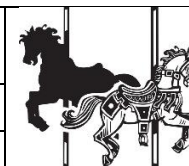




Money Containers



Design Technology Learning Strands: Textiles

Suggested Year Group: Lower Key Stage 2

Design Brief: Design and make a money container for a special person to keep their money safe.

Sequence of Learning for Teachers

In this unit of work children design and make a money container using textile materials. They apply their knowledge of how to create pattern template from models and prototypes and how textiles can be joined both temporarily and permanently. Children have the opportunity to consolidate their skills in using the running stitch and are taught the technique of the overstitch. Children learn about different textile fastenings and consider which ones would be best suited to use in a money container. They develop their knowledge of textile decorative techniques including embroidery, embellishment and appliqué to create a money container for someone special.

Sessions:

1. IDEA Task 1: All About Money Containers & Focused Practical Task 1 – Developing Decorative Stitching
2. IDEA Task 2: Investigating Money Containers
3. Focused Practical Task 2 – Simple Coin Purse
4. Designing Session
5. Making Session
6. Evaluation Session

Some activities / sessions can be re-arranged or delivered in different ways in the learning sequence to allow for whole-class teaching and/or small adult-led sessions to take place at the same time.

Prior Learning:

In Key Stage 1, children will have experienced working with and joining textiles using a range of temporary and permanent techniques. They will be developing skills in sewing using the running stitch to join materials and the cross-stitch as an embroidery technique.

Core Knowledge (Curriculum Pathway)

Substantive & Technical Knowledge

Children will know:

- The difference between a design brief and design specifications.
- Design specifications describe how a product should be made, how it works or what it should do.
- How making models of their intended product can help in the design process.
- The properties of materials that they are working with and how these determine the tools and techniques that they use.
- Design specifications are a list of success criteria for the product.
- When evaluating products, it is important to use the design brief and the design specifications as a guide.

Textiles

- That 'joining technique' means connecting two pieces of fabrics together and the methods that are permanent or temporary.
- A range of joining techniques to connect two pieces of fabrics together such as sewing and gluing.
- Joining two edges of fabrics together creates a seam.
- A range of sewing techniques (such as a running stitch for making seams and cross stitch for decoration)
- Applique is a way of decorating textiles by adding smaller pieces of fabric to create a picture or a pattern.

Practical Knowledge (Skills)

Children will know how to:

Designing Skills

- Generate ideas for a product, considering its purpose and who the client is.
- Design a product that meets client's needs and the design brief.
- Use design specifications as a guide to the making process.
- Select suitable tools, equipment, materials, and components for the task.
- Explain their choices of materials, techniques and tools when making a product.
- Measure, mark out, cut and shape materials with increasing accuracy.
- Select and apply a finishing technique to create a quality product.
- Identify the characteristics of a design which makes the product useful and successful.
- Test for the strength and stability of different structures
- List the ways in which a finished product meets the design specifications.
- Evaluate their product using a range of sources including client review, peer review, design brief and the design criteria.

Textiles

- Measure, mark out and cut fabric using a paper template (pattern)
- Join fabrics together using a range of different sewing techniques (such as running stitch and cross stitch) including allowing for a seam.
- Create a 3D fabric product by combining fabric pieces and using a seam allowance.
- Apply a range of decorative techniques, including embroidery stitches, to different fabric materials.

Resources:**Background Information & Technical Knowledge****Presentation Slides**

Lesson presentation slides

Additional Presentation: Sewing Techniques

Additional Presentation: Embroidery

Additional Presentation: Decorating Fabrics

Knowledge Organiser**PDF Worksheets**

- Investigating Money Containers
- Coin Bag Template
- Felt Con Bag Pattern
- Evaluation of the Process (Mind Map)

Fabric and Textile Resources

- Felt squares
- Binca squares and embroidery thread
- Needles & needle threaders
- Thimbles
- Buttons (optional fastenings)
- Press stud kits (optional fastenings)
- Velcro (optional fastenings)
- Fabric scissors
- Glue sticks / PVA glue

Decorative resources (to choose from):

- Beads
- Sequins,
- Acrylic gemstones

Money Container Fastenings

The teaching sequence references several different ways of fastening textiles. Zips are expensive and too difficult for children to add to their product. Press stud kits can be purchased online and can be used in the children's products with adult help.

