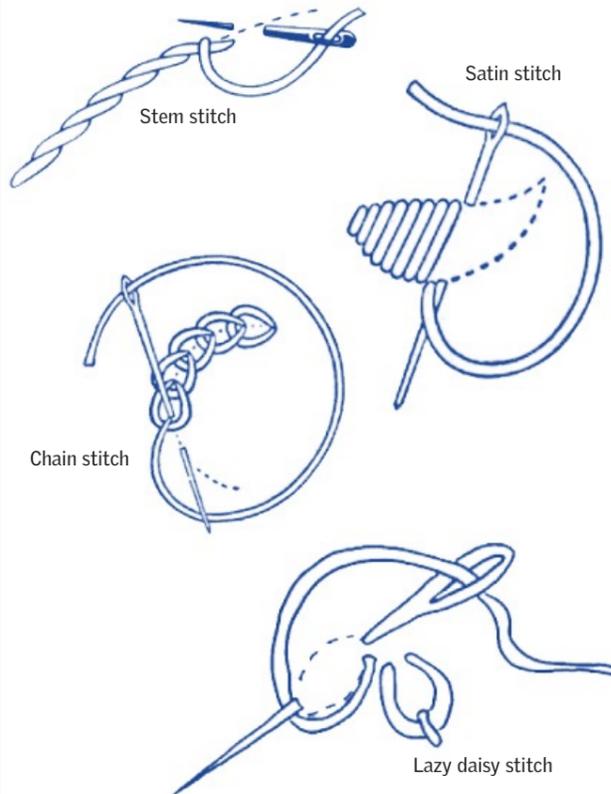
- Designing with textiles
- Designer bags
- A to Z of D&T
- Working with Materials
- Butterflies in My Tummy

Teaching aids – fasteners

Children may want to use a fastener which should be appropriate for the purpose for the product.

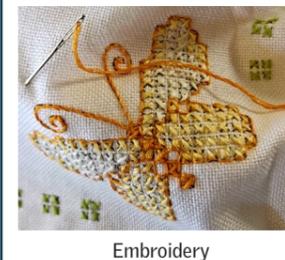


Stitches



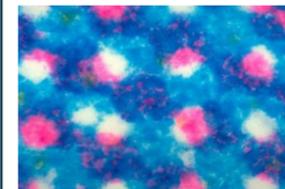
Using stitches as a finish for the product.

The children could design their finish for their product using a variety of appropriate stitches. They could draw enlarged examples of e.g. insects, flowers, animals and then decide which stitch would be best for each part. Use square paper for a grid to ensure the stitches are in the right place and are the right size.



Tie Dye

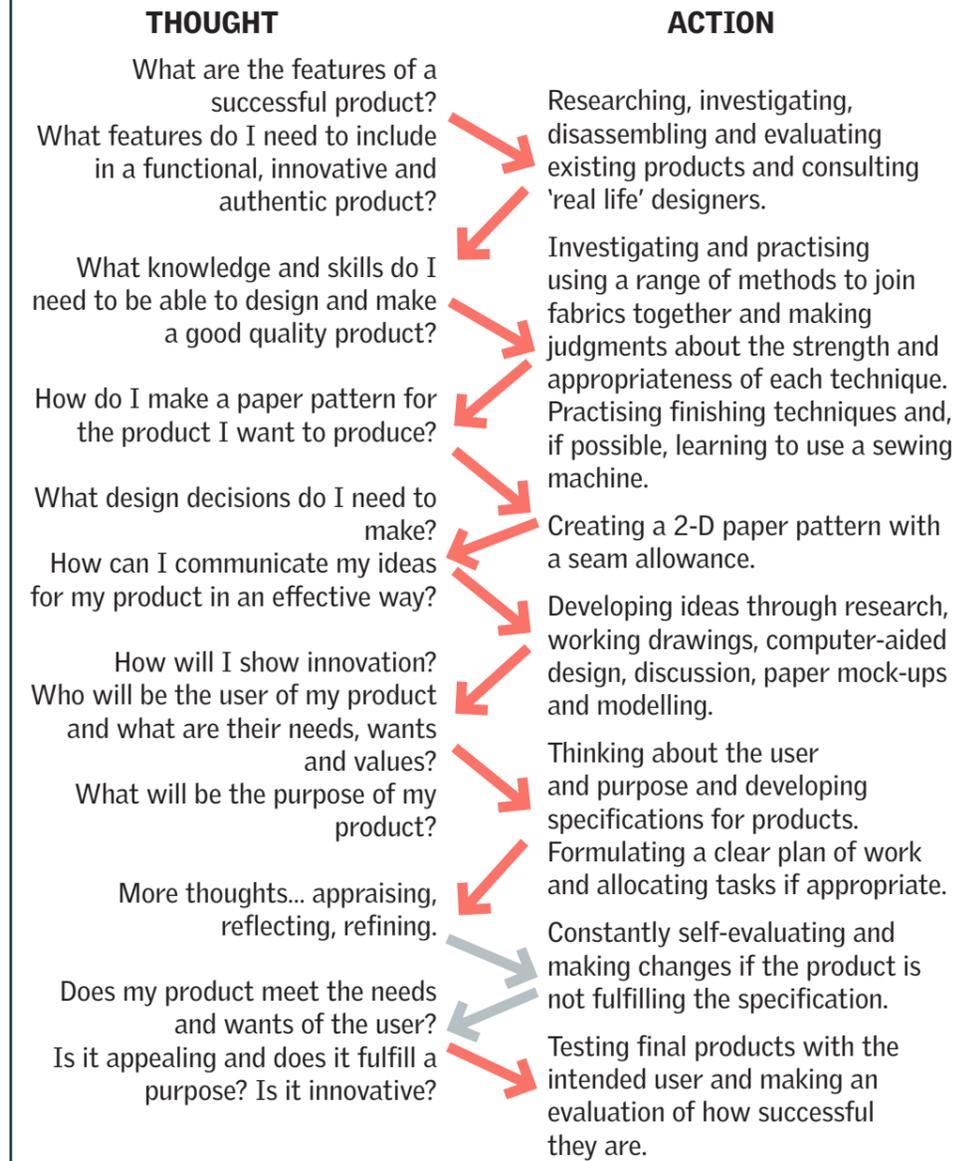
Children could decorate their fabric before they make up their product by tie dyeing.



