



Fabric Bookmarks

Design, make and evaluate a fabric bookmark

Working towards ...each child makes a variety of samples of decorative techniques before designing and making their own fabric bookmarks following a design criteria.

Prior Learning (skills and knowledge)

Previously, Chn have ...

- Experience of dying fabric and decorating using block printing
- Sewn using a machine and by hand using needle and thread

They have learnt about...

- The design process and the importance of prototypes and planning

Links to other curriculum areas

- Art and Design—decorative techniques, cross-over with similar techniques in Art. Adding colour, pattern and texture onto textiles and making their own textiles through felting.
- Maths—Accuracy and measuring in making applique shapes and stencil.

Essential skills

This time Chn will ...

- Make prototypes of
- Applique using bondaweb and irons
- Hand sewing a running stitch and sewing beads on fabric
- Paper modelling of ideas, cutting paper shapes and applying techniques to models
- Evaluating and testing against a design specification
- Following iterative design process
- Plan the items they need for making their final product, specifying sizes, colours and types of materials needed
- Pay attention to quality and accuracy of finish in their outcomes

Key content

- Hand sew—Demonstrate hand sewing, threading a needle, drawing pattern onto fabric and sewing basic running stitch to create seam as well as sewing blanket stitch to make decorative edge. Children complete practical work, hand sewing decoration on calico fabric. Demonstrate how to sew on beads to create decoration. Children complete practical work sewing embellishments.
- Iron techniques—Demonstrate how to use iron safely, how to make applique sample and how to use fusible fibres to create patterns and fabric. Children complete practical work making sample using pre-bondawebbed felt fabric to cut and iron on shapes for applique and using irons and fusing crystalline fibres to make their own fabric.
- Iterative Design Process—Introduce iterative design and how designers make many versions of their ideas before creating a final one. Children evaluate their samples as a first iteration
- Design Brief and Specification—Children are introduced to design brief and specification and how this affects design ideas.
- Design—Children draw several design ideas labelling which technique they will use to make these ideas.
- Paper Modelling—Children use 15 x 15cm squares of white paper to make an example of each design idea, using collage for applique and sewing with needle and thread. Children try making several of their design ideas
- Testing and Analysis—Children test each paper model and evaluate how well it fulfils the design specification, then children improve and draw out changes they would make. Children plan a materials list of what they need to make their final design.
- Make—Children make their fabric bookmarks using their listed materials.
- Evaluation—children comment on what they have learned this unit, what skill they were very good at and why and also what they would want to do better. Children also comment on how they feel about their final outcome and discuss their thoughts with others

Key vocabulary to be taught/embedded

Sewing, needle, thread, embellishment, decoration, fabric, calico, felt, applique, bondaweb, iron, greaseproof paper, heat, fuse, outline, cut, fabric scissors, size, logo, image, pattern, prototype, shape, right side, wrong side, template

Linked texts

- The Fabric of Fairytales
- Needlework: Hand and Machine Embroidery
- Keeping Glasgow in Stitches