

Year 7 D&T - Textiles

Ribbon Bookmark



Bookmark Module Content

Designing: Students develop an understanding of user needs (**Ergonomics & Anthropometrics**) & target groups, and **use design briefs** to generate ideas to meet these needs. Basic specification considered and produced. D3 2D & 3D designs are generated using different approaches & presented using a range of formats including modelling and annotated sketches. D1, D2, D5

Making: Students use a range of techniques, (hand and electronic) processes & equipment to produce product.

Students will receive instruction in the use of required techniques/ processes and equipment. Students to implement design ideas using guidance given. M1 & M2


Evaluate: Students will study the work of past and present professionals. Students will analyse their own and others' products with a view to improving performance and considering environmental issues & the impacts and responsibilities of designs on society. E1 – E4

Technical Knowledge: Students will develop knowledge of material properties and sustainability issues. TK1

Support & Module Documents


How To Thread a Needle without a Struggle

1. Cut approximately 50cm of thread.
2. Fold one end over to create a loop.
3. Adjust until you have only a small loop.
4. Push that **loop** through the eye of the needle.
5. Needle threaded.



This method works really well for a few reasons. One, it doesn't matter if the end is frayed because you're not using the end. It also **adds** extra thickness to the thread so it goes through the needle and doesn't squish back on itself.

HOW TO Running STITCH



How to do a running stitch

1. Secure the thread on the wrong side of the fabric, then bring the needle through to the surface to start the first stitch.
2. Moving forward take the needle back down through the fabric and then bring up again. Keep the distance between the gaps and the stitches the same size and continue along the stitching line.

Task 1

The bookmark is made from **ribbon**.

The **bookmark** is used to **mark** the **text**.

I used **ribbon** to hold the ribbon which is **used** to **mark** the text.

The bookmark features with a button and a **heart**.

The button allows the bookmark to **be** **used**.

I used running to **sew** the ribbon.

I put a **loop** in the thread to stop the **thread** from coming out of the **needle**.

I used a **needle** to finish the **stitch** off so that it was secure.

plan	revised	draw
ribbon	ribbon	ribbon
loop	loop	loop
button	button	button

Draw one of the faces to show which tasks you found easy, were ok or you found difficult.

Task	Easy	OK	Difficult
Planning			
Design			
Thread a needle			
Make a loop in the thread			
Thread the bookmark on the ribbon			

Page 2

Place a **tick** against each skill you have learnt in this project!

Learning and understanding in lessons	Planning/Design
Thinking ideas	making something sketch
Thread a needle	making something sketch
Long stitches or a thread	making my product

Draw an improved version of your bookmark.

What are the things you have learnt?

Page 3

Make and complete my bookmark.

Sketch and complete my bookmark.

Step-by-Step Plan

1. Cut the ribbon to the length of the book.
2. Fold the ribbon in half.
3. Sew the ribbon to the book.
4. Add a button to the ribbon.
5. Add a heart to the ribbon.
6. Add a loop to the ribbon.
7. Add a thread to the ribbon.
8. Add a needle to the ribbon.
9. Add a thread to the ribbon.
10. Add a needle to the ribbon.
11. Add a thread to the ribbon.
12. Add a needle to the ribbon.
13. Add a thread to the ribbon.
14. Add a needle to the ribbon.
15. Add a thread to the ribbon.
16. Add a needle to the ribbon.
17. Add a thread to the ribbon.
18. Add a needle to the ribbon.
19. Add a thread to the ribbon.
20. Add a needle to the ribbon.

Stationary holder

Stationary Holder Module Content



Instruction Board – Stationary Holder



Designing: Students develop an understanding of user needs & assessing research findings to generate ideas in response to a design brief and specification. Student will then develop design ideas for a stationary holder in 2D formats (orthographic) & 3D formats (isometric), and presented using a range of rendering techniques. Students will also use computer aided design to develop and enhance ideas.

Making: Students use a range of techniques, processes & equipment to mark out, shape & form a timber block to hold pencils. Students will receive basic instruction in the use of machines such as pillar drills & belt sanders, and these are used safely. Students will then use Styrofoam to cut and shape a mould using scroll saws (building on knowledge from project one) for making the base of their stationary holders. They will then vacuum form their moulds using HIPs to create a ridged plastic base, and then add features to the design using vinyl and other materials. Students will be encouraged to work independently and follow plans of making and instruction boards (see left), and solve their own problems in order to create a successful product.

Evaluate: Students will analyse and test their own and others' products with a view to improving their own design and performance while considering markets for their products. Students will evaluate the environmental issues of their product and ways in which it can be made more sustainable.

Technical Knowledge: Students will develop knowledge of material properties, including sustainability issues. Students will develop technical understanding of tool and machine use, and how materials can be formed and reformed using heat. Students will develop technical knowledge of power machinery use and the limitations and uses of each machine, including how to work safely.