

Strands: Responsible family living, Textiles and craft
Elements: Individual and family empowerment, Sustainable and responsible living

Title of task

Notebook Cover (Practical Textiles)

Learning Outcomes in focus

Students should be able to...

- 2.8** describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation
- 3.2** apply the design brief process and principles to the making of a creative textile item for an individual or the home
- 3.3** apply basic hand sewing and/or machine sewing techniques to the making of a textile item for an individual or the home in a safe and appropriate way

Learning Intentions

We are learning to/I can...

- Use textiles equipment safely and appropriately
- Demonstrate sewing techniques appropriately
- Apply the design brief process
- Be creative
- Recognise how to avoid waste
- Understand function in design

Task

Using the design brief process, design and create a textile-based cover for a notebook. The cover must show creativity, have a functional feature and avoid waste.

Success Criteria

Students will be successful if they can...

- SC1** Apply textiles skills that are of a high standard
- SC2** Demonstrate creativity in the production of a textiles-based notebook cover
- SC3** Demonstrate how to avoid waste
- SC4** Demonstrate an appreciation of function
- SC5** Present written evidence of the design brief process

Teaching and learning context

The students are mixed ability first years. They have completed a unit involving practical cookery and have an understanding of sustainability and how to avoid waste. They have good experience of evaluating in practical cookery. They have discussed a functional feature and understand what it is. The success criteria were co-created, through class discussion.

Conditions

Time frame 5 weeks. The students worked on this task both in class (3 x 40 minute per week) and at home for homework.

