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| **Design Challenges (20 Minute Makes)** | | **AGE 11-14** |
| **Objectives** | **Background** | |
| * Evaluate a textiles product using several techniques. * Apply design & making skills to textiles products. * Remember how to use different types of evaluation techniques. | This 1 hour session is the 9th of a series of 10 lessons, it is the first half of a 2 hour design challenge where students design and make a sock puppet that can be used to promote the social issue of 3-5 years olds starting school. | |
| **The Big Questions** | **Curriculum Links** | |
| * How can we make a design appeal to a young child? * How can textiles be used effectively and quickly? | Design & Technology KS3 PoS  Design:   * use research and exploration, such as the study of different cultures, to identify and understand user needs * Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses | |
| **Unit Summary** |  | |
| * This unit of work is a series of 5 design challenges that cover a range of materials areas with students challenged to create a small product in only 20 minutes, within a 2-hour session. Different spiritual, moral, social and cultural themes are explored across the sessions, and a large emphasis is placed on the evaluation of the success of the students’ small product prototype. | | |

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| **(Title)** | **AGE 11-14** |

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| **1 Resources** | **5 Plenary** | |
| * Student PowerPoint * Design challenges student workbook | *5 minutes*  Students carry out a self-assessment considering which aspects of spiritual, moral, social and cultural issues they have explored through their design work | |
| **2 Starter** |
| *5 minutes*  Students look at the image of the litter picker (or physical example if available) and discuss, in pairs or small groups, what is the product used for, how does the product function, who has the product been designed for (target audience) and what two materials have been used to make the product? This is then fed back to the class and any misconceptions corrected by the teacher. |
| **3 Introduction** | **6 Follow up session** | |
| 10 minutes  The design brief is introduced, it is pointed out to students that they are looking at a social Issue – how to make friend when starting at a new school. For a target audience of 3-5 year old children, who will be starting at a new primary school. The puppet needs to help them make friends.  Students explore the idea from the point of view of others by watching <http://www.youtube.com/watch?v=1q_TuDxY5pI> | | Students continue the design challenge in the second half of the challenge and will produce a simple sock puppet with decorative components, and provide a detailed evaluation to support further improvement and progress with similar work. |
| **4 Activity** |  | |
| 10 minutes.  Students independently write a 5 point success criteria to show how they can design a successful sock puppet.  15 minutes  Students independently produce detailed, coloured, annotated design ideas, they have to look at the materials available and back in their book for ideas on the type of labels and annotation you need to add.  15 minutes  Feedback is gathered from others in the class, students ask 5 other students what their opinion of their chosen design idea is. They then explain how they can act on this feedback to improve their product. | | |