

# KS3 Project Scheme of Learning 2018 –19

Unit title	Topic	Year Group	Length
Tie dyed draw cord bag and patchwork cushion cover	Using tie –dyeing skills to create a draw cord bag with insertion of eyelets and cord through the fold in fabric with appliqued personalised letter. Recycled cotton material used to create a patch work cushion cover.	8	11-12 weeks

Target levels  
**4-6**

<p><b><u>Designing</u></b> Research from various sources of information, inclusive of a thorough product investigation and designer study, for prompting ideas.</p> <p>Pupils communicate ideas, based upon their research findings and the design brief set.</p> <p>When designing pupils are aware of the constraints of the materials/properties that will affect their ideas.</p> <p>Use their own detailed plans, which may be modified as they progress through the making.</p>	<p><b><u>Making</u></b> Work with a range of tools, materials and processes with some precision.</p> <p>Quality checks are used to ensure they are using the correct tools, equipment, materials in a coherent method.</p>	<p><b><u>Evaluating</u></b> Evaluate through all stages of the designing and development stages, as well as concluding at the end, in order to help improve their outcome. Use of 3<sup>rd</sup> party reviewed feedback in order to fully evaluate and their designing and making.</p>	<p><b><i>Technical Knowledge</i></b> Properties of cotton material</p> <p>Correct insertion of a zip and the purpose of a hem.</p> <p>Various techniques, such as applique, embroidery and tie dye, with the basic function behind them.</p>
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**ICT SKILLS**

Use of ICT in order to research into fabric properties and .  
Using computers to document results from questionnaire in pie chart form in excel.

**EXTENSION WORK**

Graphical element  
Promotional poster to help advertise either the patchwork cushion cover or tie dyed draw cord bag.

**TECHNICAL LANGUAGE**

Fabric properties/ cotton  
Components eyelets  
Tie dye  
Ironing / press  
Seam allowance  
Tacking  
Hem  
Applique  
Right side to right side rule

**ACTIVITY**

To make a tie dyed cushion cover for school.

- Exploring through research
- Generating ideas
- Planning processes
- Evaluating to conclude
- Making, practical techniques and methods e.g. Tie-dye, applique, hems, inserting eyelets. Patchwork, inserting zips.

**LAC:** - Literacy across the curriculum is often incorporated into the SOW with the use of analysis at the beginning of the modules and the setting of targets. These can be helped with the use of the prompt cards.

There is also the aspect of evaluating both their design ideas and the final conclusion of the project as well. This again can be helped with the use of the mind map words/sentences worksheets.

Lastly, there are a lot of names and key technical words pupils will be learning regularly throughout the

**SKILLS AND KNOWLEDGE**

- The origins of tie-dye
- The origins of patchwork and the process
- Fabric Decoration, applique
- Sewing Machine Skills
- Health & Safety
- Insertion of cord and eyelets
- How to sew a hem for channel of draw cord bag
- Insertion of zip for cushion.

**HEALTH AND SAFETY**

**Safe use of :**

- Dyestuff,
- Iron,
- Sewing Machine,
- Sewing equipment, such as scissors needles and pins.

**PERSONAL LEARNING THINKING SKILLS**

**EFFECTIVE PARTICIPANTS**

**Persevere :-** To enable pupils to achieve a high attainment levels, they must work through a task even when they find it difficult, and jump over the hurdles.

**REFLECTIVE LEARNER:**

**Self assess :-** pupils are to review their own work and others through peers assessment (**Share learning**)

**Plan, do and review :-** with work plans and Quality checks throughout the manufacturing plan.

**INDEPENDENT ENQUIRER**

With use of the computer pupils are to research into the origins of patch work and tie dye and also how fabrics can be recycled.

