

Y6 D&T – Hats (Textiles)

Inspiration Creativity	Partnership with parents Community – selling their products		
Key Questions	- How has the design and style of hats changed over time? - What makes an effective hat?	Key concepts - Joining - Cutting - Finishing - Mathematical knowledge	<i>Also covered in:</i> Y1 - Puppets Y3 - Purses
Design	- Which character will you design a hat for? (i.e. Cat in the Hat, Willy Wonka etc) - How can I apply what I have learnt in DT to my product? - How is a hat constructed? (brim and crown)	Skills - Generally, user experience is used as a rationale for design choice. - Generally, improvement are continual throughout the making process, with initial prototypes often changed radically through a number of refinements. - Art skills are applied and, along with attention to detail, create a high-quality finish. - There are many examples of precision cutting using a growing range of cutting implements. - The properties of materials are generally considered in choosing tools. - A growing range of practical skills are used effectively to make or repair products. - Generally there are some well-reasoned choices for combining elements from a range of designers. - There is a growing range of examples of designs that improve upon existing products. - Evaluations are generally ongoing and thorough. They relate to the user experience.	By the end of this unit, the children will be able to: - Generate a number of ideas and select one design - Produce detailed, annotated diagrams - Measure, mark out and assemble their product with accuracy - Test and refine their product throughout the making process - Produce a final evaluation against original criteria - Appreciate how important high-quality making and finishing is to produce.
Make	- What methods will I use to ensure a quality product?		
Evaluate	- How successful is my design? - How can I improve my design?		

Knowledge	<ul style="list-style-type: none"> - Hats have been wore for centuries. They may be practical, part of a uniform expressing belonging or an expression of individuality or high fashion. They are often part of theatrical costumes and help to create character. People who make high fashion hats are called milliners. (V and A hats website) - During the 1950's it became less popular for men and women to wear hats. (BBC article – What makes a man wear a hat?) - The main parts of a hat are called the brim and crown. Some hats have hat band or have elaborate decoration. - Famous hat designers include Philip Treacy, Rachel Trevor Morgan, Jean Shrimpton - Designers select appropriate materials for different purposes. E.g. plastic when the product needs to be waterproof, use of textiles if the product is going to be worn, metal if the product needs to be malleable.
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Topic Specific Vocabulary Brim, crown, peak, hat band, hat decoration, types of hats i.e. fez, fedora, flat cap, bowler etc. - interfacing	NC Subject content <ul style="list-style-type: none"> - 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, prototypes, pattern pieces and computer-aided design - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - 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 - Investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
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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
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 Design and make a hat for a fictional character – link to world book day.
