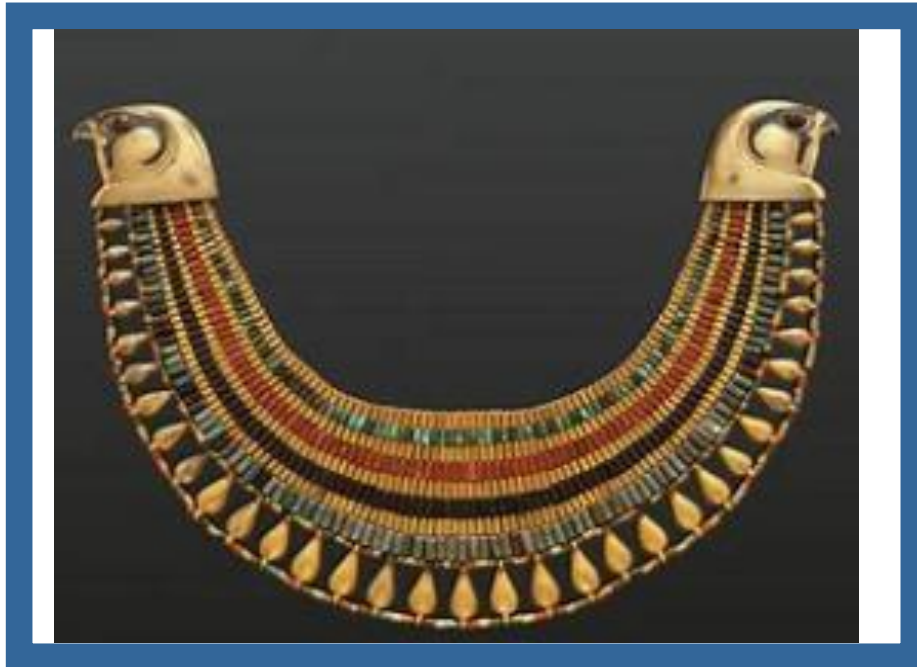


DT -Egyptian collars



Egyptian collars Year 3

Essential Knowledge

By the end of this unit children will

- To know that appliqué is a way of mending or decorating a textile by applying smaller pieces of fabric.
- To understand that a product's function relies on material choices.
- To identify and explain some materials and explain their aesthetic and functional properties.

Key Objectives

- Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together.
- Develop appliqué designs based on design criteria.
- Design, cut and shape their template for an usekh or wesekh collar with increasing accuracy.
- Decorate their Egyptian collar using a variety of techniques, such as appliqué, cross-stitch, beads, buttons and pinking.
- Measure and attach a ribbon with a running stitch.
- Recognise different types and qualities of fabrics.
- Explain the aesthetic and functional properties of some of their material choices.

Vocabulary

running stitch

silk symmetrical template thread unique

Painting Intention

Learning how to cross-stitch and appliqué to decorate and assemble Egyptian collars, which represent the children's unique personalities.

Session 1

Focus: To learn how to sew cross-stitch and appliqué.

Success Criteria:

I can use the cross-stitch sewing technique.
I know how to appliqué.
I can reflect on the techniques used.

Provide each child with a copy of the Knowledge catcher and ask them to complete it to the best of their ability. Explain that at the end of the unit, they will revisit it, adding more information in a different colour.

Presentation: Purpose of textiles

Inform the children that textiles are made to be useful and also look nice. Explain that while the items the children created in the units D&T, Year 1, Textiles: Puppets and D&T, Year 2, Textiles: Pouches had practical functions, the overall designs were adapted to make them attractive.

Can you give an example of a textile or fabric product and its function? (Answers will vary but may include a school jumper that keeps children warm and shows which school they go to with our school emblem.)

Inform the children that they will learn two new sewing techniques: cross-stitch and appliqué.

Explain that appliqué means applied. It is used to refer to a patch to cover a hole in a piece of material and is now used to decorate textiles.

Share the examples in the Presentation: Appliqué and hand out any available for the children to pass around.

Demonstrate cross-stitch and appliqué or play the *Pupil video: Cross-stitch and appliqué*. Consider leaving the video running (without sound) for the children to refer to as they work independently on the stitches.

Cross-stitch

Session 2

Focus: To develop and use a template.

Success Criteria:

I can design a collar based on a set theme.
I can develop a template.
I understand how to adapt a template to fit design criteria.

Ask the children:

- **What are Egyptian usekhs or wesekh's?** (Ancient collars or necklaces that symbolised a person's importance in Ancient Egyptian society.)
- **What do you think the collars were like to wear?** (Answers may include that they were made from metal so they may have been uncomfortable, inflexible or heavy.)
- **How could we improve on the traditional Egyptian collar design?** (The children may suggest using fabric to provide a lighter, more comfortable solution.)

Inform the children that they will design and make their own collars and explain that:

- The children will make the collars by developing a template to fit their design criteria.
- They will determine a suitable design that represents their personality.
- They will choose fabrics and materials

Session 3

Focus: To assemble fabric parts into a fabric product.

