

# KS3 Project Scheme of Work 2018-19

Unit title	Topic	Year Group	Length
Monster pencil case and chicken doorstop.	To introduce skills and processes used within Textiles technology with use of sewing Machines, basic zip insertion and sublimation printing process.	7	12 weeks

<p><u>Target levels</u> <b>3 - 5</b></p>
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<p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>Pupils generate labelled sketched ideas for their monster pencil cases and chicken pyramid doorstop using inspiration from the research; in particular a product investigation.</li> <li>They produce realistic step by step plans to work independently</li> </ul>	<p><b><u>Making</u></b></p> <p>Following the plan pupils creating templates, cutting out accurately, training on sewing machine, stitching on sewing machine in a safe and accurate manner, embellishing and decorating and constructing together a monster pencil case and chicken pyramid doorstop.</p>	<p><b><u>Evaluating</u></b></p> <p>Hand write a review of the module stating what they thought was successful and needed improvement for next time.</p> <p>All pupils are to design a questionnaire to gauge other peers opinions,</p> <ul style="list-style-type: none"> <li>Evaluate their design ideas and products by comparing them against the original design criteria and suggest improvements.</li> <li>Understand the need that a product is intended to serve and judge how well it meets that need</li> </ul>	<p><b><u>Technical Knowledge</u></b></p> <p>Understand and use the properties of cotton and polyester materials and the scientific process of sublimation printing</p> <p>Pupils will research into the working properties of cotton and polyester material to figure out the advantages and disadvantages. Upon this they will them work with the materials to create a viable outcome.</p>
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**ICT SKILLS**

Write up questionnaire and create pie charts using Excel.

Research into the properties of materials and process.

**EXTENSION WORK**

- Make an advertisement poster to promote their product.

**Learning ACTIVITY**

To understand the basic use of a sewing machine and equipment, and how to implement that safely in order to create a decorative bedroom accessory.

- Explore
- Generating
- Developing
- Planning
- Evaluating

**SKILLS AND KNOWLEDGE**

- Basic Health and safety.
- How to use a sewing machine .
- How to follow a brief and their own plan.
- Hand stitching
- Cutting out using templates and dressmaking scissors
- Knowledge and understanding of fabric properties
- Transfer printing process knowledge.

**HEALTH AND SAFETY**

Sharp needles  
Sharp scissors  
Sharp pins  
Sewing machine.  
(Trained and close supervision).  
Heat press.

PERSONAL LEARNING and THINKING Skills  
**Independent enquirers :**

Creating their own design ideas form a set brief.  
Investigate research from different sources.

**Reflective Learner:**

During re-designing stages and developing, pupils can identify opportunities to improve their ideas.  
Constructively judge their own and others work.

**OPPORTUNITIES FOR LAC**  
**And**  
**Technical Language**

- Texture & embellishments
- Aesthetics
- Zipper, zip teeth and zip tape.
- Pinning
- Product analysis
- Over cast stitch
- Sublimation printing
- Analysis and Evaluation (VCOP)

**Expected Prior Knowledge**

Most pupils will have basic sewing skills, but very few will have used a sewing machine, so will need training up to a safe standard.

**Differentiation**

All must...produce a range of ideas to create a basic outcome  
Some may ....  
A few might ...