Lesson	Focus/Objective (WALT's)	Teaching strategy	Personal Learning thinking skills	LAC	Outcome (WILF's)	Resources and <b>Dyslexic aids</b>	Teacher note/Evaluation
1	write step by step plan for tie dyeing and watch demo of different tie dyeing methods	Planning	Self manager	Communicate in a concise way how to make a product with clear instructions written.	Be able to answer during and question and answer session, and watch the demo in order to draw up a thorough plan for tie dyeing	White cotton fabric, mixed dyes, squeeze bottle, soda ash, salt, kettle, newspaper, plastic bag, elastic bands, water and sink access.	Demo the tie dyeing process for all 6 methods, ensuring that H & S point are refereed to. Once completed, get pupils to divide page in half (length ways) and write down the tie dyeing steps on the left and a picture and timed estimation on the right.
2-3	Tie dye fabric technique	Making	Effective participant	Communicate effectively during practical	A tie dyed piece of cotton with safe conduct and skilled use of equipment at all times. Quality of outcome and challenging nature is vital.	White cotton fabric, mixed dyes, squeeze bottle, soda ash, salt, kettle, newspaper, plastic bag, elastic bands, water and sink access	Continuous reminders and verbal guidance given throughout, to ensure safe conduct is being adhered to, such as covering table with newspaper, tie long hair back, put gloves on when handling the squeeze dye bottles.
4	Iron fabric and stitch the two hems to insert cord	Making	Effective participant	Key words (Hem) Understanding definition of the word.	Safe and correct conduct whilst using the iron, along with an accurately folded hems, with 1 cm fold and close top stitch.	Iron, ruler or tape measure, fabric chalk and sewing machine .	Ensure guidance and supervision is given whilst pupils use the iron. Give pupils a demo on how to create a hem and top stitch.
5-6	Design and sew Appliqué sew the felt fabric into place on centre front	Making	Effective participant	Key words (Applique) Understanding definition of the word.	Ensuring accurate zig-zag stitching throughout, along with independent working shown to allow for higher attainment levels to be achieved.	Sewing machine, felt fabric, scissors, pins and needle and thread. Wooden letter templates.	Ensure that pupils have positioned the applique elements in the correct place and have the sewing machine set on the correct setting before the attach.
7	Sewing front and back of bag together, right side to right side and stich corner seam, inserting eyelets	Making	Effective participant	Key words (Right side to right side) Understanding definition of the word.	Pin, mark 1.5 cm seam allowance with fabric chalk and accuracy sewing a straight stitched seam. Bag must be sewn inside out and then turned out the correct way afterwards. Sew across the corners, 5 cm from the edge, in a triangle and then using leather punch and clamp insert eyelets securely.	Fabrics chalk, sewing machine, ruler or tape measure, pins, eyelets, leather hole punch and eyelet clamp device.	Demonstrate the use of the eyelets inserting, using the leather punch and clamp device. Reference to independent working and use or referring to the plan drawn in their books. Basic instructions illustrated on the board.
8	Insert the cord using a safety pin to help.	Making	Effective participant	Communicate effectively during practical	Measuring out 1.5 metres of cord and then using a safety pin attached to the end, feed it through the top of the channel created by the hem pupils have sewn.	5mm thick cord, 1 metre ruler, safety pins	Basic instructions illustrated on the board and equipment left for pupils to work as much on an independent basis as possible.
9	The origins of Tie - Dye	Research and Investigation	Independent Enquirer	Correct use of ICT to locate info and present it in a logical manner, with use of grammar.	Using the ICT facilities, pupils need to find out about the origins of tie dye, collect picture examples of the patterns and the process involved. Pupils then need to attach into their sketch-books.	ICT computers and printers, glue stick.	Ensuring ICT laptops have been fully charged prior to the lesson and printer switched on. Guidance and info given at the beginning, but very much and independent enquirer task to investigate.