Additional presentations on stitching techniques, embroidery and decorating fabrics are included to support teacher subject knowledge of key techniques in designing and making with textiles and can be used as part of the teaching sequence.

Key Vocabulary for this unit of work

Design technology by its very nature has technical words that are specific to the subject content. Children understanding the vocabulary is vital as it promotes understanding of the subject and promotes and unlocks further learning in the subject. Understanding technical vocabulary aids independent research (with access to unlimited knowledge) and allows children to articulate and discuss their learning.

Each lesson in this unit of work begins with a vocabulary session highlighting three design technology words. When introducing new vocabulary, the teacher should pronounce and spell the word, discuss its meaning and model how the word is used in sentences and design technology contexts. For known words, children should say the word, spell, discuss its meaning and use the word in the context of design technology and/or use the word in a sentence.

Appliqué	To decorate a material by stitching or adding pieces of cut-out materials.
Cross-stitch	Sewing two stitches to form a cross (X).
Decorate	To make more attractive by adding a pattern or a design.
Embroidery	Using needlework to decorate and sew designs on cloth.
Fabric	A thin, flexible sheet material usually made from woven or knitted textiles.
Fastening	A device to temporarily join two pieces of material together, usually a button, hook or zip fastener.
Felt	A textile fabric made by compressing woollen fibres into a single sheet.
Function	The purpose of a product – what it does.
Overstitch	A sewing technique for attaching fabric pieces on top of fabric and to prevent fraying edges.
Pattern	A guide that is used when cutting out and making products from textiles.
Pocket	A small piece of material, open at the top and sewn onto clothing.
Pouch	A sturdy bag or sack made of textile that is used to carry things.
Product	A product is something that is made to do a job or fulfil a need.
Prototype	A model of a design that shows how it works, what it looks like and can be tested to see if it works as it should.
Purpose	The reason why something is made.
Seam	A line formed by sewing two pieces of fabric together.
Stitch	A single loop of thread drawn through cloth or other material.
Thimble	A small cup worn to protect the finger that pushes the needle through cloth when sewing.

	Teaching & Learning	Outcome
IDEA Task	<p>IDEA Task 1: All About Money Containers This is the introductory session for this project. Provide children with a collection of different money containers (purses, wallets, belt bags) to examine and investigate. (They can bring in examples from home). There are a series of BIG QUESTIONS to introduce the project and to develop children’s understanding of the purpose of money containers.</p> <p>IDEA Task 2: Investigating Money Containers This session builds upon IDEA task 1. Children investigate how different money containers are made and what makes a good money container. Children are again provided with a collection of different money containers (purses, wallets, belt bags). BIG QUESTIONS prompt discussion about the function of money containers and how they have been made. Prompt children to examine the materials that are used to make the money containers and in particular how they have been sewn together using a seam/seam allowance. Discuss with the children the features that would make a good money container. A set of slides provide knowledge about different types of fastenings and how they provide a temporary join between two pieces of fabric. Discuss the different fastenings with the children and ask them where they think they are used. Children discuss which types of fastenings would be suitable for use in a money container.</p> <p>Activity: Investigating Money Containers (PDF worksheet provided) Children undertake an investigation into a money container following prompts on the presentation slide. They draw the money container and use labels and annotations to provide additional information about:</p> <ul style="list-style-type: none"> • The size of the money container • Materials used to make the money container • Joining techniques used to make the money container • The type of fastener used in the money container. <p>Children write a paragraph explaining why the money container is a good product and fit for purpose (how it holds money and keeps it safe).</p>	<p>IDEA Task 1: All About Money Containers</p> <ul style="list-style-type: none"> • Children will know that since the use of money over 5000 years ago, people have needed a way to hold their money and keep it safe. • Children will know that there are many different types of money containers, and their design is linked to their use. <p>IDEA Task 2: Investigating Money Containers</p> <ul style="list-style-type: none"> • Children will know that the function of a money container is to hold money and keep it safe. • Children will know ways in which a money container keeps money safe and how different fastenings can be used in a money container. • Children will draw a money container and use labels and annotations to explain what it does, how it has been made and why it is a good money container.