The key to success is to tie the fabric very tightly with e.g. rubber bands or string so that the dye is prevented from reaching that part of the fabric.

Designing, making and evaluating a belt for garden tools

An iterative process is the relationship between a pupil's ideas and how they are communicated and clarified through activity. This is an example of how the iterative design and make process might be experienced by an individual pupil during this project:



Glossary

- **Mock up** – quick 3-D modelling using easy to work and cheaper materials and temporary joints. Useful for checking proportions and scale.
- **Pattern or template** – a shape drawn to exact shape and size, used to assist in cutting out.
- **Seam allowance** – extra fabric allowed for joining together - 15mm for domestic patterns.
- **Specification** – describes what a product has to do.
- **Tacking** – large running stitches to hold pieces of fabric together temporarily.
- **Working drawing** – detailed drawing contains all information needed to make a product but is updated as changes are made.

1. Year Groups Years 5/6

2. Aspect of D&T Textiles

Focus

Combining different fabric shapes

3. Key learning in design and technology

Prior learning

- Experience of basic stitching, joining textiles and finishing techniques.
- Experience of making and using simple pattern pieces.

Designing

- Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.
- Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.
- Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.

Making

- Produce detailed lists of equipment and fabrics relevant to their tasks.
- Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

Evaluating

- Investigate and analyse textile products linked to their final product.
- Compare the final product to the original design specification.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.

Technical knowledge and understanding

- A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
- Fabrics can be strengthened, stiffened and reinforced where appropriate.

4. What could children design, make and evaluate?

- | | |
|---|---|
| <input type="checkbox"/> tablet case | <input type="checkbox"/> sandals |
| <input type="checkbox"/> phone case | <input type="checkbox"/> fabric advent calendar |
| <input type="checkbox"/> shopping bag | <input type="checkbox"/> fabric door stop |
| <input type="checkbox"/> insulated cap | <input type="checkbox"/> other – specify |
| <input type="checkbox"/> garden tool belt | |
| <input type="checkbox"/> slippers | |

5. Intended users

- | | |
|---|--|
| <input type="checkbox"/> themselves | <input type="checkbox"/> grandparents |
| <input type="checkbox"/> younger children | <input type="checkbox"/> teachers |
| <input type="checkbox"/> older children | <input type="checkbox"/> gardeners |
| <input type="checkbox"/> teenagers | <input type="checkbox"/> other – specify |
| <input type="checkbox"/> parents | |
| <input type="checkbox"/> school | |

6. Purpose of products

- | | |
|--|--|
| <input type="checkbox"/> celebration | <input type="checkbox"/> lifestyle |
| <input type="checkbox"/> educational | <input type="checkbox"/> religious |
| <input type="checkbox"/> interests | <input type="checkbox"/> protection |
| <input type="checkbox"/> hobbies | <input type="checkbox"/> other – specify |
| <input type="checkbox"/> environmental | |

16. Possible resources

- existing textile products for investigation and deconstruction linked to their product
- wide selection of textiles including reclaimed and reusable fabrics, dipryl
- pins, needles, thread, measuring tape, left/right handed fabric scissors, pinking shears iron, iron transfer paper, sewing machine
- range of fastenings, materials for insulating or strengthening e.g. bubble wrap, wadding, interfacing
- finishing materials e.g. sequins, buttons, fabric paints

17. Key vocabulary

- seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces
- name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper
- design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype

