

# Unit 6B Slippers

## Focus – structures: textiles

### ABOUT THE UNIT

In this unit, children learn how products *eg slippers* are designed for different purposes and people. They learn that designers must address a range of needs when designing slippers *eg appearance, safety, warmth and size*. Children learn about making accurate patterns/templates and detailed working drawings. They develop making and finishing skills to enhance the quality of their slippers. They learn to evaluate their products critically against design criteria and identify what to do to improve them.

This unit could be adapted to be broader to encompass 'footwear' or to focus on other textile products *eg hats, soft toys, badges or wall hangings*.

### PRIOR LEARNING

It is helpful if the children have:

- made and used simple patterns
- stitched and joined textiles
- written simple specifications
- planned their work in a step-by-step approach

This unit builds on Units 2B 'Puppets' and 4A 'Money containers'.

It also builds on Science Unit 4C 'Keeping warm'.

### VOCABULARY

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

- designing *eg specification, flow chart, mock-up, accurate, users, fabric swatches, working drawing*
- making *eg pattern/template, working properties*
- knowledge and understanding *eg seam, seam allowance, insulation, sole, upper, inner, reinforce, right side/wrong side, stitch, stitching, tacking, wadding, sewing machine, hem*

### RESOURCES

- collection of slippers or pictures of slippers for different people, from different cultures and for different purposes
- selection of fabrics and materials *eg felt, dipryl (used for making disposable clothes), baize, hessian, calico, corduroy, wadding, bubble wrap, foam*
- fabric paints, sequins, embroidery threads
- needles, pins, threads, fabric scissors, paper/grid paper
- sewing machine (if available and if it can be safely managed)

### EXPECTATIONS

#### at the end of this unit

*most children will:*

have used information from investigating slippers to inform their own designing and making; have developed their skills in working with textiles and will have designed and made a slipper using appropriate materials and techniques; have been able to evaluate critically both the appearance and function of the slipper against the original specifications

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

have gathered some information with help and guidance; have developed limited skills in working with textiles and will have required support in designing and making their slipper *eg they may have needed to use simple pre-drawn patterns and also needed support in cutting and joining fabric*

*some children will have progressed further and will:*

have worked independently and systematically to design and make a slipper of high quality, drawing on their evaluation of existing products and trialling of their own ideas; have been able to give clear reasons for choosing a specific idea, taking into account construction methods, appearance and function of slippers; have identified in their evaluation why they made changes to their design as it developed

**LEARNING OBJECTIVES**

**POSSIBLE TEACHING ACTIVITIES**

**LEARNING OUTCOMES**

**POINTS TO NOTE**

CHILDREN SHOULD LEARN

CHILDREN

**INVESTIGATIVE, DISASSEMBLY AND EVALUATIVE ACTIVITIES (IDEAs)**

- that products are designed for a particular purpose and are suitable for different users
- that a designer needs to consider appearance, function, cost and safety when designing products
- that many different materials can be used on a product *eg a slipper*, some to stiffen, some to provide a hard-wearing surface and some for appearance

- Introduce this unit by collecting and displaying slippers. Discuss with the children how they have been constructed; if possible, disassemble a simple slipper *eg moccasin*.
- Focus the children's attention on the fabrics and materials used for the soles and the inner and outer layers. Ask them about the touch and appearance of fabrics and how the material suits the purpose.
- Discuss with the children the suitability of the slippers for different users and their different purposes; including appearance, function, comfort, cost and safety. Distinguish between slippers that are *functional* and those that are purely *decorative*.
- Ask the children to choose a slipper and write down the five most important points in a specification that the designer might have worked to.
- Ask the children to investigate different materials for warmth, wear and strength.

- relate the way slippers are designed for the intended user and purpose *eg animal slippers are more suitable for young people, older people need a non-slip sole for safety, slippers need to be warm*
- evaluate slippers considering appearance, function, cost and safety
- distinguish between functional and decorative products
- identify the different materials that have been used in a slipper and why they have been chosen

**Links to this unit**

**Mathematics:** Enlarge, reduce, scale up, scale down

**Literacy:** Reinforce work on conditionals *eg highlighting language like 'if', 'then', 'might', 'could' as part of sequential planning*. Develop a writing frame to make an evaluation *eg by identifying the kinds of questions to be asked*

**Content**

- Have a wide range of different slippers available for children to analyse and investigate. In this unit, children could examine examples of slippers from a variety of cultural traditions.
- If possible, take a slipper apart to show children how they are constructed, including where a seam allowance is necessary when measuring and marking out fabric pieces.