Focused Practical Task 1 – Developing Decorative Stitching

This session builds upon children’s experiences of working with textiles at Key Stage 1. Children practise and consolidate their sewing skills using Binca and embroidery thread. They build on their knowledge of the running stitch and how to use this to create different decorative stitching. Examples of some different Binca stitches are included on the presentation slides. The session ends with the children taught the technique of over stitching and they practise this technique by over stitching the edges of their Binca or they can sew together two edges of a piece of felt (as shown in short video clip on the over stitch technique).

Focused Practical Task 2 – Simple Coin Bag

The activities in this focused practical task can be split across two lessons. In the first activity children make a simple paper coin bag. If possible, begin the session by showing children existing coin bags and allowing them to investigate how they are made by joining fabric pieces permanently together and how they fasten together temporarily.

Activity: Coin Bag Prototype

Provide children with the Coin Bag Template (PDF supplied) and demonstrate how to make a paper coin bag using the template and glue. Explain to the children that designers will use models and prototypes as part of the design process to see whether their designs will work and to understand the best way to make their product. Children can be challenged to adapt their paper coin bag so that it could be worn around the neck or attached to a belt. Children could also add a paper pocket and decoration to their prototype.

Activity: Making a Simple Coin Bag

This activity provides an opportunity for children to work with felt material and to begin to understand its properties. Explain to the children that a prototype is useful when creating a textile pattern. Explain how a textile pattern is used as a guide when cutting out pieces of fabric that are going to be sewn together to create a textile product. Teacher models how the textile pattern is pinned to the fabric before the pieces are cut out using fabric scissors. Children are then supported to cut out their fabric piece. Explain to the children that the sides of the fabric can be joined either using an over stitch (which can also be used as part of the decoration) or using a running stitch to create a seam allowance. Optional additional slides teach the children how to sew on a button and create a buttonhole for their coin bag. Once children have created their coin bag, discuss with them which they think is the stronger method for joining the fabrics – over stitch or running stitch.

Focused Practical Task 1 – Developing Decorative Stitching

- Children use different embroidery stitches to create repeated patterns and decorations on a sheet of Binca enabling them to practise the technique of the running stitch.
- Children learn the sewing technique of over stitching by sewing the edges of their sheet of Binca using his technique.

Focused Practical Task 2 – Simple Coin Bag

- Children will know that textiles can be joined together permanently and temporarily using different techniques.
- Children will know that joining together two pieces of fabric together at their edges creates a seam and understand that a seam allowance is needed when designing a textile pattern.
- Children will know how creating models and prototypes can help in the design process and in particular when creating a textile pattern.
- Children will know how to create and use a textile pattern to cut out pieces of fabric needed to create a textile product.
- Children will have stitched together pieces of fabric to create a simple money container and added a fastening to create a temporary join.

Design, Make & Evaluate Task

Pre-Requisite Knowledge

Children should know:

- That there are different types of money containers, and their design is linked to how they function or how they are used.
- The techniques of the running stitch and overstitching.
- How to create a paper model/prototype of a money container.
- How a textile pattern is used to create fabric pieces.
- How embroidery pins can be used to temporarily join two pieces of fabric and how this is useful when sewing fabrics together.
- A range of techniques to decorate textiles including:
 - Decorative stitching
 - Appliqué
 - Embellishment

For the design and make activity, children work individually to design and make their money container.

Design Brief: Design and make a money container for a special person to keep their money safe.

Design Specifications

1. The money container must be made from felt material.
2. The money container must have a fastening to keep the money safe.
3. The money container must be decorated.

Session 4: Designing

The session begins by introducing the design brief and the design specifications. Ensure that the children fully understand the design brief and design specifications and the relationship between them.

This is followed by slides that explain the relationship between the designer, product and client. Explain to the children that for this project they are designing a money container for a person that is special to them and that this person is 'the client'. Ask the children to decide the special person they are creating the money container for, and to think about why they are special to them and also how their design can make the money container personal to their special person.

Children are then given time to model their ideas and to create paper prototypes for their money container using paper, pins, staples and sticky tape. In developing their paper prototypes children should be encouraged to think about the different design decisions needed when designing their money container:

- The type of money container (wallet, purse, coin bag etc.)
- Where the money containers will be kept (around the neck, attached to a belt, in a pocket or bag)
- Techniques for decorating the money container – explain to the children that the choice of fabric (felt) affects the type of decorative techniques that can be used – decorative stitching (embroidery), applique and adding embellishments work best when using felt.

