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| Topic: Textiles  | Year group | Term |
| **Design make** and **evaluate** an activity mat for a baby.  | Year 4 | Autumn 14 sessions |

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| Background knowledge |
| * Activity or sensory mats were developed to engage babies and toddlers, providing them with different textures, colours, sounds and activities to build motor skills.
* They should include different fabrics, different embellishments, buttons, fastenings and attachments.
* It is also the first time children will really be thinking about an audience other than themselves in their textile projects.
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| What should I already know? |
| * Fabrics come in a wide range of colours, textures and thicknesses.
* Materials can be joined together in different ways; gluing, weaving, basic sewing have been covered so far), running stitch and over stitch.
* They should know how to work safely with scissors, use templates or simple pattern pieces
* They would have evaluated a range of textile products
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| National Curriculum objectives |
| **Designing*** Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.
* Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.

**Making*** Order the main stages of making.
* Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.
* Explain their choice of materials according to functional properties and aesthetic qualities.
* Use finishing techniques suitable for the product they are creating.

**Evaluating*** Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.
* Test and evaluate their own products against design criteria and the intended user and purpose.

**Technical knowledge and understanding*** Develop and use knowledge of how to construct strong, stiff shell structures.
* Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.

Know and use technical vocabulary relevant to the project. |

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|  Key Skills | The Journey |
| As a Year 4 Designer KPI * I can explore and use existing products to investigate what my product needs.
* I can suggest some design criteria to suit the purpose and audience of the product.
* I can produce a plan and explain it, including annotated sketches.
* I can use templates to help create my own simple pattern pieces for my design.
* I can make a product from textiles explaining how I will join them and why. (stitches/gluing)
* I can independently select from a wider range of tools and materials explain my reasons for these.
* I can persevere and adapt the process to overcome problems
* I can evaluate my design against the criteria and suggest improvements for my design.
 | **1.Walt: Investigate existing products** Look at the product, discuss its purpose and who the product is aimed at. Suggest design criteria as a class and decide together. Investigate a range of fabrics, materials, embellishments etc. **2. Walt: Design my activity mat**Draw an annotated sketch of their finished design, make any pattern pieces they will need to make their product next week. Discuss their reasons for choosing certain colours/textures. **3. Walt: Make an activity mat**Model basic sewing techniques to refresh their memories. Children make their activity mats.**4. Walt: Evaluate the finished product** Complete making the product if necessary and finish neatly. Evaluate and prove how the product meets the design criteria. Gain peer feedback to suggest how they could improve their product.  |

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| Outcomes  |
| **An overview of what children will know / can do****Working towards:** I can cut materials carefully and join materials in different ways **Expected:** I can design an appealing and functional product for the target audience, Using a range of materials, embellishments and skills to join them together. **Exceeding:** I can create a design that is well made and engaging for the user.  |

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| Key Vocabulary | Timeline / Diagrams |
| **Audience-** the group of people the product is intended for.**Market Research-** Gathering information about a product and its intended audience.**Pattern Pieces-** templates made from paper that are traced onto fabric before being cut out. **Design Criteria-** Key points the product must include in order to be successful.**Embellishments-** Decorative or functional items attached to a product to add value to the design.  | Tactile Feelie Mat   |

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| Key people / places |
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| Resources |
| Collection of textile products selection of fastenings scissors glue Items to use for finishing needles thread tape Pins  |

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| Assessment questions / outcomes |
| How can we join different materials together?Can you name some different fabrics we could use?How will your design meet the criteria?Why have you chosen those colours/that design/those materials?Can you show me how to cut safely and accurately?How do you use a template?Were you happy with your finished product? Did it meet the criteria? |