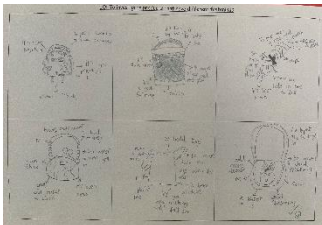
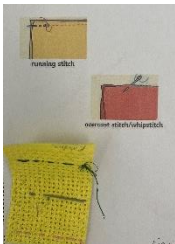



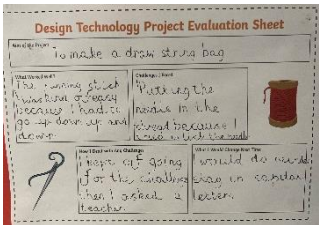




DT Teaching Sequence for the term

Look at sections 10, 12 and 14 on projects on a page for key questions and more information

<p>Lesson 1</p>	<p><u>Explore and investigate existing products</u></p>  <ul style="list-style-type: none"> • Assess prior knowledge • Introduce new project • Explore and investigate existing products
<p>Lesson 2</p>	<p><u>Teach skill</u></p>  <ul style="list-style-type: none"> • Introduce technique • Teacher model • I do, we do, you do
<p>Lesson 3</p>	<p><u>Design product</u></p>  <ul style="list-style-type: none"> • Create a brief together • Intended user, purpose, appeal of product • Design and plan their product - annotate colours, techniques going to be used
<p>Lesson 4</p>	<p><u>Make</u></p>  <ul style="list-style-type: none"> • Recap their designs • Children make - encourage children to follow design and think about quality finish of product
<p>Lesson 5</p>	<p><u>Make</u></p>  <ul style="list-style-type: none"> • Recap their designs • Children make - encourage children to follow design and think about quality finish of product
<p>Lesson 6</p>	<p><u>Evaluate and Assessment</u></p>  <ul style="list-style-type: none"> • Evaluate product in relation to design brief <ul style="list-style-type: none"> • Children test product for its purpose • Assess children's outcome



10. Investigative and Evaluative Activities (IEAs)

Lesson 1

- Children investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate. Think about products from the past and what changes have been made in textile production and products e.g. the invention of zips and Velcro.
- Give children the opportunity to disassemble appropriate textiles products to gain an understanding of 3-D shape, patterns and seam allowances.
- Use questioning to develop understanding e.g. *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?*

12. Focused Tasks (FTs)

Lesson 2

- Demonstrate a range of stitching techniques and allow children to practise sewing two small pieces of fabric together, demonstrating the use of, and need for, seam allowances.
- Allow children to use a textile product they have taken apart to create a paper pattern using 2-D shapes.
- Provide a range of fabrics – children to consider whether fabrics are suitable for the chosen purpose and user. The fabrics also can be used for demonstrating and testing out a range of decorative finishing techniques e.g. appliqué, embroidery, fabric pens/paints, printing.
- Use questioning to develop understanding e.g. *Which joining technique makes the strongest seam? Why? Which stitch is appropriate for the purpose? Which joining techniques are suitable for the fabric and purpose? How can you stiffen your fabric? What is the purpose of the fastenings? Which one is most suited to the purpose and user? What decorative techniques have been used? What effect do they have?*

14. Design, Make and Evaluate Assignment (DMEA)

Lesson 3

- Children to create a design brief, supported by the teacher, set within a context which is authentic and meaningful. Discuss the intended user, purpose and appeal of their product. Create a set of design criteria.
- Ask children to sketch and annotate a range of possible ideas, constantly encouraging creative thinking. Produce mock-ups and prototypes of their chosen product.
- Plan the main stages of making e.g. using a flowchart or storyboard.
- Children to assemble their product using their existing knowledge, skills and understanding from IEAs and FTs. Encourage children to think about the aesthetics and quality finish of their product.
- Evaluate as the process is undertaken and the final product in relation to the design brief and criteria. The product should be tested by the intended user and for its purpose and others' views sought to help with identifying possible improvements.

Lesson 4 & 5

Lesson 6