

**1. Year Groups**  
**Year 4**

**2. Aspect of D&T**  
**Textiles**

**Focus**  
**2-D shape to 3-D product**

**4. What could children design, make and evaluate?**  
purse/wallet soft toy/mascot apron  
fashion accessory beach bag shoe bag  
pencil case story sack other – specify

**5. Intended users**  
themselves friends family teachers  
children parents other adults  
other – specify

**6. Purpose of products**  
entertainment hobbies protection  
celebration pleasure carrying things  
other – specify

**7. Links to topics and themes**  
Celebrations Festivals Make Do and Mend  
Holidays Sustainability Containers  
other – specify

**8. Possible contexts**  
school home leisure enterprise  
sustainability outdoor environment  
other – specify

**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.

**16. Possible resources**  
collection of textile products linked to the chosen product to be made  
selection of fabrics and fastenings  
left/right handed scissors, needles, thread, tape, fabric glue, pins, measuring tape  
items to use for finishing e.g. fabric paints, threads, appliqué pieces, paints for printing, thin paint brushes

**17. Key vocabulary**  
fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance  
user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces

**3. Key learning in design and technology**

**Prior learning**

- Have joined fabric in simple ways by gluing and stitching.
- Have used simple patterns and templates for marking out.
- Have evaluated a range of textile products.

**Designing**

- Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.
- Produce annotated sketches, prototypes, final product sketches and pattern pieces.

**Making**

- Plan the main stages of making.
- Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.
- Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.

**Evaluating**

- Investigate a range of 3-D textile products relevant to the project.

**10. Investigative and Evaluative Activities (IEAs)**

- Children investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate. Think about products from the past and what changes have been made in textile production and products e.g. the invention of zips and Velcro.
- Give children the opportunity to disassemble appropriate textiles products to gain an understanding of 3-D shape, patterns and seam allowances.
- Use questioning to develop understanding e.g. *What is its purpose? Which one is most suited to its purpose? What properties/characteristics does the fabric have? Why has this fabric been chosen? How has the fabric been joined together? How effective are its fastenings? How has it been decorated? Does its decoration have a purpose? What would the 2-D pattern piece look like? What are its measurements? How might you change the product?*

**11. Related learning in other subjects**

- **Science** – physical properties of fabrics.
- **Spoken language** – asking and answering questions to develop understanding. Through discussion, participate actively initiating and responding to comments.
- **Mathematics** – nets of shapes and accurate measurements mm/cm.
- **History** – investigating textiles and textile products from age being studied.

**12. Focused Tasks (FTs)**

- Demonstrate a range of stitching techniques and allow children to practise sewing two small pieces of fabric together, demonstrating the use of, and need for, seam allowances.
- Allow children to use a textile product they have taken apart to create a paper pattern using 2-D shapes.
- Provide a range of fabrics – children to consider whether fabrics are suitable for the chosen purpose and user. The fabrics also can be used for demonstrating and testing out a range of decorative finishing techniques e.g. appliqué, embroidery, fabric pens/paints, printing.
- Use questioning to develop understanding e.g. *Which joining technique makes the strongest seam? Why? Which stitch is appropriate for the purpose? Which joining techniques are suitable for the fabric and purpose? How can you stiffen your fabric? What is the purpose of the fastenings? Which one is most suited to the purpose and user? What decorative techniques have been used? What effect do they have?*

**13. Related learning in other subjects**

- **Computing** – opportunity to create pattern pieces using a computer program.
- **Mathematics** – nets of shapes and accurate measurement mm/cm.
- **Science** - identify and compare the suitability of a variety of fabrics for particular uses.
- **Art and design** – investigating visual and tactile qualities of fabrics and using colour and pattern appropriately.
- **Spoken language** – develop technical vocabulary. Give well-structured descriptions of e.g. finishing techniques.

**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.

**14. Design, Make and Evaluate Assignment (DMEA)**

- Children to create a design brief, supported by the teacher, set within a context which is authentic and meaningful. Discuss the intended user, purpose and appeal of their product. Create a set of design criteria.
- Ask children to sketch and annotate a range of possible ideas, constantly encouraging creative thinking. Produce mock-ups and prototypes of their chosen product.
- Plan the main stages of making e.g. using a flowchart or storyboard.
- Children to assemble their product using their existing knowledge, skills and understanding from IEAs and FTs. Encourage children to think about the aesthetics and quality finish of their product.
- Evaluate as the process is undertaken and the final product in relation to the design brief and criteria. The product should be tested by the intended user and for its purpose and others' views sought to help with identifying possible improvements.
- Understand the need for patterns and seam allowances.
- Know and use technical vocabulary relevant to 2D and 3D textile products.

**15. Related learning in other subjects**

- **Art and design** – using a range of tools and decorative techniques. Develop sketching techniques.
- **Computing** – using software to produce pattern pieces and possible use for decorative techniques.
- **Mathematics** – accurate measurements mm/cm.
- **Spoken language** – consideration and evaluation of others' viewpoint.
- **Writing** – written evaluation of their product, organising it under e.g. headings, subheadings.