Success Criteria:

I can cut and shape fabric accurately.
I can use a template to create the main parts of my fabric product.
I can use stitches to join fabrics.
I know that fabrics have different properties depending on the material.

Display the *Presentation: Cotton, silk and polyester* and explore the properties of cotton, silk and polyester.

Presentation: Cotton, silk and polyester

Hand out the children's wallets of their chosen materials from *Lesson 2: Egyptian collars* or pass examples of cotton, silk and polyester around the class. Ask them:

Why are material properties useful to know when designing a fabric product?

(Material properties are useful because they help us make good choices for our product; for example, a coat must be made of water-resistant fabric to help keep people dry in the rain.)

If you had to choose just one of these materials (silk, cotton or polyester), which would you select and why? (Take feedback and discuss how the children feel about the plant, animal or synthetic fabrics.)

Why did you choose this fabric?
(Prompt the children to consider the reasons

Explain that the cross-stitch is stronger than the running stitch as it intertwines (overlaps) thread and requires more force to be pulled undone. Demonstrate the steps below to the children:

1. Thread the needle (see Year 2, *Textiles: Pouches, Lesson 1: Running stitch*).
2. Decide which side of the material is the bottom.
3. Starting from the bottom, press the needle through to the top.
4. Press the needle back to the underside, making a small stitch (0.5 cm).
5. Repeat steps three and four. This time, the stitch will cross the last stitch at a right angle, making a cross.

Appliqué

Demonstrate the steps below to the children:

1. Neatly cut out a shape from one piece of material.
2. Lay it on the other material. Explain that contrasting materials and colours work well.
3. Use cross-stitch or running stitch to sew around the edge of the patch material. Explain that the stitches will

be based on what is available.

- The children will embellish their collars using cross-stitch and appliqué.

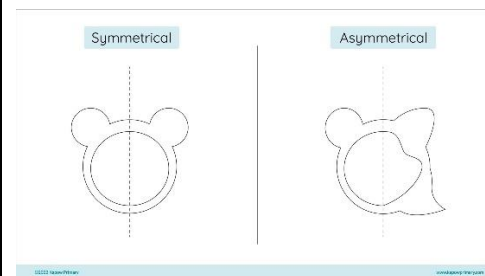
Design criteria

Hand out the *Activity: Collar design sheet* (one each) and discuss the incomplete design criteria. Explain that the design criteria should act as a guide to ensure the children's design ideas are successful but not defined by individual criterion points (e.g. they should not state distinct colours, shapes or features but instead a broader goal, such as following a theme or being bright and colourful).

Take suggestions from pupils for what could be used for the missing design criteria and ask them to complete it, ensuring they are not too specific. Model how to fill in the design criteria using a fictional character or if required.

Design ideas

Display the image below and explain the difference between **symmetrical** and **asymmetrical**.



Show the children the A4 sheets of felt and the various fabrics, beads and ribbons available for decoration. Allow them to browse and encourage

them to consider functional properties and aesthetic values. Often, the children will draw on what they know best, such as colour and appearance.)

Recap that the children have developed a template to fit the design criteria, created a design that represents their personalities and chosen fabrics and materials based on what was available.

Explain that the children will now cut and shape the fabric to match their template and embellish their collars using cross-stitch and appliqué in the following lesson.

Hand out the children's *Activity: Collar design sheet* and *Activity: Collar template from Lesson 2: Egyptian collars*. Place the needles, needle threaders, safety pins or sewing clips and embroidery thread on each table. Ensure the children remember how to thread a needle or use a needle threader if available.

Model the steps to cut and create the felt base for the collar using the template the children developed in *Lesson 2: Egyptian collars*. Play the *Pupil video: Securing a template to fabric*, the *Pupil video: Shaping fabric* and the *Pupil video: Attaching a ribbon to support the children if required*.

Pupil video: Securing a template to fabric
Allow time for the children to secure their templates, cut them out and attach their ribbons.

Hand out chalk and ask any children who finish early to refer to their *Activity: Collar design sheet*. Show them how to mark out their appliqué shapes using chalk ready for *Lesson 4: Finishing their collars*.

reinforce the shape.

Hand out the needles, scraps of fabric and embroidery thread to each child. Place the needle threaders, safety pins or sewing clips and seam rippers on each table. Ensure the children remember how to thread a needle or use a needle threader if available.

Increase the level of challenge when attaching appliqué by sharing the clip at [02:45] of the *Pupil video: Cross-stitch and appliqué*, which demonstrates how to achieve reverse appliqué.

Pupils needing extra support: Should use a needle threader; could need support knotting the thread; could secure fabric pieces for appliqué using safety pins or sewing clips; should start with simple shapes (e.g. a triangle) when sewing appliqué.

Pupils working at greater depth: using neat and considered cross-stitch to join an appliqué patch to another fabric; attempting reverse appliqué.

them to determine which materials they will choose for their design and why. Allowing the children to collect their materials will inspire them during the design phase and let them see how much fabric they will have to use.

