



**D&T      Years 5/6      Cycle A      Topic: Make do and mend textiles upcycling project**  
**Project Brief: Pupils, design and make a 'Make do and mend' bag of their choice (e.g. tablet case, phone carrier, shopping bag) by combining different fabric shapes and using a range of finishing techniques.**

<p><b>Prior Learning:</b>  <b>EYFS</b></p> <ul style="list-style-type: none"> <li>• Explored and used different materials, including fabrics.</li> <li>• Cut and joined materials with simple techniques. For example, used split pins to create paper puppets of the Hungry Caterpillar.</li> <li>• Thought about the user and purpose of products.</li> </ul> <p><b>Y1/2 Cycle B Story Puppets</b></p> <ul style="list-style-type: none"> <li>• Pupils design, make and evaluate a hand puppet to re-tell a favourite story. Pupils use templates; explore different ways of joining (e.g. running stitch) and finishing techniques. e.g. using fabric pens, gluing sequins, stitching buttons and ribbons).</li> </ul> <p><b>Y3/4 Cycle B Upcycled drawstring bags</b></p> <ul style="list-style-type: none"> <li>• Pupils design, make and evaluate a drawstring bag, upcycling an unwanted pillowcase or piece of clothing for themselves or someone else.</li> </ul>	<p><b>Resources needed:</b></p> <p>Existing textile products for investigation and deconstruction linked to their product.</p> <p>Wide selection of textiles, including reclaimed and reusable fabrics, dipryl.</p> <p>Pins, needles, thread, measuring tape, left/right handed fabric scissors, pinking shears iron, iron transfer paper, sewing machine.</p> <p>Range of fastenings, materials for insulating or strengthening e.g. wadding, interfacing.</p> <p>Finishing materials e.g. sequins, buttons, fabric pens/paints.</p>	<p><b>Health and safety:</b></p> <p>Pupils should be taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task.</p>
<p><b><u>National Curriculum:</u></b>  <b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> </ul>	<p><b><u>Key Teaching Points:</u></b>  <b><u>Technical knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know that a 3-D textiles product can be made from a combination of accurately made pattern pieces, fabric shapes and fabrics.</li> </ul>	

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

**Make**

- 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 textiles according to their functional properties and aesthetic qualities.

**Evaluate**

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

**Technical knowledge**

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

**Procedural knowledge**

- Joining fabrics using the over and blanket stitch. Moving on from Y3/4 by improving the consistency of their stitches.
- Explore different finishing techniques. For example, computer designed prints that can be applied to textiles using iron transfer paper.
- Appliqué as a finishing technique.

**Session 1 I.E.A: What was the purpose of Make Do and Mend and how do fashion designers use recycled materials today?**

**Resources needed:**

- iPads

**Letters to go home for children to bring in an old item of clothing/ fabric to create something from in the coming weeks.**

Activity 1: What do we mean by Make Do and Mend? Go over the information on the PPT, making links to their history learning. Video clip also available to consolidate learning.

Activity 2: How are fashion designers using recycled materials today? Use Christopher Raeburn as an example. Information, including video links, and questions on PPT. Can children think of other designers who use recycled materials?

Children research and make notes about Make Do and Mend and Christopher Raeburn using the information on the ppt and iPads for additional research.

Children then present their learning by creating a mood board to explain the Make Do and Mend initiative and how fashion designers are using recycled materials today. Children could create a digital mood board if they have access to iPads.

Plenary

Repair, reuse and reimagine - what does this mean to you?

