

Unit 2D Joseph's coat

Focus – textiles

ABOUT THE UNIT

Through this unit children will learn to use a graphics program to design a model of a simple coat linked to the story of Joseph's coat of many colours. They learn to use simple paper patterns to make a coat and simple joining techniques for fabrics. They learn to communicate their ideas through talking, freehand drawing and using a graphics program.

This unit can be adapted by focusing on an alternative product *eg a fabric mat, bookmark or simple bag*.

Unit 2B 'Puppets' is an appropriate alternative to this unit.

PRIOR LEARNING

It is helpful if the children have:

- some basic experience of sewing
eg lacing or stitching in binca using a plastic bodkin
- cut fabrics
- used the computer for drawing

This unit builds on early experiences of working with fabrics *eg collage* and on Unit 1D 'Homes'.

It also builds on Science Unit 1C 'Sorting and using materials'.

VOCABULARY

In this unit, children will use words and phrases relating to:

- designing *eg discuss, choose, try out ideas, adapt, design, experiment, evaluate, decide, mock-up, predict, expensive*
- making *eg pin, pattern, join, cut, shape, measure, fabric, template, needle, thread, ruler, tape measure*
- knowledge and understanding *eg outline, background, coat, strengthen, stitch, quality, pattern repeat, seam, centre, side, line, flat, symmetry, turn*

RESOURCES

- story of Joseph and his coat of many colours
- collection of fabrics and pictures showing traditional fabrics and clothes
- drawings of simple coats
- polyvinyl acetate (PVA) glue, stapler, scissors
- pencils, crayons, coloured felt-tip pens
- computer graphics programs *eg draw/paint software*
- selection of fabrics, needles, thread, pins

EXPECTATIONS

at the end of this unit

most children will:

have used a graphics program to try out their ideas and suggest improvements in order to create a design for Joseph's coat; have worked with minimal guidance and with increasing care using safely and with some accuracy the tools and techniques shown to them

some children will not have made so much progress and will:

have used a graphics program with support; have used pre-drawn patterns or templates to create a coat for Joseph; have required support in cutting and joining fabric; have found it difficult to achieve a good-quality finish

some children will have progressed further and will:

have used a graphics program competently to show realistic ideas for a coat for Joseph; have clear plans for the order of their work; have used materials with care and some accuracy; have made a coat that is similar to their original design

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

INVESTIGATIVE, DISASSEMBLY AND EVALUATIVE ACTIVITIES (IDEAs)

- that fabrics can be patterned in different ways
 - that 2D paper patterns are used to mark out the shape and size of pieces to make a 3D product
- Read the story of Joseph and his coat of many colours.
 - Show the children outline drawings of a simple, loose 'T' shaped coat similar to that which Joseph might have worn – the whole garment and the component pieces. Cut out the component pieces and glue or staple them together to show how they can be used to make a model garment.
 - Provide a display of pictures and patterned fabrics from a variety of cultures. Include fabrics showing simple appliqué and printed patterns and discuss how the patterns have been made on the fabric. Talk about repeat patterns.

- describe patterns in fabric and show how they are repeated
- talk about how a pattern is used to mark out the shape and size of component pieces

Links to this unit
Design and technology: Unit 4A 'Money containers'
Science: Unit 3C 'Characteristics of materials'
Information technology: Units 2B 'Creating pictures', 4B 'Developing images using repeating patterns'
Mathematics: Number (sequence, continue, rule, first, times), measurement (more/most expensive, less/least expensive, metre, centimetre)
Literacy: Ensure children's familiarity with the story of Joseph as part of work on stories from different cultures. This unit provides a strong context for work about characters *eg asking what Joseph's brothers felt about the coat, exploring whether the children 'like' Joseph at this point in the story*
Art: Pattern, texture and colour

FOCUSED PRACTICAL TASKS (FPTs)

- how to make repeat patterns
 - how to use a graphics program to try out different patterns
 - to use different techniques for joining fabric
 - that a paper pattern can be used to mark out identical pieces
- Ask the children to explore ideas for a repeat pattern, using sticky coloured paper.
 - Introduce an appropriate graphics program *eg paint or draw software*. Show the children how to make the outline first and then fill in with colour. Provide an opportunity for children to use the program to try out pattern-making.
 - Teach the children simple fabric-joining techniques *eg lacing, stitching, stapling, gluing, taping*. Let the children try out these techniques and evaluate which method is best.
 - Demonstrate how to pin a paper pattern onto fabric and cut around it.
 - Show the children how to glue the fabric shapes onto the background fabric (simple appliqué).