7. Links to topics and themes

- | | |
|--|--|
| <input type="checkbox"/> Clothing | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Hot and Cold | <input type="checkbox"/> Our School |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Environment |
| <input type="checkbox"/> Festivals | <input type="checkbox"/> other - specify |
| <input type="checkbox"/> Celebrations | |
| <input type="checkbox"/> Weather | |

8. Possible contexts

- | | |
|----------------------------------|--|
| <input type="checkbox"/> home | <input type="checkbox"/> enterprise |
| <input type="checkbox"/> school | <input type="checkbox"/> environment |
| <input type="checkbox"/> leisure | <input type="checkbox"/> local community |
| <input type="checkbox"/> culture | <input type="checkbox"/> other - specify |

10. Investigative and Evaluative Activities (IEAs)

- Children investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes. Investigate work by designers and their impact on fabrics and products. Use questions to develop children's understanding e.g. *Is the product functional or decorative? Who would use this product? What is its purpose? What design decisions have been made? Do the textiles used match the intended purpose? What components have been used to enhance the appearance? To what extent is the design innovative?*
- Children investigate and analyse how existing products have been constructed. Children disassemble a product and evaluate what the fabric shapes look like, how the parts have been joined, how the product has been strengthened and stiffened, what fastenings have been used and why.
- Children investigate properties of textiles through investigation e.g. exploring insulating properties, water resistance, wear and strength of textiles.

12. Focused Tasks (FTs)

- Develop skills of threading needles and joining textiles using a range of stitches. This activity must build upon children's earlier experiences of stitches e.g. improving appearance and consistency of stitches and introducing new stitches. If available, demonstrate and allow children to use sewing machines to join fabric with close adult supervision.
- Develop skills of sewing textiles by joining right side together and making seams. Children should investigate how to sew and shape curved edges by snipping seams, how to tack or attach wadding or stiffening and learn how to start and finish off a row of stitches.
- Develop skills of 2D paper pattern making using grid or tracing paper to create a 3D dipryl mock-up of a chosen product. Remind/teach how to pin a pattern on to fabric ensuring limited wastage, how to leave a seam allowance and different cutting techniques.
- Develop skills of computer-aided design (CAD) by using on-line pattern making software to generate pattern pieces. Investigate using art packages on the computer to design prints that can be applied to textiles using iron transfer paper.

14. Design, Make and Evaluate Assignment (DMEA)

- Set an authentic and meaningful design brief. Children generate ideas by carrying out research using e.g. surveys, interviews, questionnaires and the web. Children develop a simple design specification for their product.
- Communicate ideas through detailed, annotated drawings from different perspectives and/or computer-aided design. Drawings should indicate design decisions made, the methods of strengthening, the type of fabrics to be used and the types of stitching that will be incorporated.
- Produce step-by-step plans, lists of tools equipment, fabrics and components needed. Allocate tasks within a team if appropriate.
- Make high quality products applying knowledge, understanding and skills from IEAs and FTs. Incorporate simple computer-aided manufacture (CAM) if appropriate e.g. vinyl cutting or screen printing. Children use a range of decorating techniques to ensure a well-finished final product that matches the intended user and purpose.
- Evaluate both as the children proceed with their work and the final product in use, comparing the final product to the original design specification. Critically evaluate the quality of the design, the manufacture, functionality, innovation shown and fitness for intended user and purpose, considering others' opinions. Communicate the evaluation in various forms e.g. writing for a particular purpose, giving a well-structured oral evaluation, speaking clearly and fluently.

9. Project title

Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose). To be completed by the teacher. Use the project title to set the scene for children's learning prior to activities in 10, 12 and 14.

11. Related learning in other subjects

- **Spoken language** – ask questions, formulate, articulate and justify answers, arguments and opinions. Consider and evaluate different viewpoints.
- **Science** – work scientifically investigating properties of fabrics. Children plan different types of scientific enquiries to answer questions.
- **History** – significant person/people in their locality linked to textiles and products e.g. Vivienne Westwood, Virgil Abloh

13. Related learning in other subjects

- **Mathematics** – apply knowledge of how 2D nets can be formed into 3D shapes; apply skills of accurate measuring using standard units i.e. cm/mm.
- **Art and design** – investigate methods of adding colour, pattern and texture on to textiles and how to make their own textiles through weaving or felt making.
- **Computing** – children express themselves and develop ideas using a range of information and communication technology resources.

15. Related learning in other subjects

- **Art and design** – use and apply drawing skills.
- **Writing and computing** – write and record a radio advert, making use of persuasive writing features, sound effects and music to promote the final product or event it is advertising.
- **Computing** – children express themselves and develop ideas using a range of information and communication technology resources.
- **Spoken language** – consider and evaluate others' viewpoints. Give a well-structured oral evaluation to include relevant technical vocabulary.

18. Key competencies

problem-solving, teamwork, negotiation, consumer awareness, organisation, motivation, persuasion, leadership, perseverance, other – specify

19. Health and safety

Pupils should be taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task. Risk assessments should be carried out prior to undertaking this project.

20. Overall potential of project