Sample of work 1



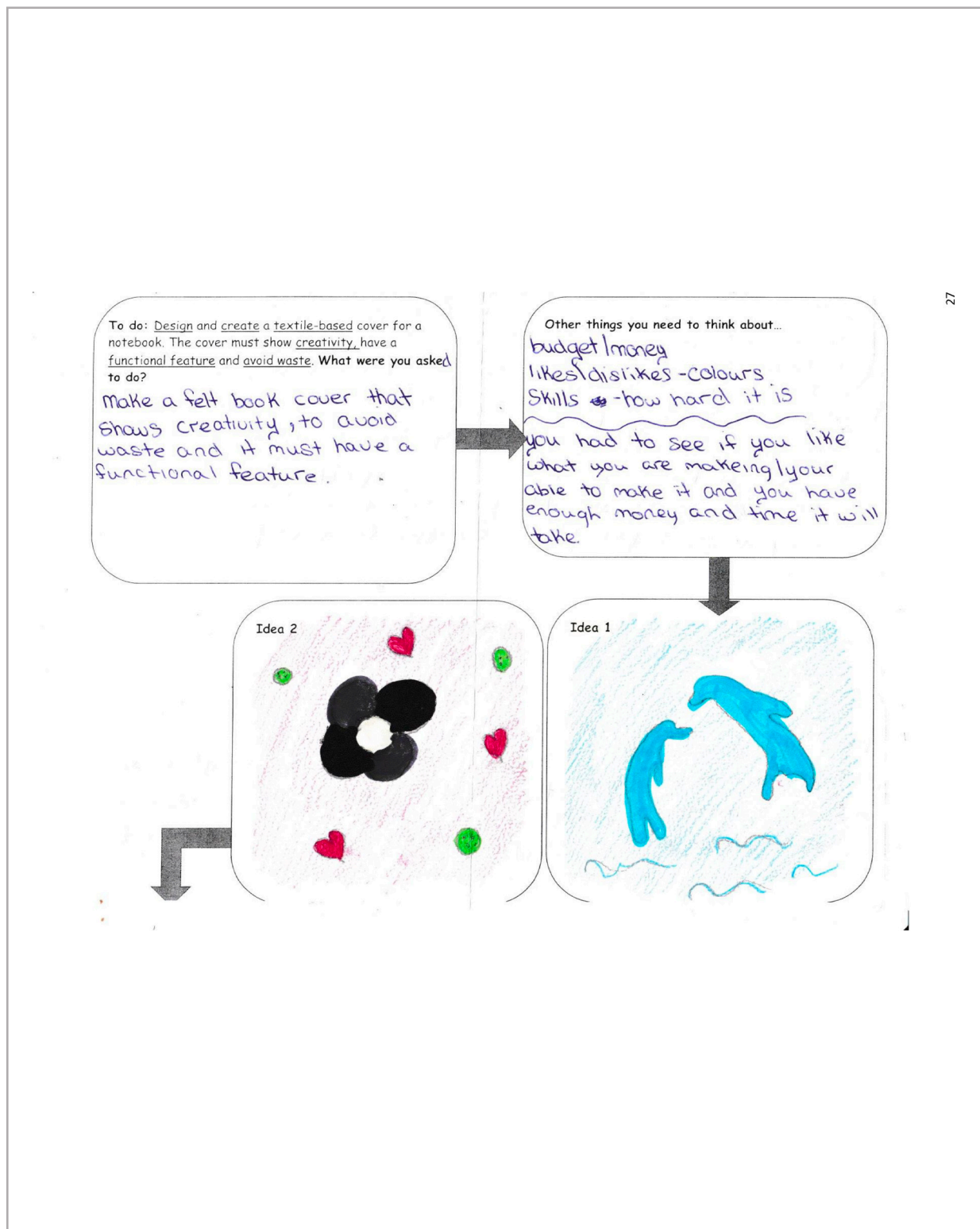
Sample of work 1



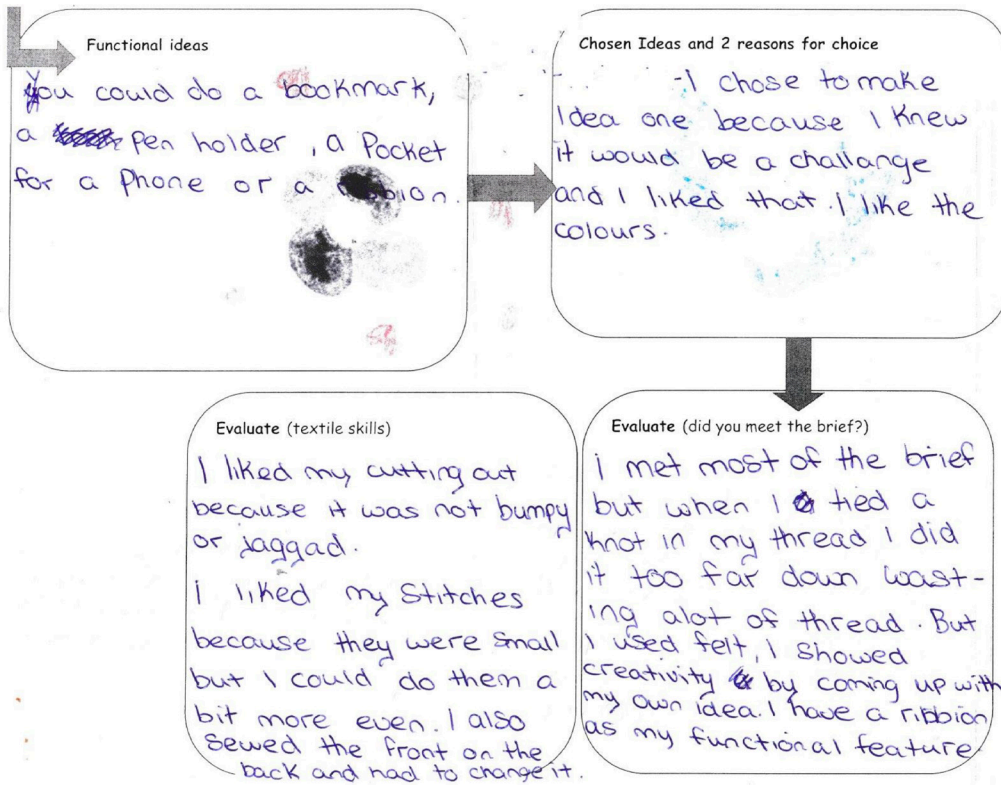
Sample of work 1



Sample of work 1



Sample of work 1



Teacher feedback: Sample 1

- SC1** Accurate cutting out of dolphins. Some good examples of running stitch. Blanket stitch could be improved by working on starting/ ending, tension and stitch size.
- SC2** Good evidence of creativity in the production of a textiles-based notebook cover.
- SC3** Extra felt was needed when the design was sewn onto the back of the notebook cover instead of onto the front. The design was cut out and reattached and the remaining felt was wasted.
- SC4:** Secure stiches will help the book cover be more functional and stay on/ not fall apart. The bookmark is sellotaped on, this could be more secure by stitching. The bookmark is also very close to the fold in the notebook and this affects its function.
- SC4:** Ideas could be labelled to make it clearer what you plan to do. Some good points in the evaluation identifying what went well and why and how the work can be improved further.

Overall Judgement

In line with expectations



Sample of work 1



Sample of work 2



Sample of work 2



Sample of work 2

To do: Design and create a textile-based cover for a notebook. The cover must show creativity, have a functional feature and avoid waste. What were you asked to do?

We were asked to make a notebook cover out of felt and thread with any design we wanted and to be creative. Also to avoid waste of thread and felt.

