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| Topic: Textiles | Year group | Term |
| **Design make** and **evaluate** an activity mat for a baby. | Year 4 | Autumn 1  4 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? |