(As an alternative to making paper prototypes, children could use J Cloths to make their money container prototypes as this will have textile properties).

When children have decided on their best paper prototype this should be taken apart carefully and used as a template to make a paper pattern. This process should be modelled by the teacher and should include an explanation about adding a seam allowance where it is needed to join pieces together.

Children may also wish to draw a separate diagram showing how the money container will be decorated and the measurements of the money container.

At the end of the designing session, children should have created a paper pattern template to create their money container and a drawing that shows how the money container will be decorated.

Session 5: Making

In this session children make their money container. Slides remind children to gather all the equipment and materials needed to make their product before beginning. Children can be supported in the process of pinning their pattern template to the felt material and also cutting out the fabric pieces using textile scissors. Felt pattern pieces should normally be decorated before stitching them together. Children can choose which stitching technique they will use to join the fabric pieces together (running stitch or overstitch). Some images of examples of money containers are included on the slides for this session. There are a set of optional slides that provide further ideas and advice for making a 'wallet-style' money container.

Session 6: Evaluating

A number of activities are provided that can be used to support the evaluation process:

- Evaluation against the design brief and design specifications
- Assessing whether the product functions as a money container. Challenge children to devise a test to see whether the money container functions as it should. (How well does the container hold money and keep it safe?)
- Children repeat the money container investigation (IDEA task 2) on the money container they have designed and made.
- Children could give the money container to their 'special person' and allow them to peer review the product.
- Evaluating the process. A series of questions allow the children to reflect on the process of design and making a money container. A PDF is supplied to allow children to answer the questions and reflect on the process.

Challenge & Support

Challenge for More Able

- Challenge pupils during the DME sessions to adapt and refine their design when making the product and use a wider range of decorative techniques. Some children could be challenged to create a more complex model/prototype and product such as a wallet.

Support Strategies

- Ensure that pupils fully understand the technical vocabulary for each session.
- Pupils with SEND often find designing activities problematic, provide adult support with any labelling or annotating activities.
- On-going assessment during the focused practical tasks will identify those children who may need additional adult support during the making phase in terms of using a range of materials and tools properly and with increasing accuracy.
- Consider 1:1 or small group with adult-support when undertaken focused making activities. Some children could be provided with ready-made templates for their money container.

Indicators that children are keeping up with the curriculum

1	Children will know and understand the importance of creating a design that meets the needs of the client, the design brief and the design specifications.
2	Children will know how to accurately measure, mark out and cut out fabric sheet materials accurately and using the correct tools and techniques.
3	Children will know how to stitch pieces of fabric together using a seam allowance.
4	Children will know a range of decorative techniques and apply them to create a money container that matches their design.
5	Children will know that a client can be used to evaluate the success of a product and whether it meets the design brief and design specifications.

Advice for using Glue Guns in Primary Classrooms

Low temperature glue-guns are a useful tool that may be used in schools to help pupils to assemble components in their design technology project work, quickly and easily. Some local authorities do not allow these in the classroom for Health and Safety reasons or stipulate that glue-guns can only be used by the class teacher, check local advice regarding the use of glue guns in your school.

For primary school children use low-melt glue guns that operate at a lower temperature than conventional glue guns.

- Pupils should be always supervised by a responsible adult when using the glue guns.
- Designate a table or area of the classroom for the use of glue guns. Children should only go to this area when directed by the class teacher.
- For each session that involves the use of glue guns, explain to the children how to use the glue guns. Slides are included in the lesson presentations to support this safety briefing.
- If a burn occurs, hold the affected area under cold running water for 10 minutes and then seek further first aid advice and record the incident in the school accident book following agreed procedures.

Teacher Physical Checklist

- Glue guns should not be switched on until after the safety briefing from the teacher
- As with all electrical equipment in use, the teacher conducts a visual check before the session begins to ensure that the leads are undamaged.
- Teacher checks that all electrical leads, including extension leads, are run where they cannot be tripped over.

Organisational note: Schools can provide safety goggles for children to use when using glue guns. Match the number of goggles to the number of glue guns in use – no child should be using a glue gun if they are not wearing a pair of safety goggles.