Ask the children to use a whiteboard and pen to create a mind map of their rough ideas or discuss them with a partner. Instruct them to sketch up to two initial ideas for their collar on the *Activity: Collar design sheet*. Ensure each child has chosen an A4 sheet of felt for the base and any fabric to make appliqué decorations. Hand out the named wallets or envelopes and ask them to store their selected materials.

Instruct the children to plan their final design on page two of the *Activity: Collar design sheet*. Explain that they must identify and explain the following:

- Areas where they will use cross-stitch.
- Areas where they will use a running stitch.
- Any parts they will appliqué.
- Materials or resources they will use (e.g. beads).
- Colours they will use.

Developing a template

Hand out the *Activity: Collar template* and explain that the children will transfer their final design ideas onto a template. Explain that templates are referred to as sewing patterns in

Photograph each child as they complete the stages outlined above to help them reflect on each part of the process. Send them to the printer to be used in the Wrapping up or display them on the board for a discussion.

Pupils needing extra support: Could use the *Activity: Appliqué templates (support)* sheets to practise from or use in their final design
Pupils working at greater depth: Could identify improvements to the embellishments and appliqué they planned to meet the design criteria better; could begin marking their appliqué shapes using chalk; could support others in the class if all work is complete.

textiles. Hand out the *Activity: Collar template: support* to any children requiring support and demonstrate how to fold the template in half to cut a simple, symmetrical design (see Adaptive teaching).

Demonstrate how to:

1. Cut out the *Activity: Collar template*.
2. Test that the template fits and adjust if necessary.
3. Develop the shape of the template to fit their design ideas.

Allow time for the children to develop their collar templates.

Questions

- **Why is it important to plan our design before making it?** (Answers may include that they are less likely to make a mistake; the design will meet the needs of my design criteria.)
- **How did your design criteria help with your ideas?** (Answers may include it was easier to develop ideas once they had decided on a theme.)
- **Which materials did you choose and why?** (The pupils should give answers based on how they relate to their personality or design criteria.)
- **What is a template used for?** (It

helps plan the shape of a product and avoids wasting more expensive materials.)

Pupils needing extra support: Could be shown how to fold the template in half to cut a symmetrical design; could use the *Activity: Collar template: support*.

Pupils working at greater depth: considering how the different elements in their designs will work together to meet the design criteria; cutting the template for their collar accurately; considering asymmetrical design ideas.

Session 4

Focus: To decorate fabric using appliqué and cross-stitch.

Success criteria:

- I can follow design criteria.
- I can use cross-stitch.
- I can add appliqué.

Hand out the children's completed *Activity: Collar design sheet*, the *Activity: Collar templates*, wallets of their chosen materials and their completed collar base.

Applying the design and finishing touches

Explain to the children that they will add the remaining elements to their collars by:

- Cutting, shaping and adding appliqué shapes using a running stitch.

- Sewing decorative cross-stitch.
- Attaching beads, sequins or other decorative items.

Show all or some of the *Pupil video: Appliqué*, the *Pupil video: Cross-stitch*, the *Pupil video: Running stitch* and the *Pupil video: Attaching embellishments* to support the children.

Pupil video: Appliqué

Pupil video: Cross-stitch

Pupil video: Running stitch

Pupil video: Attaching embellishments

Allow the children time to cut, shape and attach their decorative elements to their collars.

Demonstrate using pinking scissors to add a zigzag or scalloped edge to their collar or show the *Pupil video: Pinking* if time allows.

Pupil video: Pinking

Photograph each child as they complete each technique above to help them reflect on each part of the process when they come to write their evaluation.

Evaluation

Hand out the *Activity: Final collar evaluation* and instruct the children to complete the evaluation independently.

Split the class into two groups and ask the children in one group to hold up or wear their collars while the other group looks around the room. Switch the groups over so that each child can share their work.

<p>Bring the class back together, and ask the questions below:</p> <p>Which collar did you like and why? (Encourage the children to consider any distinct features they identified.)</p> <p>How would you improve your collar and why? (Answers may include a change in aesthetics, such as theme, but encourage them to consider the accuracy of their cutting, sewing and outcome, e.g. simpler applique shapes so they could cut around them more easily.)</p> <p>Pupils needing extra support:</p> <p>Pupils working at greater depth:</p>		
<p>Cross curricular links:</p> <p>History</p> <p>'Pupils should be taught about:</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China' <p>RSE & PSHE</p> <p>'Pupils should know:</p> <ul style="list-style-type: none"> The importance of respecting others, 		

even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs'

Assessing children's understanding

Pupils with secure understanding indicated by: Could use the *Activity: Appliqué templates* (support) sheets to practise from or use in their final design; could use fabric glue to keep the appliqué still while they sew around the edges; could use scrap material to practise attaching a bead or other embellishment before attempting to attach it to their collar; could use scrap material to practise pinking to create a zig-zag or scalloped edge.

Pupils working at greater depth indicated by: Should be encouraged to strive for a high-quality finish with accurate, consistent stitches, smoothly cut appliqué with no gaps; could think about how the quality of finish could affect the product's lifespan during evaluation (e.g., if appliqué is attached securely with no gaps, it is less likely to get caught during use and fall off).