

# Design Technology

## Key stage 3 : food, materials and textiles

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>Assessment is every 5 weeks looking at the end product made in materials and textiles. Week 6 is to reflect and feedback to peers and discuss ways to improve our product as part of our design, make evaluation curriculum. In food there is a written paper that covers key themes taught in the rotation in week 6. Topics include key temperatures and recall of definitions.</p>	<ul style="list-style-type: none"> <li>- Reading recipes</li> <li>- Reading and matching key tools and definitions</li> <li>- Reading methods and key terminology</li> <li>- Reading rules of the room and being able to write about the importance of safety rules in dt - verbally and written.</li> <li>- Production plans</li> </ul>	<p>There are many industrial links in all areas of DT that are not only just referred to in lessons but also brought to life with interactive workshops, visiting guest speakers and linking in with extra curricula clubs. For example - pattern cutting workshop with Q and A with head of costumes from TV dramas, Students making benches with Screwfix. Food reference to environmental health officer, interactive workshop from the Royal Marines and local chefs. Nutritionist and roles within hospitality and catering as well as the health care sector.</p> <p>Careers are a big part of the DT curriculum and we actively encourage job role discussion as part of our everyday teaching. We discuss roles that are not always thought of for example - types of engineering, food taster, textiles and fashion designer and food buyer.</p>

### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”



<b>Lesson 1</b>	<b>Fashion and textiles</b>			<b>Lesson Breakdown</b>
<b>Objectives</b>	<b>Design</b> - to design, make and evaluate a wall hanging pennant			<b>Design, make evaluate</b> - to design, make and evaluate a wall hanging pennant, designing for yourself.
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Introduction into textiles</li> <li>- Pattern cutting</li> <li>- Cutting of fabric</li> </ul>			<b>Key questions</b> -
<b>Time frame</b>	1 hour	Assessment	End of unit	<ol style="list-style-type: none"> <li>1. <b>Wall hanging pennant</b> - what could you theme be ? existing designs to help with design</li> <li>2. <b>Product analysis</b></li> </ol> <p><i>Product analysis</i> - what existing design are there ? shape, colours, trim, fabrics</p> <p>Mood board of existing product and theme used - price and design</p> <p>Demonstration on how to make a pattern and cut out pennant, explanation on what fabric is used is and how and why its used.</p> <p>Choice of materials - silks, cotton, felt</p>
<b>Prior learning</b>	Design brief, design, make and evaluate			
<b>Key vocabulary tier 2/3</b>	Personalised , design, shape, felt, fabric, textiles, typography			
<b>Character and cultural development</b>	Embed excellence in Design technology Continued development with literacy skills, Project management in design Research strategies, Existing products			
<b>Skills Coverage</b>	Textiles skills, fabric manipulation, felt, cutting , making a template, design and make			
<b>Extension / challenge</b>	Research the cushion you have at home – look at what they are made from, do they have zip attached why ? what is the filling made from...			Homework – pick your theme for the pennant and justify your decisions

<b>Lesson 2</b>	<b>Make - marking and making a pattern ready for assembly of the pennant and the typography</b>			<b>Lesson Breakdown</b> <ul style="list-style-type: none"> <li>Recap what we are doing and why</li> <li>Prepare a pattern for the cushion</li> <li>Select the fabric and cut the fabric after securing with pins</li> <li>Iron fabric</li> </ul> <p>Once secure the fabric on the pattern, using fabric scissors cut out the fabric and secure your name on the fabric. 2 pieces of fabric the <b>same size</b> and <b>shape are needed</b></p> <p>Demonstration on marking and making and the need to be accurate when cutting the pattern and the fabric.</p> <p>Interfacing needs to be used to thicken up the wall pennant – needs to be cut and sewn into the lining.</p> <p>Students to have cut and ready with their name on 2 pieces of chosen fabric, interfacing all cut to a good standard – ready for using the sewing machine next lesson</p>
<b>Objectives</b>	To start to prepare you wall pennant for assembly			
<b>Outcomes</b>	<b>Make</b> - pattern from own design to cut fabric			
<b>Time frame</b>	1 hour	Assessment	Practical skills	
<b>Prior learning</b>	Designers and their influence			
<b>Key vocabulary tier 2/3</b>	Design, influence, shape, texture, fabrics			
<b>Character and cultural development</b>	Personalised cushion, character development			
<b>Skills Coverage</b>	Pattern marking, correct selection of fabrics, use of cutting scissors and how to cut fabric			
<b>Extension / challenge</b>	- Look at adding a pocket to the cushion and for the cushion to have a function to store for example.			
				Homework – research applique design on cushions

