

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: Textiles	Unit: Using practical skills and the sewing machine to create their cushion design.	Term/Duration: 2 x 10 -12 weeks	Year Group 8
Prior Learning: <ul style="list-style-type: none"> ● How to make a prototype. ● How to use a pattern to mark out different shapes. ● How to use scissors to cut fabric. ● How to follow a production plan to make a product. ● How to use the appropriate materials and tools to prepare and apply applique shapes. ● How to use the sewing machine for straight and zigzag stitches. ● How to use the iron to press material. ● How to pin, tack and oversew. 		Key Vocabulary: <ul style="list-style-type: none"> ● Colouring techniques ● tie and dye ● resist dyeing ● random and scrunch methods ● Batik ● tjanting ● thermostat ● transparent outline ● observations ● preference ● annotation ● stimulus ● embellishment ● quilting ● machine embroidery ● seam allowance 	
By the end of this unit...			
Most pupils will be able to: <ul style="list-style-type: none"> ● Colour their fabric using their chosen technique. ● Select appropriate embellishment techniques to enhance their work. ● Use large and small equipment with safety and a degree of accuracy. ● Use a sewing machine to decorate and construct their cushion cover. ● Evaluate and modify their work as it progresses. 			
Some children should be able to: <ul style="list-style-type: none"> ● Colour their fabric using their chosen technique with support. 			



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- They will be able to use embellishment techniques such as machine embroidery to enhance their work.
- Use large and small equipment safely and with some accuracy.
- Use a sewing machine to decorate and construct their cushion cover.
- Evaluate their finished product.

Some children could be able to:

- Colour their fabric using their chosen technique to produce an attractive pattern and colour.
- Select an appropriate variety of embellishment techniques to enhance their work.
- Use large and small equipment safely and with an increasing degree of accuracy.
- Independently use a sewing machine to decorate and construct their cushion cover.
- Demonstrate a number of key processes such as hems and seams.
- Evaluate and modify their work as it progresses and on completion.

Notes

Visit: The V&A including hands on workshop.

	Learning Objectives	Content	Assessment	Resources /Health and Safety	ICT Opportunities
1	To be able to safely use the correct equipment to produce samples of fabric dyed using resist techniques.	<p>Starter Organise pupils into work groups. Explain seating plan. Distribute folders - pupils to write full name and group.</p> <p>Main Activity 1 Discussion of potential safety hazards in Textile room. Explain need for additional vigilance with the techniques undertaken this year.</p>	<p>Use of tie and dye equipment – I work with a variety of materials and components with some accuracy.</p> <p>I work with a range of tools, materials, equipment, components and processes with improving accuracy.</p>	<p>Folders Worksheets – Tie and Dye Methods. Sample size cotton squares. Dyes –red, yellow and blue. String, Buttons, Selotape, Labels. Scissors Batik equipment Batik design worksheets</p>	



