

Topic: Textiles: Cross stitch and applique

National Curriculum Objectives which are covered in this unit:

Make

Pupils should be taught to:

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Design

Pupils should be taught to:

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Evaluate

Pupils should be taught to:

- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Lesson sequence - include the key concept, L.O. and brief description of lesson

WALT: learn how to sew cross-stitch and appliqué.

Learning how to sew cross-stitch and to appliqué.

Success criteria

- I can use the cross-stitch sewing technique.
- I know how to appliqué.
- I can reflect on the techniques used.

Pupils with secure understanding indicated by: using a cross-stitch to add decoration or join two pieces of fabric together.

Pupils working at greater depth indicated by: using neat and considered cross-stitch to join an appliqué patch to another fabric; attempting reverse appliqué.

WALT: develop and use a template.

Learning about Ancient Egyptian collars and developing designs.

Success criteria

- I can design a collar based on a set theme.
- I can develop a template.
- I understand how to adapt a template to fit design criteria.

Pupils with secure understanding indicated by: designing and cutting a template for a usekh or wesekh collar.

Pupils working at greater depth indicated by: considering how the different elements in their designs will work together to meet the design criteria; cutting the template for their collar accurately; considering asymmetrical design ideas.

WALT: assemble fabric parts into a fabric product.

Using templates to cut fabric to form the base of a collar.

Success criteria

- I can cut and shape fabric accurately.
- I can use a template to create the main parts of my fabric product.
- I can use stitches to join fabrics.
- I know that fabrics have different properties depending on the material.

Pupils with secure understanding indicated by: recognising the qualities of fabrics chosen as part of their design; explaining how the aesthetic qualities of the fabrics support their design; cutting and shaping fabric to complete the base for their collar by following their template; attaching a ribbon using a running stitch.

Pupils working at greater depth indicated by: cutting and shaping fabric accurately; attaching a ribbon accurately with neat, close stitches.

WALT: decorate fabric using appliqué and cross-stitch.

Decorating the collars a using a variety of techniques, including appliqué, pinking and adding embellishments.

Success criteria

- I can follow design criteria.
- I can use cross-stitch.
- I can add appliqué.

Pupils with secure understanding indicated by: using cross-stitch and appliqué to decorate their collar; decorating their collar with some similarities to their final design.

Pupils working at greater depth indicated by: sewing neatly with consistent stitches; using cross-stitch and appliqué to decorate their collar to match their design criteria and final design closely.

<p><u>Prior learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Reception book marks Year 1 Puppets</p>
<p><u>Future learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 5 Make a cushion</p>
<p><u>Key vocabulary to be explicitly taught</u></p>	<p>asymmetrical appliqué cotton cross-stitch polyester running stitch silk symmetrical embellish fabric patch pinking template thread unique</p>
<p><u>Cross-curricular links</u></p>	<p><u>History</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. <p>See National Curriculum - History key stages 1 to 2.</p> <p><u>RSE</u> Respectful relationships Pupils should know:</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
<p><u>Enrichment</u></p> <p><i>Give visit/visitor/first hand experience and focus</i></p>	
<p><u>Useful websites/resources</u></p>	<p>Knowledge organiser: DT - Y3 Egyptian collars D&T Textiles skills videos Vocabulary display: Textiles: Egyptian collars</p>