

Curriculum Intent:

To use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values and to be able to evaluate past and present design technology, its uses and



Subject	Term	Unit
DT	Spring	Textiles: Templates and joining techniques

Prior knowledge Building on knowledge and skills	National Curriculum Focus
<ul style="list-style-type: none">• Explored and used different fabrics.• Cut and joined fabrics with simple techniques.• Thought about the user and purpose of products.	<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• 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• Explore and evaluate a range of existing products• Evaluate their ideas and products against design criteria

What?	Designing, making and evaluating a glove puppet.
Why?	To understand and use joining techniques for fabric.

Key vocabulary

appliqué	to attach a decorative fabric item onto another piece of fabric by gluing and/or sewing.	design	to generate, develop and communicate ideas for a product.
embroider	to decorate fabric with stitches.	evaluate	to judge how a product meets chosen criteria.
fray	to unravel or become worn at the edge.	glove puppet	a glove puppet fits over the hand, and the fingers operate its head and arms.
mock-up	a model which allows children to try out ideas using cheaper materials and temporary joints.	seam	a row of stitches joining two pieces of fabric.
sew	to join pieces of fabric with stitches.	template	a shape drawn to assist in cutting out shapes.

Key learning	
Objective	Learning
Can I explore and evaluate a range of existing products?	<ul style="list-style-type: none"> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Children investigate and evaluate existing products linked to the chosen project. Explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used. • Use questions to develop children's understanding e.g. <i>How many parts is it made from? What is it joined with? How is it</i>

finished? Why do you think these joining techniques have been chosen? How is it fastened? Who might use it and why?

- Make drawings of existing products, stating the user and purpose. Identify and label, if appropriate, the fabrics, fastenings and techniques used.

Can I explore techniques used to make a glove puppet?

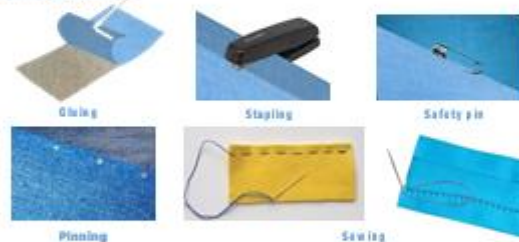
- Investigate fabrics to determine which is best for the purpose of the product they are creating.
- Using prepared teaching aids, demonstrate the use of a template or simple paper pattern. Children could make their own templates or paper patterns. If necessary, they can use ones provided by the teacher.
- Using prepared teaching aids, demonstrate the correct use of appropriate tools to mark out, tape or pin the fabric to the templates or paper patterns and cut out the relevant fabric pieces for the product.
- Using prepared teaching aids, demonstrate appropriate examples of

Three alternative ways of using templates and simple pattern pieces



Exploring and evaluating joining techniques

Joining fabric



Finishing techniques



	<p>joining techniques for children to practise in guided groups e.g. running stitch including threading own needle, stapling, lacing and gluing. Talk about the advantages and disadvantages of each technique.</p> <ul style="list-style-type: none"> • Using prepared teaching aids, demonstrate examples of finishing techniques for children to practise in guided groups e.g. sewing buttons, 3-D fabric paint, gluing sequins, printing. 	
<p>Can I design purposeful, functional, appealing products for myself and other users based on a design criteria?</p>	<ul style="list-style-type: none"> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. • Provide the children with a context that is authentic. Discuss with children the purpose and user of the products they will be designing, making and evaluating. Design criteria 	

	<p>developed with the teacher should be used to guide the development and evaluation of the children's products.</p> <ul style="list-style-type: none"> • Ask the children to generate a range of ideas e.g. <i>What parts will the product need to have and what will it be made from? What size will it be? How will it be joined and finished?</i> • Through talk, drawings and mock-ups, ask the children to develop and communicate their ideas. Information and communication technology could be used for symmetry and pattern ideas. Choose one idea to follow through. 	
<p>Can I select from and use a range of tools, equipment, materials and components to make a product?</p>	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. • Talk with the children about the stages in making before assembling quality products, applying the knowledge, 	

	<p>understanding and skills learnt through the IEAs and FTs.</p>	
<p>Can I evaluate my ideas and products against a design criteria?</p>	<ul style="list-style-type: none"> • Evaluate their ideas throughout and their final products against original design criteria. • Evaluate ongoing work and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed. 	

Websites

- [Joining and Fastening Fabrics](#)
- [Designing with textiles \(7-11 years\)](#)
- [Three Bears Picnic Blanket](#)
- [Let's Look at Hats](#)

Recommended Reads

