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| **Year:** 4 **Program of Study:** Textiles – 2-D shape to 3-D product.  **N.C POS:**   * *Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.* * *Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.* * *Select from tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.* * *Investigate and analyse a range of existing products.* * *Evaluate their ideas and products against their own design criteria.*   **Concept:** patterns, composition, celebration, decades, location, fashion, society, events, culture, application.  **Key Vocabulary:** fabric, names of fabrics, fastening, compartments, 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, functional, pattern pieces.  **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.  Future Learning – Y5 Textiles – combining different fabric shapes |
| **Core Knowledge- non-negotiable**  **Explore**   * 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. * 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?   **Designing**   * Investigate a range of 3-D textile products relevant to the project. * Generate realistic ideas (Purse, decoration, mascot, key ring) through discussion and design criteria (Type of fabric, stitch type, colour, design, fastening?) 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 (Needle, scissors, ruler, marker pen) 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. * Mock up to be drawn on paper including type of fabric, colour, and stitched used. Mock ups couldused as a stencil for main project.   **Evaluating**   * Test their product against the original design criteria and with the intended user. * Take into account others’ views. * Understand how a key event/individual has influenced the development of the chosen product and/or fabric. |
| **Wider Influences**   * Celebrations /Festivals – Christmas decorations/ religious decorations * Make do and mend – Repair clothes, patchwork * Sustainability – Continuous use of item e.g. purse that hold valuable money and items * Containers – Purse/wallet, pencil case |
| **Enduring Understanding**   * Know how to strengthen, stiffen and reinforce existing fabrics. * Understand how to securely join two pieces of fabric together. * Understand the need for patterns and seam allowances. * Know and use technical vocabulary relevant to the project. |