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		<p>Give out information worksheets explaining various methods of tie and dye.</p> <p>Demonstrate tying and labelling of sample pieces. Yellow, red and blue dye used for samples but explain that pupils will have a wider range of colours to choose from for their cushion cover.</p> <p>Explain double dying - pupils will need to go in the lighter colour first - yellow > red > blue</p> <p>Number pupils 1-5. Pupils prepare 1 sample from those demonstrated (e.g. 1s = pinch, 2s = button, etc.) Pupils then create their own method. Monitor and support as required.</p> <p>Explain procedure for dying including safety precautions taken. i.e. rubber gloves.</p> <p>Main Activity 2</p> <ol style="list-style-type: none"> 1. Demonstrate drawing of simple Batik designs. Pupils to complete 3 or 4 designs of their own. Colour 2 chosen designs. 2. Discuss safety issues for use of Batik equipment and demonstrate technique. 	<p>I work with a range of tools, materials, equipment, components and processes with some precision.</p> <p>AFL</p> <p>Questioning Traffic light understanding of safety procedures.</p>	<p>Newspaper Biros</p> <p>Health and Safety Use of dyes Use of scissors</p>	
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		<p>3. Remind pupils to add initials to sample fabric using a biro.</p> <p>4. Pupils begin to add wax for Repeat method sample. When all pupils have put 1st sample into dye they can set up the wax outline required for the painted method, if time allows.</p> <p>Monitor and support as required.</p> <p>Plenary Show examples of tie and dye completed previously. Try to predict which method of tying produces different effects. Traffic light understanding of safety procedures. Complete pupils H/S records.</p>			
2	<p>To be able to evaluate the success of tie and dye colouring technique.</p> <p>To be able to safely use the correct equipment to produce samples of fabric dyed using resist techniques.</p>	<p>Starter Pupils to list rules for safe use of irons on inside back cover of folders. Demonstrate and use random questioning to recap on iron safety. Take register to complete pupil Health and Safety records.</p> <p>Distribute tie and dye samples completed last lesson.</p> <p>Main Activity 1</p>	<p>Assessment Accuracy and detail in written evaluation of tie and dye technique.</p> <p>AFL Questioning Self- assessment Peer Assessment</p>	<p>Resources Folders Tie and dye samples Tie and dye evaluation sheets Group evaluation sheets. Scissors Irons and ironing boards Batik equipment Batik design worksheets Newspaper</p>	



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		<ol style="list-style-type: none"> 1. Pupils to untie, iron and evaluate their samples. Stress use of full sentences and critical, descriptive language in evaluations. 2. Their own sample to go on first sheet, then they must look at and evaluate 5 samples made by other pupils, and record on second sheet. 3. Discuss option to add a second colour. Pupils prepare their fabrics if additional colour is required. <p>Monitor and support as required.</p> <p>Main Activity 2</p> <ol style="list-style-type: none"> 1. Demonstrate and remind pupils of safety procedures necessary when using Batik equipment. 2. Demonstrate addition of fabric dye to a Painted method sample. 3. Remind pupils to add initials to sample fabric using a biro. 4. Pupils to add wax to the parts of their Repeat sample that they wish to remain yellow. 5. Pupils to add a wax outline and fabric dye (at least 3 colours) to a Painted sample. <p>Monitor and support as required.</p>		<p>White cotton fabric squares Dye buckets Aprons</p> <p>Health and Safety Use of irons</p>	
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		<p>Encourage pupils to create more than one painted sample, making second designs more complex, neater or using more colours.</p> <p>Plenary Group discussion of success of various methods. Do they have a preferred method. Random questioning of safety precautions necessary when using fabric dyes.</p>			
3.	To be able to safely use the correct equipment to produce samples of fabric dyed using resist techniques.	<p>Starter Number pupils 1 and 2 - choose one number to explain to their partner how to add dye to a piece of fabric. Any partners who feel that they received a good explanation to share with the class. Issues credits for technically correct responses.</p> <p>Return marked examples of tie and dye. Hand out credits where applicable.</p> <p>Main Activities –</p> <ol style="list-style-type: none"> Any pupils who repeat dyed their tie and dye samples to untie, iron and evaluate. Remind pupils that Batik design sheets must be completed. 	<p>Assessment Safe and accurate use of Batik equipment</p> <p>I identify what is working well and what could be improved.</p> <p>AFL Questioning during starter, demonstration and plenary. Traffic light L.O's</p>	<p>Resources Folders Batik equipment Batik design worksheets Newspaper Scrap paper Worksheet – Batik White cotton fabric squares Dye buckets Aprons</p> <p>Health and Safety Use of Batik equipment – refer to Risk Assessment in H/S documentation.</p>	