**Class management**

- A key aspect of this unit is for children to be able to design and use their own pattern/template.
- Some children may experience difficulty in designing their own patterns/template and will therefore need support.
- Have a prepared pattern of a slipper for children who have difficulty making their own.
- Grid paper can be very helpful when making paper patterns/templates.
- Children could use inexpensive and easily worked material *eg dipryl* to make prototypes. (Dipryl is used to make disposable cloths.)
- Cut fabric to manageable sizes for the children to use.

**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 points should be noted:

- children using sewing machines should be supervised
- if used slippers are being handled, ensure they are clean

**Out-of-school activities and homework**

There are good opportunities for children to identify, investigate and analyse these products out of school, and to record through writing and drawing their findings, with specific reference to appearance, materials and purpose. More elaborate decoration could also be worked on outside school.

**FOCUSED PRACTICAL TASKS (FPTs)**

- that pattern/templates can be used many times and this ensures consistency in size
- how to pin, sew and stitch materials together to create a product
- that ideas for products can be developed by modelling with paper or scrap metal
- to use a simple sewing machine (if available)

- Show how a pattern is made allowing for seam allowances of 1–1.5cm (plain paper or grid paper can be used). Try making a pattern for their own slipper (using their own feet as a guide) or for someone in their family.
- Show how to pin the pattern onto the fabric allowing minimal wastage. Try fitting a number of pattern pieces on the smallest amount of fabric *eg by nesting, lay planning*.
- Demonstrate how to stitch right sides together, to snip curved edges, to tack wadding to fabric (use of an eyelet punch should be shown if slippers are to be laced together).
- Show the children different techniques for adding colour, pattern and texture to the fabric *eg embroidery, simple appliqué, use of sequins, use of fabric paints*.
- Demonstrate how to use a sewing machine, if available. Encourage the children to practise on simple shapes first.

- understand that a pattern/template must be used to make a pair of slippers the same size
- use a variety of sewing and decorating techniques and choose appropriate techniques for making slippers
- use a sewing machine to join or decorate a product (if available)

**DESIGN AND MAKE ASSIGNMENT (DMA)**

**Design and make a slipper for a given purpose**

- to develop a design specification
- to communicate their ideas through drawings and modelling
- how to plan the order of their work, choosing appropriate materials, tools and techniques
- to construct products using permanent joining techniques
- how to achieve a quality product
- to evaluate products identifying strengths and areas for development and carrying out appropriate tests

- ★ Explain to the children that they are going to design a pair of slippers or a single prototype slipper. Discuss the purpose. *What could you do? What do you need to know? Who could you ask?*
- ★ Ask the children to draw up specifications. *Will the slippers be functional, decorative, or both? Who will wear the slippers? What size? Will they be suitable? Will they be warm? What is most important?*
- ★ Ask the children to sketch or model ideas using paper and tape or inexpensive material and pins/staples.
- ★ Ask the children to make a working drawing and pattern of the chosen idea, including measurements and fabric swatches. Remind the children to think about touch, feel and insulating properties when they are choosing the fabric. *What materials would work well? How will you decorate it? How much do you need? How will you make this?*
- ★ Ask the children to write a step-by-step plan or draw a flow chart to demonstrate the order in which they will proceed.
- ★ Emphasise that the slippers need to have a good quality finish.
- ★ Check that the children's final idea and construction is realistic before they begin.
- ★ Remind the children about economical use of fabric.
- ★ Ask the children to evaluate the slippers against the design specification (this may include asking the potential user to test them). *What do the users think of the slippers? Do they meet their needs well? How could they be made better? What would you change? What are you pleased with?*

- apply what they have learnt through IDEAs/FPTs in their designing and making
- develop alternative ideas and check out that their ideas will work by modelling with paper
- demonstrate a clear idea of who will use the slipper and show the ability to draw up an appropriate design specification
- make a working drawing
- work independently and systematically using their step-by-step plan *eg a flow chart* to sequence their work
- join the fabric parts and use decorative techniques to achieve a well-constructed and finished slipper
- evaluate their slippers critically against the design specification

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



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Ref: QCA/98/254

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