Lesson No	Learning Objective We are Learning to (WALTS)	Strategy Focus	PLT Focus	LAC	Teaching Activity	Outcomes Plenary (WILFs) (Assessment)	Health and Safety	Resources & <b>Dyslexic Elements.</b>
1	Investigate the properties of materials to find out their uses.  Homework: research into textiles equipment's and their uses.	Research	Independent Enquirer	Correct use of ICT to locate info and present it in a logical manner, with use of grammar.	Teacher writes list of key questions: what are the origins of cotton/polyester? What are the advantages and disadvantages of each? Independent task.	Computerised document, with at least 3 pro's and cons listed about polyester and cotton material, along with the origins and how it's manufactured. Pictures essential.	N/A	ICT, printer
2	How to draw imaginative designs for monster pencil cases..	Designing	Creative thinker	Communicating ideas effectively and accurately.	On pre formatted worksheet, pupils initially discuss how to be creative with ideas. Circulating room regularly and giving time indicators.	3 x fully coloured design ideas, with variety of outcomes and patterns drawn. Imagination is key.	N/A	Pre formatted monster design worksheet and colouring pencils
3	Planning making for monster pencil case	Planning	Self Manager	Communicate in a concise way how to make a product with clear instructions written.	Given a split page of 6 we talk through the process and steps of making the monster pencilcase, using prompts to illustrate. Pupils guide the answers through Q & A options.	A clear 6 step plan, with 3D drawn diagrams and clear instructions. Fully coloured and time estimate will gain higher levels.	N/A	Ruler, pencil, colouring pencil.
4	Understand what the various parts of the sewing machine are called and how to set it up.	Making	Effective participant	Learn the names of key parts of the sewing machine.	Step by step show pupils how to set up a sewing machine from scratch, using H & S to reiterate the points across.	Set up a sewing machine and name the key components to it. (H/W : to fill out the blank template for the sewing machine parts, and fully label names).	Have sewing machine switched off	Sewing machine access <b>Key words</b>
5	How to use the sewing machine and a safe and correct manner	Making	Effective participant	Using the names of key parts of the sewing machine.	Using the sewing machines and the paper template test drive sheets to sew on the line as accurately as possible, using straight stitch and zig- zag.	Complete a test drive on the sewing machine on paper templates.	Emphasis on tie hair back, loose clothing and avoid needle contact	Sewing machine access and test drive sheets for each. <b>One to one</b>
6	Using premade templates to form an accurate shape in material	Making	Self manager	Communicate effectively during practical	Cut out template for each part of their monster design. Pin template to interlining and matching cotton fabric and cut out.	.An accurately cut out template shape in both interlining and cotton, match their design ideas.	Safe use of sharp scissors and pins.	Monster template, pins, scissors, cotton and interlining.
7-8	Use the sewing machine to attach the zip to front of the monster and the use of safety googly eyes	Making	Self Manager	Communicate effectively during practical	Demo how to pin a sew the zip onto the head and body section of the monster. Use of unpicker to make a hole in fabric to insert safety eyes. Supervise pupils doing the process, circulating around the class.	An accurately sewn zipper with secure straight stitch. Safe use of unpicker and inserting safety eyes independently.	Safe use of sewing machine and unpicker.	Sewing machine, safety eyes, 8inch zips, pins, scissors unpickers.
8-9	Adapting or using premade templates to create limbs for monster	Making	Self Manager	Communicate effectively during practical	Demo how to mark out and sew cotton limbs onto the monster, showing how to sew inside out and turn correct way out. Talk seam allowance and only 1 pin needed.	Accurately sewn limbs and add ons that match closely the the original design idea drawn. Working on independent basis after learning from demo.	Safe use of the sewing machine.	Sewing machine, cotton, pins, scissors.