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		<ol style="list-style-type: none"> 3. Pupils to add wax to parts of their Repeat samples that they wish to remain red. 4. Pupils to continue with painted samples. 5. Remind pupils to add initials to sample fabric using a biro. <p>Monitor and support as required.</p> <p>Plenary Group discussion of success of various methods. Any problems encountered? Anything that went well?</p>			
4	<p>To be able to use the iron safely in order to remove wax from completed Batik samples.</p> <p>To be able to evaluate the success of Batik colouring technique.</p>	<p>Starter Pupils to list, in GNBs, the 7 colouring techniques that we have covered: Batik - painted, repeat. T&D - pinch, button, pleat, scrunch, random Issue credits to first two correct.</p> <p>Main Activities</p> <ol style="list-style-type: none"> 1. Recap iron safety. 2. Demonstrate removal of wax from a Batik sample - 3 pieces of newspaper underneath and 3 on top. Iron to melt wax, which is absorbed by the newspaper. 	<p>Assessment I identify what is working well and what could be improved.</p> <p>I evaluate my products and my use of information sources.</p> <p>I evaluate my products and identify ways of improving them.</p> <p>AFL Questioning Self - assessment</p>	<p>Resources Folders Newspaper Irons Ironing boards Evaluation sheets</p> <p>Health and Safety Use of iron</p>	

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	<p>3. Remind pupils to check that all wax has been removed and to place used newspaper in the bin.</p> <p>4. Pupils to remove wax from all Batik samples and complete evaluations. Discuss possible suitable comments as a class first to gain ideas.</p> <p>Monitor and support as required.</p> <p>Introduce the design brief and discuss how a variety of techniques and embellishments could be used to create a cushion cover.</p> <p>Discuss the need to research ideas prior to design work. Explain the requirements for the mood board (to be completed next week) and ask the class to suggest areas that pupils might look at for inspiration.</p> <p>Plenary Check on pupil progress and any samples that still require completion.</p>			
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5	<p>To be able to research a range of design ideas and use them to inform and inspire your own work.</p>	<p>Starter Recap the need to research ideas prior to design work and the categories that pupils look to for design inspiration (i.e. logos, food, games, animals). Remind pupils that they are also looking at colour and pattern. Choose two pupils to collect chrome books.</p> <p>Recap the need to research ideas prior to design work.</p> <p>Main Activities</p> <ol style="list-style-type: none"> 1. Pupils must use the Chromebooks to collect at least 8 images and arrange them on a mood board using Google Sheets or Google Slides. 2. The images must be annotated to explain why they have been chosen and evaluating the success of the design. <p>Monitor and support as required.</p> <p>Remind pupils that they must share their document with the teacher so that it can be printed out in colour.</p> <p>Plenary Discuss success of research work.</p>	<p>Teacher assessment - a wide variety of appropriately annotated, strong design ideas.</p>	<p>Resources Folders Chromebooks</p>	<p>Pupils to use Chromebooks to research design ideas and create a mood board of ideas.</p> <p>Less able will need support to choose simple designs.</p> <p>More able will be encouraged to annotate their work, looking at the compilation of designs and how they can be adapted.</p>
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		NOTE: Print mood boards prior to next lesson.			
6	<p>To be able to research a range of design ideas and use them to inform and inspire your own work.</p> <p>To be able to create a range of designs to set criteria.</p>	<p>Starter Hand back marked Batik evaluations and issue credits.</p> <p>Collect Chromebooks for any pupils not here last week. Allow them 45mins to create their mood board.</p> <p>Main Activities Hand out the 3 design sheets and go through the expectation:</p> <ol style="list-style-type: none"> 1. Based on a tie & dye technique 2. Based on a Batik method 3. From your research work <p>Demonstrate sketching the t&d patterns on the board.</p> <p>Explain that pupils must include a minimum of machine embroidery stitching as an embellishment. Encourage use of applique and other embellishments (e.g. buttons, tassels, pom-poms, ribbon.)</p> <p>Pupils to complete design sheets. Monitor and support as required.</p>		<p>Resources Folders Chromebooks 3 Design Sheets Final design sheet</p>	<p>Pupils to use Chromebooks to research design ideas and create a mood board of ideas.</p>



