| Topic: Textiles | Year group | Term |
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| Fashion- Reinvention challenge! | Year 6 | Autumn 6 sessions |

## Background knowledge

Fashion has changed massively over the years and currently there is a big push for using recycled materials or reusing items. This project will encourage children to use all the skills they have used over the years to make a new piece of clothing or accessory from recycled materials.

## 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. Children should also now have seen how to use Velcro, fasteners and know how to add a zip.

They should know how to work safely with a range of tools, use templates or simple pattern pieces. They should also be considerate of function and audience, as well as the design process.

| National Curriculum Objectives / Key Skills | The Journey |
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| **Design** <br> •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 <br> •Generate, develop, model and communicate their ideas through discussion, annotated sketches, exploded diagrams, prototypes and pattern pieces. <br><br> **Make** <br> •Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately <br> •Select from and use a wider range of materials and components, including textiles and according to their functional properties and aesthetic qualities <br><br> **Evaluate** <br> •Investigate and analyse a range of existing products <br> •Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <br> •Understand how key events and individuals in design and technology have helped shape the world <br><br> <span style="color:red">• I can use market research to inform my plans and ideas, evaluating and justifying choices</span> <br> <span style="color:green">• I can plan my own design criteria thinking about purpose and audience, and present my design to others, explaining how it meets the criteria.</span> <br> <span style="color:green">• I can develop my design through an exploded diagram</span> | **1.Walt: Investigate recycled fashion.** <br> Look at how fashion has changed over the years, and in particular at the minute the focus on recycled materials. <br> <mark>Focus on British designer</mark>: Stella McCartney?- eco and sustainable/ Katie Jones-making something from nothing. <br> Skills focus lessons: <br> **2.W.A.L.T. Revise how to sew a button onto fabric.** <br> Provide children with a 4 holed button and revise how we thread a needle and sew the button tightly and securely onto the fabric. (This lesson could be removed at a later date as the skills coming up through the school follow the new scheme of work) <br> **3. Walt: Design a product** <br> Set the challenge- create a new piece of clothing using recycled materials (a rectangle of plain sheet)that could be improved in some way. Write own design criteria. Explore a range of materials, resources and attachments they could use to inspire their designs. Show design using an exploded diagram/annotated sketch. Present and gain group feedback on their plans. <br> **4. W.A.L.T. Learn how to tye dye plain fabric.** <br> Look at examples of tye dyed fabric. Give each child an a3 rectangular sized piece of plain cotton sheet. Explain that |

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| <ul><li style="color:green">I can make a plan, including making pattern pieces, and refine my plans along the way.</li><li style="color:blue">I can make a product from textiles that shows I have a wide range of knowledge on materials and tools I could use.</li><li style="color:blue">I can justify these choices to others.</li><li style="color:blue">I can work safely and accurately to ensure my product is finished well.</li><li>I can test and evaluate my products against the design criteria.</li><li>I can take feedback from others about my design and use it to suggest improvements.</li></ul> | we will be "upcycling" this plain fabric into something more appealing. Our first task is to dye the fabric using tye dye. Children then use elastic bands to tye their fabric before working in small groups with a TA/teacher to dye their fabric safely.<br>**5. Walt: Continue to make product using a range of materials.**<br>Adjust and adapt plans along the way. Use a range of methods for adding detail to the fabric such as fabric glue, sewing, buttons, beads, feathers, fabric pens etc. Remind children to work safely and neatly so that their product is finished to a high standard.<br>**6. Walt: Evaluate the finished product**<br>Complete making the product if necessary and finish neatly. Evaluate and prove how the product meets the design criteria. Present to their group and gain peer feedback to suggest where improvements could be made. |

## Outcomes

An overview of what children will know / can do

**Working towards:** I can come up with my own design and plan how to make my product. With support I can work with a range of tools and materials.

**Expected:** I can use a range of skills, tools and materials to create a functional and appealing product

**Exceeding:** I can create a design that is well made, appealing and functional for the user.

| Key Vocabulary | Timeline / Diagrams |
|---|---|
| **Fashion Design-** the process of designing and making items of clothing which are functional and appealing.<br>**Audience-** the group of people the product is intended for.<br>**Market Research-** Gathering information about a product and its intended audience.<br>**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.
**Recycled material-** material being used for a second time to make something new.

How can we join different materials together?

How has fashion changed in recent times?

How did you decide on your design criteria?

Explain how your design will meet the criteria?

How will you join the different parts of your design?

How will you get accurate shapes/pieces for your design?

Were you happy with your finished product? Did it meet the criteria?

What changes would you make next time?