

Design & Technology

Money Pouches

Year Four

Bishop's Waltham Junior School

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	Learning Objectives	Key Skills	Concepts	Lesson Content
1	To evaluate how products are made and how this relates to their purpose	<ul style="list-style-type: none"> - Consider how purpose effects design choices. - Evaluate the effectiveness of product design. - Name a selection of making techniques and materials. 	<ul style="list-style-type: none"> - That products are designed for different purposes and have different users - To evaluate products and identify criteria that can be used in their own designs - To appreciate the aesthetic qualities of a design - To draw up design specifications 	<p><u>Investigative Evaluative Activity</u></p> <ul style="list-style-type: none"> - Provide opportunities for children to examine carefully a collection of money containers, bags and other shaped fabric products. - Focus children's attention on the seam and seam allowance, fastenings and names and numbers of parts - Discuss the different fabrics used, how the material is reinforced - Ask children to fill in chart with the following headings 'audience, purpose, no. of compartments, decoration etc.' - Make a list of features essential to all money containers - Discuss with the children the purpose and user of the money container - <i>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?</i> - Write design brief and success criteria for unit, drawing on learning from the session

2	<ul style="list-style-type: none"> - To learn several different fixing techniques and consider their effectiveness. 	<ul style="list-style-type: none"> - To learn several stitching and joining techniques. - To evaluate joining techniques for different purposes. 	<ul style="list-style-type: none"> - That products can be joined in temporary or permanent ways - That some joining techniques are weaker / stronger than others. 	<p><u>Consider a rotation of activities or you may want to teach over several lessons.</u></p> <ul style="list-style-type: none"> - Recap previous session – design brief and success criteria. <p><u>Focused Practical Task 1 – Stitching skills</u></p> <p>Health and Safety Points:</p> <ul style="list-style-type: none"> - Things that are sharp or pointed - Things that are small <ul style="list-style-type: none"> - Teach children a variety of stitching techniques – running stitch, back stitch, oversew stitch (and blanket if time) Evaluate ease of stitch, suitability for different place on finished design, strength, appearance. <p><u>Focused Practical Task 2 - Fastenings</u></p> <ul style="list-style-type: none"> - Discuss different fastenings e.g. buttons, press studs, hooks and eyes, Velcro, safety pins, lace, buckles – what products are they used on? How do they work? Why is the fastening appropriate for the use? - Allow children time to experiment with attaching different fixings. How will they be attached? <p><u>Focused Practical Task 3 – Decorations</u></p> <ul style="list-style-type: none"> - Evaluate how purses / money containers are decorated. How have the decorations been attached? How strong are they? - Experiment with gluing, stitching / appliqueing decorations. How easy did you find it? <p><u>Focused Practical Task 4 – Fabric</u></p> <ul style="list-style-type: none"> - Look at a selection of fabrics. How is it constructed? What qualities does it have? How easy will it be to work with? Select fabric types that seem a good match for the success criteria.
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3	<ul style="list-style-type: none"> - To create a detailed plan of their product. 	<ul style="list-style-type: none"> - Drawing - Labelling 	<ul style="list-style-type: none"> - That careful consideration should be given to the design brief when evaluating. 	<p><u>Design</u></p> <p>Health and Safety Points:</p> <ul style="list-style-type: none"> - Things that are sharp or pointed - Things that are small <ul style="list-style-type: none"> - Draw on learning from previous sessions. Encourage children to consider ease of joining methods and time restrictions for the activity. - Ask children to make a labelled drawing / plan of what their money container will look like. How will they decorate it? What fastenings will they use? What different joining techniques will they use and where? Expect detailed labelling of designs to address these points.
4	<ul style="list-style-type: none"> - To design an accurate 2D pattern, including a seam allowance. 	<ul style="list-style-type: none"> - Cutting skills - Measuring - Creating a paper pattern / net. 	<ul style="list-style-type: none"> - That a design needs trialling, evaluating and changing. 	<p><u>Pattern and Prototype</u></p> <ul style="list-style-type: none"> - Explain that in this unit we are learning how to turn 2D materials into a 3D shape. Look at example of deconstructed purse. Recap need for seam allowance. Demonstrate how to create a paper pattern. DEMONSTRATE SAFE SCISSOR USE and cutting techniques. Children to create their own paper patterns and then potentially experiment by making prototype in J-cloth. - Do they need to adjust their plans? Do the pieces fit together? Is the product the desired size? Consider completing brief evaluation. What problems have occurred? What could they do to overcome these? <p>Health and Safety Points:</p> <ul style="list-style-type: none"> - Things that are sharp or pointed - Things that are small

5	<ul style="list-style-type: none"> - To cut, join and decorate a money container to fit the design brief. 	<ul style="list-style-type: none"> - Measuring - Cutting - Joining 	<ul style="list-style-type: none"> - To measure, tape or pin, cut and join fabric with some accuracy - To choose suitable joins, fixings and decorations to meet the success criteria. 	<p><u>Making and Evaluating</u></p> <p>Health and Safety Points:</p> <ul style="list-style-type: none"> - Things that are sharp or pointed - Things that are small <ul style="list-style-type: none"> - Children should make and decorate their money containers, making adjustments to their original plans if required. - What changes have you made? What do other people think about your product? Are your ideas similar to any of the products that we analysed? Could you write a list of instructions for making your product? Could you make any changes? How does your work compare with your plan?
6	<ul style="list-style-type: none"> - To evaluate their product against the brief and success criteria, 	-	<p>To evaluate their product identifying strengths and areas for development against the original specifications</p>	<p><u>Final Evaluation</u></p> <ul style="list-style-type: none"> - What do other people think about your product? What criticisms might other people make about your product? What problems could your product occur? How does your product compare with others? What tests could you carry out on your product? If you had different (more advanced) tools and materials, what could you achieve? Could you defend your product to your classmates? Could you promote your product? (Which aspects would you focus on?) Does your product meet the original success criteria? Does your product meet the needs of your target audience? Can you give a list of justifications for why you carried out this project in this way? Is your product similar to any that we analysed? What changes did you make during the project? Could you write a set of instruction for making your product? What factors would you like to change? Why did you make the changes you chose? Can you judge the value of your product? Can you add any other ideas to improve your product? What's the most important thing to improve? How does your work compare with your plan? Can you think of any advice that you would give others carrying out this project? - What have you learnt from the product? - Encourage the children to evaluate the finished bags or purses by testing in use, discussing strengths and areas for development of both appearance and function and encouraging the children to suggest improvements- does the container meet the criteria? How have you tested the container? Would it do the job better if it were better made? How could it be made better?