Lesson No	Learning Objective We are Learning to (WALTS)	Strategy Focus	PLT Focus	LAC	Teaching Activity	Outcomes Plenary (WILFs) (Assessment)	Health and Safety	Resources & Dyslexic Elements.
10-11	Sewing limbs onto monster and constructing it together	Making	Effective Participant.	Communicate effectively during practical	As and when pupils get to this stage, sho pupils one on one, or in small groups how to sew monster inside out and turn out correct way, zip half open.	A well made completed monster, with accurate seam allowance and something that resembles their original design drawn.	Safe use of the sewing machine	Sewing machine, pins, scissors.
12-13	Conclude and review the success of the module, both personally and through peer assessment in order to help improve for future modules.	Evaluation	Reflective learner	Using evaluation spider diagram to answer key questions.	Give pupils key questions to ask themselves on what went well, didn't go so well, possible changes etc.	Evaluation and questionnaire with clear description of processes and explanation.	N/A	Sketchbook Evaluating key words spider diagram worksheet
14-15	Questionnaire pie –chart results	Developing , testing and evaluation.	Reflective learner	Use of Edexcel to make pie charts and multiple point options.	With guidance worksheet, via excel spread sheet pupils are to produce pie-charts for questionnaire results.	Pie-charts for each question, printed off and stuck into sketchbooks.	N/A	ICT access and sketchbooks and glue.
16	Draw design for chicken door-stop designs based on Kandinsky.	Designing	Creative thinker.	Effective communication of design.	Preformatted worksheet given along with Kandinsky mood board for inspiration.	4 x imaginative outcomes, fully coloured with clear Kandinsky pattern inspiration.	N/A	Pre formatted chicken doorstop worksheet and colouring pencils.
17	Paint designs using specialist sublimation transfer paint to create design onto synthetic material using heat press.	Designing and making	Effective participant	Communicate effectively during practical	Pupils given an A3 pre formatted template sheet and shown how the heat press transfers the design onto polyester fabric. Direct supervision given on heat press.	Painted design onto the paper and transferred onto polyester fabric, matching their design accurately to the idea chosen.	Safe use of heat press, direct supervision.	Sublimation paints, A3 pre formatted fabric design, paint brush heat press
18-19	Cut out add on components to crate chicken door stop character from felt material.	Making	Effective participant.	Communicate effectively during practical	Diagram drawn on board, pupils shown how to pin and cut out template shapes for beak, wattle and comb out of felt fabric.	Well cut out and sewn beak, wattle and comb, matching the colours used in their designs	Safe use of the sewing machine	Sewing machine, scissors, pins, felt and templates.
20-21	Sew chicken door stop together and stuff inside, hand stitching to complete it off	Making	Effective participant.	Communicate effectively during practical	Demo how to do overcast hand stitching to pupils, and have diagrams drawn on board to illustrate	Accurately hand sewn using overcast stitch with an arms length of thread.	Safe use of sewing machine	Sewing machine, polyester stuffing, dried rice, hand needle and spool thread.
22	Conclude and review the success of the module, both personally and through peer assessment in order to help improve for future modules.	Evaluating.	Reflective learner	Using evaluation spider diagram to answer key questions.	Give pupils key questions to ask themselves on what went well, didn't go so well, possible changes etc.	Evaluation and questionnaire with clear description of processes and explanation.	N/A	Sketchbook Evaluating key words spider diagram worksheet

## Assessment

Level	Design	Make	Evaluate
3	Generate 1 basic monster ideas from a set design brief.	Following a basic plan, Creating a monster pencil case using the sewing machine with some accuracy.	Reflect back on your design and making to help improve for your next project.
4	Generate and develop door hanger 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 monster pencil case	Reflect back on previous experiences to help develop your designing and making
5	Draw complex designs for door hanger 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 outcome.	Test and evaluate your product to suggest improvements for future projects.

Addition all assessment

Note that extended module is listed in blue and lasts 8 lessons longer than the 26 week module.



## Assessment

Level	Design	Make	Evaluate
3	Generate 1 pattern ideas for the sublimation print for the chicken pyramid doorstop from a set design brief.	Following a basic plan, creating a chicken pyramid doorstop using the sewing machine with some accuracy and skill level.	Reflect back on your design and making to help improve for your next project.
4	Generate and develop door hanger 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 chicken door stop to a good standard.	Reflect back on previous experiences to help develop your designing and making
5	Draw complex designs for chicken door-stop patter based upon material properties restrictions, research findings based on Kandinsky.	Use your own detailed plans, adjusting where needed, and use the sewing machine with precision to create a highly accurate chicken doorstop.	Test and evaluate your product to suggest improvements for future projects.

Addition all assessment

Note that extended module is listed in blue and lasts 8 lessons longer than the 26 week module.