<p><b>Session 2 I.E.A: What are the different purposes of bags and how are they constructed?</b></p> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>• Various types of bags for investigating.</li> </ul>	<p>Activity 1: Investigating different bags. Using a bag example, model aloud the process of investigating it to try and answer the questions on the PPT. In groups, children to investigate and discuss answers to as many of the questions as they can. Rotate the bags, so they have the opportunity to investigate at least 3 different types of bags.</p> <p>Mini plenary for each group to feedback findings for one of their bags to the rest of the class.</p> <p>Activity 2: Model drawing a labelled drawing of a bag example and annotating it to explain the design features and findings from the investigative task. Children then present their learning by creating a labelled drawing of their chosen bag. Annotations should answer as many questions on the PPT as they can. Extend HA to draw imagined 2D pattern pieces for their chosen bag.</p> <p>Plenary</p> <p>If children have brought their garments in, allow them time to explore the fabric and design features that could be reused and reimagined. What would you like to keep?</p>
<p><b>Session 3 FTs: How can I sew a blanket stitch?</b></p> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>• Needles</li> <li>• Felt - small pieces.</li> <li>• Scissors</li> <li>• Thread</li> </ul> <p><b>SAFETY POINT:</b> tell the children that needles are sharp and they can hurt if used incorrectly.</p> <p><b>Points to note:</b></p> <ul style="list-style-type: none"> <li>• This will need to be done in small groups unless there is additional support. Children will likely need a lot of help starting off and threading the needle.</li> <li>• In case children haven't used needles before, make sure that you show them</li> </ul>	<p>Review of previous learning. Can children name the different stitches shown on the PPT? Can they recall when they have used these and how they created these stitches? Use the visualizer to model the running and back stitch.</p> <p>Recap basics - what equipment is needed? How can we use it safely?</p> <p>Use the visualiser, or the video clips, to model how to sew the felt fabric pieces together using the over stitch and blanket stitch. Note: over stitch is simpler than the blanket stitch so you may want to leave the blanket stitch for HA.</p> <p>Activity 1:</p> <p>Use rotation of activities for children to complete sewing practise in small groups. Practise sewing two small pieces of fabric together to develop use of and need for seam allowances. Help sheets available for children to practise independently. Rotate the groups round after 15 minutes.</p> <p>Plenary</p> <p>Children evaluate the different stitches and consider which they will want to use in their project. Children to put their stitching practise into their project booklets.</p>

<p>when you are demonstrating how to thread.</p>	
<p><b>Session 4 Designing: How can I design a Make Do and Mend bag?</b></p> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>• Example bags to help with the design process.</li> </ul>	<p>Share with the children the design brief: To design, make and evaluate a bag for you or someone else using recycled materials.</p> <p>Discuss key questions with the children to think about when designing:          What is going to be important?          What might you want to put in the bag?          Who is the bag for?          How will they/you use it?</p> <p>Model writing a design criteria, consider stitching type, embellishments, purpose of bag.</p> <p>Model to the class choosing from the range of features seen in second week and combining them to create a desired bag. Divide the design page into quarters. Sketch four different designs, labelling the features of each bag and considering: what it is made out of? What decorations does it have? What shape will the bag be? What will the handle be like? Will the bag have a flap to close over it? Will it have a kind of fastener to keep it closed? Which parts of the recycled material will be used and how? What types of stitches that will be used to join the fabric together? What colour thread? Also, think about if there needs to be any other decoration e.g. Appliqué. How will they join any embellishments? Children complete the design sheet following the structure of the modelled example. They should think of different examples before completing their final design. Encourage children to ensure that each design is unique. Pupils select one design that they would like to produce. Their final design should include a front and back view with design features labelled.</p> <p>As children start to complete their designs, discuss the back of the planning sheet where the TEaM list and planned order of work is. What things are they going to need to be able to complete this? Create the start of a list together. What will you need to do to make your design? Children might need prompting about creating a pattern. Children write a list of the tools, equipment and materials they are going to need in order to make their bag. They also need to complete their planned order of work.</p> <p>Plenary          Children share designs and ideas with other members of the class. Peer assessment - what could be improved? What do you like about it? How does the chosen design meet the design brief and criteria?</p>
<p><b>Session 5 Making: How can I create patterns for my bag?</b></p>	<p>Starter          Recap the project brief and design criteria. Get children to look through their design to refresh their memory.</p> <p>KQ: What are patterns and why do we use them?</p>