<b>Lesson 3</b>	<b>Make - sewing machine</b>			<b>Lesson Breakdown</b>  Sewing machine demonstration - Sewing machine practise using and threading the machine and bobbin Use fabric remnant to have go of stitching and sewing machine control Thread up the machine Thread the bobbin Sew two pieces of fabric together and secure
<b>Objectives</b>	To be able to thread a sewing machine and be bale to test out the stitches and use of the machine as well as threading the bobbin			
<b>Outcomes</b>	<b>Make</b> - wall hanging pennant			
<b>Time frame</b>	1 hour	Assessment	Practical skills	
<b>Prior learning</b>	Sewing, thread,			
<b>Key vocabulary tier 2/3</b>	Bobbin, thread, tension, sewing machine, fabric, cotton			
<b>Character and cultural development</b>	Designing for others			
<b>Skills Coverage</b>	Threading a sewing machine and bobbin			
<b>Extension / challenge</b>	- Secure 4 sides of a remnant of fabric using different stitches			

<b>Lesson 4</b>	<b>Make - assemble the wall pennant</b>			<b>Lesson Breakdown</b> <ul style="list-style-type: none"> <li>Recap what we are doing and why</li> <li><b>Spot demonstration</b> on assembling the wall pennant</li> <li>How to secure the wall pennant using a running stitch to secure the sides of the and include the interfacing</li> <li>Adding personalised detail for example the design or symbol of a sport team – transfer print</li> <li>Students to assemble the wall pennant</li> </ul>
<b>Objectives</b>	To assemble the wall pennant			
<b>Outcomes</b>	<b>Make</b> - wall pennant			
<b>Time frame</b>	1 hour	Assessment	Practical skills	
<b>Prior learning</b>	Designers and their influence			
<b>Key vocabulary tier 2/3</b>	Design, influence, shape, texture, interfacing, hand stitching, adding a tassel for decorative purposes			
<b>Character and cultural development</b>	society, community initiative , mental health, remembrance, strawberry fields and the salvation army			
<b>Skills Coverage</b>	Crochet, crochet materials and use of fabrics and thread			
<b>Extension / challenge</b>	- Applique your design on the wall pennant using different fabrics			

<b>Lesson 5</b>	<b>Make - assemble the wall pennant</b>			<b>Lesson Breakdown</b> <ul style="list-style-type: none"> <li>• Recap what we are doing and why</li> <li>• <b>Spot demonstration</b> on assembling the wall pennant</li> <li>• How to secure the wall pennant using a running stitch to secure the sides of the and include the interfacing</li> <li>• Adding personalised detail for example the design or symbol of a sport team – transfer print</li> <li>• Students to assemble the wall pennant</li> </ul>	
<b>Objectives</b>	To assemble the wall pennant				
<b>Outcomes</b>	<b>Make</b> - wall pennant				
<b>Time frame</b>	1 hour	Assessment	Practical skills		
<b>Prior learning</b>	Designers and their influence				
<b>Key vocabulary tier 2/3</b>	Design, influence, shape, texture, interfacing, hand stitching, adding a tassel for decorative purposes				
<b>Character and cultural development</b>	society, community initiative , mental health, remembrance, strawberry fields and the salvation army				
<b>Skills Coverage</b>	Crochet, crochet materials and use of fabrics and thread				
<b>Extension / challenge</b>	- Applique your design on the wall pennant using different fabrics				Homework - attach a personalised element to your wall pennant

<b>Lesson 6</b>	<b>Evaluation student voice</b>	<b>Lesson Breakdown</b> <ul style="list-style-type: none"> <li>• Students to test their work using the assessment criteria.</li> <li>• Students to describe their evaluation points on worksheets</li> <li>• Peer assessment: Students to peer assess their work using the grading criteria and worksheet</li> <li>• Practical: Student's to use findings to improve quality of outcome.</li> <li>• End of unit review</li> <li>• Student voice</li> </ul>
<b>Objectives</b>	To evaluate the finish product and justify the decisions made through the design process	
<b>Outcomes</b>	<b>Evaluate</b> All aspects of products evaluated and fully finished product	
<b>Time frame</b>	1 hour	
<b>Key vocabulary tier 2/3</b>	Evaluation, testing, finishing techniques	
<b>Character and cultural development</b>	Review, testing, quality control checking.	
<b>Skills Coverage</b>	Testing and evaluating	
<b>Extension / challenge</b>		End of unit