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		<p>Pupils to peer assess design work (2 stars and a wish)</p> <p>Outline requirements for final cushion cover design. This must be annotated to explain which colouring methods and embellishments will be used.</p> <p>Pupils to complete final design for cushion cover, explaining the reasons for their choices.</p> <p>Plenary Sharing of design ideas.</p>			
7	<p>To be able to create a range of designs to set criteria.</p> <p>To be able to use equipment and materials safely and accurately to add colour to cushion fabric using chosen colouring technique.</p>	<p>Starter Revise safety issues of using wax, dyes and iron.</p> <p>Demonstration - introduce the three pieces of fabric needed for the cushion cover. Show an example of finished work to illustrate how they fit together. Using the prompt card, go through the steps needed to turn a hem on both back pieces prior to machine stitching.</p> <p>Remind pupils to add initials to all three pieces with biro.</p> <p>Activities</p>	<p>Peer Assessment Verbal evaluation of progress to date</p>	<p>Resources Folders Design sheets Fabric for cushion covers Batik equipment – pots and tjantings Newspaper strips Tie and dye equipment – string, buttons, sellotape, labels etc. Fabric dyes – palettes, brushes etc. Aprons Preparation of hem prompt sheet. Biros</p>	



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		<p>Pupils to complete any outstanding design work.</p> <p>Tie and Dye – Pupils to tie fabric using chosen method. Label clearly (with biro) and select colour of dye required. Pupils to turn and tack hems on back pieces. Add front and back pieces to dye buckets.</p> <p>Batik Group – Pupils to produce guidelines on paper, remembering to draw in the seam allowance 1.5cms from edge. Lay fabric over then trace using wax. Place fabric in dye bucket or begin to paint dye onto fabric if time allows. Teacher to circulate, spot dem and assist as required.</p> <p>Plenary Discuss progress made today.</p>		<p>Health and Safety Handling Batik equipment and dyes – see Risk Assessment in Health and Safety documentation. Use of irons.</p>	
8	<p>To be able to use equipment and materials safely and accurately to add colour to cushion fabric using chosen colouring technique.</p>	<p>Starter Distribute fabric. Check on progress from previous lesson.</p> <p>Remind pupils to turn hems on back pieces.</p> <p>Main Activities Tie and Dye group – untie and iron fabric. Ensure hems are complete and all fabric coloured.</p>	<p>Peer Assessment Verbal evaluation of progress to date</p>	<p>Resources Folders Design sheets Fabric for cushion covers Batik equipment – pots and tjantings Newspaper strips Tie and dye equipment – string, buttons, sellotape, labels etc.</p>	



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		<p>Batik Group – Set up equipment for mixing and painting on fabric dye / add wax and return to the next dye pot / iron off wax using newspaper, as applicable.</p> <p>Teacher to circulate, spot dem and assist as required.</p> <p>Mini Plenary Check progress. How has each pupil moved their work forward. Any problems? Discuss how to solve.</p> <p>Extension Work Look at examples of cushions on display and in resource box. Identify methods of embellishment. Select appropriate methods for pupil's own cushion.</p> <p>Plenary Collect in all work and ensure all equipment is washed and put away properly.</p>		<p>Fabric dyes – palettes, brushes etc. Aprons Preparation of hem prompt sheet. Biros</p> <p>Health and Safety Handling Batik equipment and dyes – see Risk Assessment in Health and Safety documentation. Use of irons.</p>	
9	To be able to use equipment and materials safely and accurately to embellish a cushion cover.	<p>Starter Pupils to review progress and check final design sheet to decide next steps.</p> <p>Discuss - What do we mean by 'embellishment'.</p> <p>Show and discuss various methods of embellishing cushions to include:- quilting,</p>	<p>Assessment Completed colouring of fabric pieces.</p> <p>Development of design worksheet to show embellishment techniques.</p>	<p>Resources Folders Design sheets Fabric for cushion covers Preparation of hem prompt sheet. Pins, needles and tacking thread. Sewing machines</p>	

