

KS1.CA.T1

Area of study: Textiles (Glove Puppet Joining)

Unit aims / outcome:

- to create a glove puppet which is made out of fabric and is joined securely for the nursery class

Design

design purposeful, functional, appealing products for themselves and other users based on design criteria

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

explore and evaluate a range of existing products

evaluate their ideas and products against design criteria

Technical knowledge

build structures, exploring how they can be made stronger, stiffer and more stable

explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Design and Technology concepts to organise knowledge:

Structures: refers to the arrangement of parts.

Mechanisms: systems of parts working together in a machine

Textiles: materials that are often made by weaving and knitting fabrics together.

Systems (electrical or mechanical): groups of related things that work together as a whole.

Key concepts of learning:

Disciplinary knowledge:

Textiles: materials that are often made by weaving and knitting fabrics together.

Design–

- draw ideas as drawings
- Say how the product works

Make-

- Assemble, join and combine materials
- Use tools safely

Evaluate-

- Talk about the design
- Explore puppets and familiar characters from stories—likes and dislikes

Technical knowledge-

- build/sew structures, exploring how they can be made stronger, stiffer and more stable.

Learning in Reception:

- I know how to join materials using glue or masking tape.
- I know how to handle some tools safely and with increasing control.
- I know wheels are used on lots of everyday things.
- I know wheels allow things to move.

By the end of Reception, we will have learnt how to:

- Begin to explore and use the language of designing and making, e.g. join, build, shape.
- Select tools and techniques needed to shape, assemble and join a variety of different materials.
- Use a range of tools, e.g. scissors, hole punches, staplers, woodworking tools, rolling pins, pastry cutters competently, safely and confidently.

Tier 2

New

Fabric-Fabric is cloth or other material produced by weaving together threads.

template - A pattern used for as a guide for cutting.

Review – Reception

join
build
shape
cut
scissors
glue

Tier 3

New

Joining techniques- A joining process is the way in which materials are joined together for a specific purpose.

Finishing techniques- To attach a decorative item onto piece of fabric by gluing and/or sewing.

Functionality -The quality or state of being functional. A design that is admired both for its beauty and for its functionality: the set of functions or capabilities associated with something

Review

NC objective:

Vocabulary and crucial knowledge:

<p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can</p>	<p><u>Context of study:</u></p> <p>This topic will built on what the children have already learnt in Reception. They will know some language and tools needed to build, create and join. Children will also know about fabric as this is a materials that they learnt about in Science and know the properties of. They will understand why it would be suitable to make a puppet out of. (KS1CAT2). They will further build on this by designing products for a target audience using a range of materials and tools competently, safely and confidently. The children will evaluate products for a target audience by reflecting on their choice and making amendments where necessary. Children will understand that there are multiple ways of joining fabric, gluing, safety pins, stapling.</p> <p><u>Crucial Knowledge:</u> (Gluing the puppet together/sewing on any detail using running stitch)</p> <p><u>Design Brief</u> Children need to know what a glove puppet is and the different fabrics you can use to make one. Children need to know that glove puppets are made by joining to pieces of fabric together. Children need to know a fabric is a woven or knitted material either made from thread or yarn. Children need to know the design brief is to make a glove puppet for the nursery children to use and play with. Children need to understand that functional is about how well something works.</p> <p><u>Research:</u> Children will look at existing glove puppets and think about what fabric they are made from and how they have been designed. Children will rate the fabric and be able to describe the fabric that the glove puppet is made out of. Children will become ‘fabric investigators’ to name all the materials used to make the glove puppets (have more than one glove puppet) Children explore and investigate the fabrics to determine which is the best for the purpose of the product they are creating using what they found out from being fabric investigators.</p> <p><u>Technical Knowledge:</u></p> <p>Explain that we are going to be exploring different ways to join fabrics. Model different techniques for joining fabrics and attaching other materials e.g. glue, stapler, sticky tape and safety pin. Discuss the advantages and disadvantages of each technique. Has</p>
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be made stronger,
stiffer and more stable

explore and use
mechanisms [for
example, levers, sliders,
wheels and axles], in
their products.

anyone used these techniques before? What were you making?
What were you joining? Transform a piece of fabric. Children are
each given a square of either binca, felt or hessian. Children
choose smaller pre-cut fabric shapes and join them to their larger
piece. Just a few pieces should be added. Children should explore
the different techniques modelled to join their pieces to the
background fabric. Children attach sequins, buttons, string, wool,
thread and ribbon using the same techniques.

Explain that we are going to be making our glove puppet template.
Model how to create a simple template for a glove puppet using
appropriate tools to pin the template to the fabric, mark out and
cut out the relevant fabric pieces for the product. Encourage
children to start thinking about what kind of glove puppet they
would like to design and make and which shapes would be
relevant to this. Encourage children to review their template try
again if they are not happy with the shape.

Design:

Recap the Bright Beginners dilemma and their design criteria.
Model the design process for children. Discuss and create non-
negotiables together as a class i.e. what the design must have and
the materials and equipment that we will need to make them.
Model using knowledge from the exploration stage to create their
template using card and paper.

Children need to know and understand the design criteria and the
purpose.

Children need to design their glove puppets, what it looks like,
which character it is going to be, how it is going to be joined and
any detail they wish to add to it.

Children need to design and draw an example of their product and
label it clearly.

Children need to decide and list the equipment and resources
they are going to need to make the product.

Children need to be clear and write their own design criteria and
make sure their product fits this.

Make:

Children to use their design to make their product. Encourage
them to follow the plan they made by choosing the materials and
equipment they planned to use. Model following their design to
ensure the product made looks like the one that they designed.
Children will cut their fabric into the correct shape of their
character.

Children will join their glove puppet up ensuring it is the right size
and fits on someone's hands so it can be used correctly.

Children will choose the colours and add the details that they have
chosen in their design.

Children will glue to join the two pieces of fabric together.

	<p>Children need to be taught how to mark out, hold, cut and join materials and components correctly</p> <p>Children need to measure using a ruler.</p> <p>Children need to use glue, tape, plasticine to connect the parts of their structure.</p> <p>Children need to know how to do running stitch to add any detail on to their glove puppet.</p> <p>Evaluate:</p> <p>Children need to know that evaluating means looking at the strengths and weakness of the product they have created.</p> <p>Children need to explain what they did and how they made their final product.</p> <p>Children need to compare their product to their original plan and the design criteria. Have they met the objective that was originally set out?</p> <p>Explain that through discussion children have just evaluated the glove puppets and that this is something they will be doing throughout their learning in design and technology.</p> <p>Children explain if their glove puppet met the design criteria and is functional and fit for purpose. (it would be nice if the children could take the puppets down to nursery and see what the children think!</p>
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