<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>• Children's completed design ideas</li> <li>• Bag pattern templates.</li> <li>• Laptops for CAD.</li> </ul>	<p>Discuss use of patterns/ templates in textiles. Demonstrate using CAD to produce pattern pieces for their bag. If there is no access to laptops, you could have paper examples of patterns for different bag types for children to refer to.</p> <p><b>Activity 1: Making pattern pieces</b>  Either use Computer-Aided Design (CAD) on Microsoft Word to design pattern pieces needed and check measurement. Alternatively, draw out pattern pieces on paper and gather resources. Support LA/ SEND. Children follow the modelled steps to create their own pattern pieces. They can also use the paper examples.</p> <p><b>Activity 2: Making a mock-up of the design using the pattern pieces</b>  Using paper, model how to create a mock-up version of your bag design. Show how much fabric you will use. Show where you will need to sew to put the bag together. Label the design with the type of material and type of stitch you will use. Children create a paper mock-up of their design, Extend HA to consider where embellishments will go.</p> <p><b>Plenary: Model evaluating the mock-up against the design brief and criteria. Are there any changes you will make before you make your final design?</b></p>
<p><b>Session 6 Making: How can I make my bag?</b></p> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>• Needles</li> <li>• Thread</li> <li>• Paper (templates)</li> <li>• Glue</li> <li>• Decorative items (fabric pens, sequins etc).</li> <li>• Fabric scissors</li> </ul> <p><b>SAFETY POINT: tell the children that needles are sharp and they can hurt if used incorrectly.</b></p>	<p><b>Starter</b>  Recap the project brief. Get children to look through their design and design criteria to refresh their memory. Review TEaM list and planned order of making. Ensure children are clear on their next steps.</p> <p>Show the video/model of the over and blanket stitches again to the class if they need reminding.</p> <p><b>Main sequence</b>  Today is the practical lesson. Children should have a good idea of what they need to start making first and the materials/equipment that they need.</p> <p>Model taking your pattern from last week and show the children how to use it as a template to pin and draw the right shapes onto the fabric. When all the shapes are on, and the children are happy that they are the right size/shape, cut them out. Then model pinning the fabric shapes to be stitched together, leaving a seam allowance and turning the fabric inside out. Model sewing the bag together. Remind children to think carefully about the order you are sewing pieces together.</p> <ol style="list-style-type: none"> <li>1. Children use the template they made last week to pin and draw around onto the fabric they are going to use.</li> <li>2. They cut out their fabric pieces and pin the pieces to sew, turning fabric inside out.</li> <li>3. Children use their sewing skills to sew the bag together. Remind children to think carefully about the order they are sewing things on and to leave a seam allowance.</li> <li>4. Children decorate their bag using their chosen finishing method.</li> </ol>

**Session 7 Evaluating: How can I evaluate my bag against my design criteria?**

**Resources needed:**

- Completed bags

Why is it important to evaluate the final product?

Discuss evaluating a product against a design criteria. Recap design criteria and the purpose of the product. Children discuss with their group what went well. What were they not so happy with? What could they do differently if they were to go through the process again?

Children walk around looking/evaluating the other bags in their classroom. As a group, peer-evaluate the make-do-and-mend bags. Give positive feedback that can be recorded in sketchbooks. Record your self- and peer- evaluations in your sketchbook alongside a photograph of your finished design.

- How well has the product been designed?
- How well has the product been made?
- Why were these materials chosen?
- What methods of construction have been used?
- How well does the product achieve the purposes?
- How well does the product meet user needs and wants?
- Is the product aesthetically pleasing?
- What changes or improvements would you make to your final product?

Plenary:

Children showcase designs with the class/group with a class fashion show. Celebration of the design process.

#### Vocabulary

Wadding, reinforce, right side, wrong side, hem, pinking shears, iron transfer paper, computer aided manufacture (CAM), font, lettering, text, graphics, modify