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		<p>machine embroidery, hand embroidery, applique, buttons, beads, sequins, ribbon etc.</p> <p>Demonstration - remind pupils how to set up and thread the sewing machine. Suggest that they begin by straight stitching their back pieces (forward and reverse 1cm at either end).</p> <p>Pupils must use zig-zag stitch for applique work but can use any of the stitches for additional of quilting lines.</p> <p>Main Activities</p> <ol style="list-style-type: none"> 1. Pupils to have coloured all fabric pieces for their cushion cover. 2. Ensure all hems are pinned and tacked ready for machining. 3. Pupils to add quilting fabric if required. 4. Pupils to begin embellishment of cushion cover. <p>Teacher to circulate, spot dem and assist as required.</p> <p>Plenary Collect all work and tidy room. Progress check. Discuss any problems that have been encountered.</p>	<p>AFL Self- assessment</p>	<p>Cushion samples showing embellishment techniques. Machine Embroidery cards Quilting fabric</p> <p>Health and Safety: Use of scissors, pins and needles- care with sharp equipment. Refer to risk assessment 2.017 sewing equipment-small items. Sewing machine 2.01</p>	
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<p>10-11</p>	<p>To be able to use equipment and materials safely and accurately to embellish a cushion cover.</p>	<p>Starter Pupils to review progress and check final design sheet to decide next steps.</p> <p>Set time targets.</p> <p>Reminder - pupils must use zig-zag stitch for applique work but can use any of the stitches for additional of quilting lines.</p> <p>Main Activities</p> <ol style="list-style-type: none"> 1. Ensure all hems are machine stitched. 2. Pupils to add quilting fabric if required. 3. Pupils to continue with embellishment of cushion cover. <p>Teacher to circulate, spot dem and assist as required.</p> <p>Demonstration - joining front and back of cushion together. Front and back pieces together with right sides facing. Pins to be pointing outwards, overlaps secured. Tack around all 4 sides.</p> <p>Pupils to join their pieces together once all embellishment is complete.</p> <p>Extension Cushion filler Patchwork cushion</p>	<p>Assessment Use of equipment and materials</p> <p>I work with a variety of materials and components with some accuracy.</p> <p>I work with a range of tools, materials, equipment, components and processes with improving accuracy.</p> <p>I work with a range of tools, materials, equipment, components and processes with some precision.</p> <p>AFL Questioning</p>	<p>Resources Folders Design sheets Fabric for cushion covers Preparation of hem prompt sheet. Pins, needles and tacking thread. Sewing machines Cushion samples showing embellishment techniques. Machine Embroidery cards Quilting fabric</p> <p>Health and Safety: Use of scissors, pins and needles- care with sharp equipment. Refer to risk assessment 2.017 sewing equipment-small items. Sewing machine 2.01</p>	
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		<p>Owl Drawstring bag Beanbag</p> <p>Plenary Collect all work and tidy room. Progress check. Discuss any problems that have been encountered.</p>			
12	To be able to use equipment and materials safely and accurately to embellish a cushion cover.	<p>Starter Distribute work. Hand out evaluation sheets. Explain completion.</p> <p>Main Activities</p> <ol style="list-style-type: none"> 1. Pupils to complete any unfinished cushion covers. 2. Check all folder work is complete and tidy. 3. Peer assess completed work as a class. 4. Pupils complete evaluation sheet individually. <p>Extension Cushion filler Patchwork cushion Owl Drawstring bag Beanbag</p> <p>Plenary Discuss results, successes and further improvements required.</p>	<p>Assessment Self assessment of finished product</p> <p>AFL Self and Peer Assessment</p>	<p>Resources Completed cushions Evaluation sheets Folders</p>	

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		Hand out credits.			
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