

## Y3 D&T – Textiles - Purses

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| <b>Inspiration</b><br>Creativity   | <b>Partnership with parents</b><br>Community  |  |   |
| <b>Key Questions</b>   | <b>Key concepts</b><br>-materials<br>-joining   |  | Also covered in:<br>- Y1 - Puppets<br>- Y6 – Hats   |
| <b>Design</b><br>- How did and do people carry money?<br>- How can we join fabrics together using a needle and thread? (running stitch)<br>- How can we stiffen fabric? (interfacing)<br>- How can we use a purse? (drawstring, button, press stud, rigid strip)<br>- How can we embellish our design? | <b>Skills</b><br>- During structured activities, opportunities for design are realised.<br>- When supported by the teacher, appropriate materials are selected.<br>- When encouraged, techniques are refined throughout a project to improve the design.<br>- When reminded, appropriate tools are chosen to cut out materials.<br>- With support from a teacher, accurate measurement and marking, to the nearest millimetre, is experienced.<br>- With support from a teacher, appropriate techniques are used to cut and shape materials.<br>- When reminded, appropriate joining techniques are used.<br>- Suitable techniques are generally used to construct or repair items.<br>- With support from a teacher, some of the most notable designers’ work is examine to provide inspiration for ideas. |  | <b>By the end of this unit, the children will be able to:</b><br>- <b>Design a product fit for a specified purpose and person to meet their needs with regards to function and decoration</b><br>- <b>Choose an appropriate method of joining materials and adding finer decorative details. (buttons, beads, sequins, felt appliqué)</b><br>- <b>Cut and measure materials with an appropriate degree of accuracy</b><br>- <b>Make a simple evaluation of their own and other’s products</b> |
| <b>Make</b><br>- How can you ensure you make a high-quality product?   |   |  |   |
| <b>Evaluate</b><br>- How does my product meet the design brief?<br>- How could I improve the design/ product?  |   |  |   |

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| <b>Knowledge</b><br>- A template is a paper pattern that you can use to cut fabric to a given size and shape.<br>- Different fabrics have different properties which are suited to different purposes i.e. felt – non-fraying therefore suitable for appliqué.<br>- Purses can be closed in a variety of ways (button, drawstring, Velcro, rigid strip, press stud)<br>- Decorations can be attached through sewing or gluing (i.e. applique, sequins, beading)<br>- Anchoring stitches to start and finish running stitch to avoid stitches becoming loose. |
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| <b>Topic Specific Vocabulary</b><br><b>Designing</b> e.g. user, evaluate, design criteria, designer, applique, flexible, rigid, anchoring<br><b>Making</b> e.g. template, attach, planned effect<br><b>knowledge and understanding</b> , e.g. product test, improve, effectiveness | <b>NC Subject content</b><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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br>- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately<br>- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<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>- apply their understanding of how to strengthen, stiffen and reinforce more complex structure |
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### Subject Specific/Academic Vocabulary

**This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.**

| Year 3   | Year 4   | Year 5  | Year 6                                 |
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| Appropriate, features, specific, concept, range, sequence, structure | Economic, identified, potential, procedure, process, variables | Affect, analyse, criteria, demonstrate, specify | Technique, component, justify, outcome |

**We are Product Designers/Being a Product Designer/I am a Product Designer (entrepreneur)**  
 Make a purse which includes an appropriate closing technique and decoration.