Lesson	Focus/Objective (WALT's)	Activity	Personal Learning thinking skills	LAC	Outcome (WILF's)	Resources and Dyslexic aids	Teacher note/Evaluation
10	Evaluate the draw cord bag	Evaluation	Reflective Learner	Prompt card provided to help aid sentence structure VCOP	A thorough review of the projects, referring to both the designing, planning and research work, as well in the processes involved in the making.	Laptops provided for pupils with dyslexia. Pupils can hand write review directly into their sketchbook.	What went well? Why? What wasn't successful? Why? What new skills have you learnt? Even better if? Statements written on the board to refer to.
11	Research into patchwork process and tie dye process	Research	Independent enquirer	Correct use of ICT to locate info and present it in a logical manner, with use of grammar.	Using the ICT facilities, pupils need to find out about the origins of patchwork collect picture examples of the patterns and the process involved. Pupils then need to attach into their sketchbooks.	ICT computers and printers, glue stick.	Ensuring ICT laptops have been fully charged prior to the lesson and printer switched on. Guidance and info given at the beginning, but very much and independent enquirer task to investigate.
12	Write step by step plan of patch work process	Planning	self manager	Communicate in a concise way how to make a product with clear instructions written.	A clear 6 step plan, with 3D drawn diagrams and clear instructions. Fully coloured and time estimate will gain higher levels.	Sketchbook, rulers, colouring pencils	Given a split page of 6 we talk through the process and steps of making the cushion cover using prompts to illustrate. Pupils guide the answers through Q & A options.
13-14	Cut out 18 10x10cm out of cotton non stretch cotton	Making	self manager	Communicate effectively during practical	Using recycled material pupil need 18 10x10cm square accurately cut out	10x10cm card templates, tailors chalk scissors and recycled fabrics.	Demo how to use fabric chalk and cut out accurately using 10x10cm squares.
15-16	Sew the rows of patchwork together in sets of 3	Making	self manager	Communicate effectively during practical	A 3x 3 square patchwork with straight lines and accurate seam allowances.	Sewing machine, pins and fabric chalk, scissors, iron and board	Discuss with pupils about seam allowances of 1.5cm. Pressing seams between each step to emphasise accuracy. Drawn diagrams on board.
17-18	Repeat process with reverse side of cushion, inserting zip	Making	self manager	Communicate effectively during practical	A 3x 3 square patchwork with straight lines and accurate seam allowances and zip inserted between 1 row.	12 inch zipper, sewing machine, pins, scissors and ironing board/iron.	Reflecting back on previous skills from year 7 inserting zip and using new patch work skills.
19	Sew the cushion cover front to back inside out.	Making	self manager	Communicate effectively during practical	An accurate patch work cushion cover with inserted zip and seam allowance.	Sewing machine, scissors and pins.	Emphasise inside rule. Allow pupils to refer to plan and work independently.
20	Evaluate and review the patch work cushion cover	Evaluation	Reflective Learner	Use of constructive criticism and review based upon key questions	A thorough review of the projects, referring to both the designing, planning and research work, as well in the processes involved in the making.	Prompt card to support evaluation questioning and the questionnaire peer assessment.	What went well? Why? What wasn't successful? Why? What new skills have you learnt? Even better if? Statements written on the board to refer to.
21	Create a questionnaire for peer assessment	Evaluation	Reflective learner		Peer assessed questionnaire with pie charted results		
22	Research into recycling of materials.	Research.	Independent Enquirer	Correct use of ICT to locate info and present it in a logical manner, with use of grammar.	Using the ICT facilities, pupils need to find out about the recycling of fabric and the different types. Pupils then need to attach into their sketchbooks.	ICT computers and printers, glue stick.	Ensuring ICT laptops have been fully charged prior to the lesson and printer switched on. Guidance and info given at the beginning, but very much and independent enquirer task to investigate.

# Assessment

Level	Design	Make	Evaluate
4	Generate and develop applique designs inspired from a product analysis, research and design brief. A viable awareness of function needed.	Produce and follow a simple step by step plan and use the sewing machine in an effective manner to make a draw cord bag.	Reflect back on previous experiences to help develop your designing and making
5	Draw complex applique design. Research upon cotton material properties restrictions, research findings and tie dye origins and study.	Use your own detailed plans, adjusting where needed, and use the sewing machine with precision to create a highly accurate draw cord bag.	Test and evaluate your product to suggest improvements for future projects.
6	Gathering a wide range of research, inclusive of designer influence, to make a specification to form creative ideas.	Create and follow a time estimated detailed plan to produce a draw cord bag which has been quality checked for consistent standard throughout.	Evaluate through all stages of designing and development and to concluded. This is to help improve your draw cord bag





# Assessment

Level	Design	Make	Evaluate
4	Generate and develop cushion designs inspired from a product analysis, research and design brief. A viable awareness of function needed.	Produce and follow a simple step by step plan and use the sewing machine in an effective manner to make a cushion cover.	Reflect back on previous experiences to help develop your designing and making
5	Draw complex designs for cushion cover based upon material properties restrictions, research findings and a designer study.	Use your own detailed plans, adjusting where needed, and use the sewing machine with precision to create a highly accurate cushion cover.	Test and evaluate your product to suggest improvements for future projects.
6	Gathering a wide range of research, inclusive of designer influence, to make a specification to form creative ideas.	Create and follow a time estimated detailed plan to produce a cushion cover which has been quality checked for consistent standard throughout.	Evaluate through all stages of designing and development and to concluded. This is to help improve your cushion cover.