- make a repeat pattern with paper
- use the graphics program with minimal help
- use different joining techniques and talk about the advantages and disadvantages of different methods
- use a paper pattern to mark out their fabric pieces

Content
 • This unit focuses on how colour and pattern are used in textile products. Children have the opportunity to use the computer to generate a design that they then can bring to life by adding coloured fabric pieces to a fabric background.
 • It would be useful to have available clothes that are a basic 'T' shape *eg kimono, African robe, gown* (clothes used in school plays might be a useful source).
 • A toy or doll could be used to give an indication of size.
 • A couple of templates/patterns could be set up on the graphics program to be used as an outline for the coat.

DESIGN AND MAKE ASSIGNMENT (DMA)

Design and make a model coat for Joseph

- to use existing fabric designs as inspiration for their own pattern-making
 - to develop and communicate their design ideas through drawing and modelling
 - that some tasks have to be done prior to others
 - to make and/or use a simple paper pattern/template
 - to cut, shape and join fabric to make a simple garment
 - to follow their computer-generated pattern
 - to evaluate what they have made
- ★ Remind the children about the patterns they tried out previously and ask them to decide which type of pattern would be most suitable.
 - ★ Talk about the criteria for the model coat *eg it needs to be brightly coloured, have a repeat pattern, have a back and a front*.
 - ★ Talk to the children about the order of their work.
 - ★ If the children are new to using the graphics program, they might find it helpful to draw a picture of the patterned coat first to focus their ideas.
 - ★ Ask the children to design the coat on the graphics program and print it out. Use a photocopier to enlarge the design – the enlarged design can then be used as a template/paper pattern.
 - ★ Children can collect the appropriate coloured fabrics matching their design. Remind children how to pin or tape their paper pattern to the fabric and to cut carefully around it.
 - ★ Ask the children to cut out the fabric background pieces. Smaller pieces of coloured fabric can then be fixed on to create their intended design. Remind children about the amount of glue required. The front and back can be joined using one of the techniques tried out *eg lacing, stitching, stapling, gluing, taping*.
 - ★ Ask the children to evaluate their coat by saying what they like/dislike or what could be improved in relation to the criteria.

- apply what they have learnt through IDEAs/FPTs in their designing and making
- use and adapt ideas from traditional fabric patterns through a drawing/graphics program
- follow a sequence of activities to make their model coat
- make and/or use a simple paper pattern/template to cut out accurate pieces
- make a model coat joining fabric pieces together
- use their computer-generated design as a guide to creating the pattern for the model coat
- make simple judgements about the coat, pattern, style and suggest improvements

Class management
 This activity is suitable for children working in pairs if their design is enlarged to an appropriate size.
 Support may be needed in using the computer program and in pinning and cutting fabric. Double-sided tape may be used to hold the template in place.
Health and safety
 When carrying out a risk assessment for this activity, teachers will need to consider the materials, tools and equipment being used.
 In addition, the following point should be noted:
 • store pins and needles safely. Felt pads with lines drawn on are useful for storing and checking needles. Ongoing work with needles attached can be stored in resealable bags

Out-of-school activities and homework
 There are opportunities for children to investigate and practise some of these activities at home *eg pattern-making, sewing techniques or an investigation into the way that colour and patterns are used in fabric products*. Some children might have the opportunity to extend their work on the computer outside school.

- essential activities
- ★ assignment stages (all are essential)
- optional activities