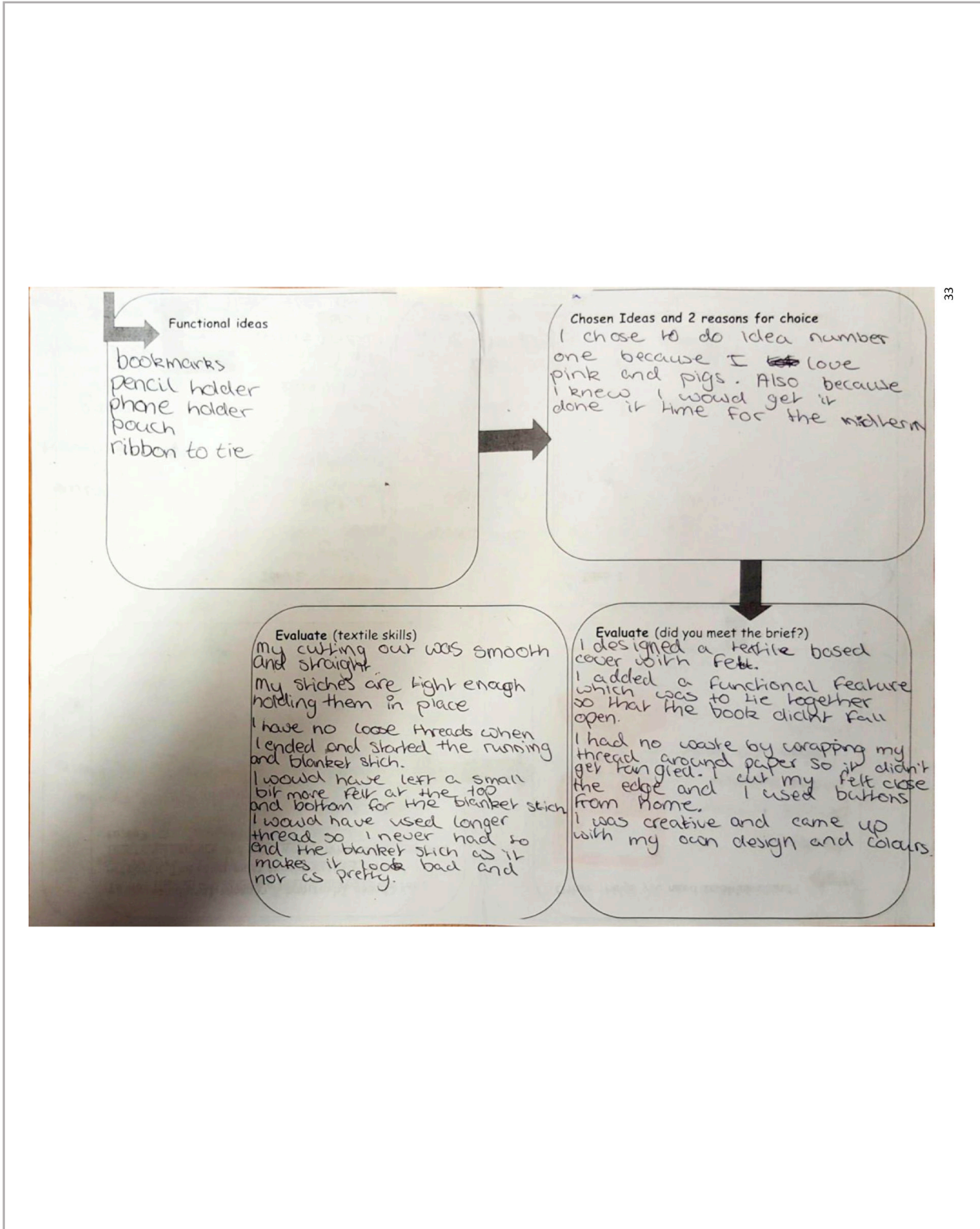
Other things you need to think about...

- How much time I had to create the cover
- how much money I spent on materials
- checked if I had anything at home already: thread, buttons.
- Picked a design I would like

Idea 2

Idea 1

Sample of work 2



Teacher feedback: Sample 2

- SC1:** Very neat and even textile skills, accurately identified starting and ending of blanket stitch could be improved. The ribbon is attached excellently!
- SC2:** Very good evidence of creativity including the choice of colours and design features.
- SC3:** Sustainability is demonstrated very well both in the item (reusing buttons and little wasted thread at the back and skillful cutting out) and in the written work (considerations and evaluation).
- SC4:** Excellent appreciation of function evident in the secure and functional ribbon to close the notebook and in the evaluation
- SC4:** Very good evidence of the design brief process being used to support the process and production of the product. In the 'what were you asked to do?' section you have not yet decided to work with felt, you could use other fabric. By keeping this part open and exploring what are you asked you might open up other opportunities. Some very good points in the evaluation, could explain why the points on textile skills in the evaluation are good and worth doing well.

Overall Judgement

Above expectations



Sample of work 3



Sample of work 3



Sample of work 3



Sample of work 3



Sample of work 3

To do: Design and create a textile-based cover for a notebook. The cover must show creativity, have a functional feature and avoid waste. What were you asked to do?

We were asked to come up with a design for a notebook cover that was creative. We had to add a working, functional feature. The cover must have been made out of fabric. When making it we had to avoid waste.

Other things you need to think about...

- You need to think about budget and where you could find cheap but good fabric + embroidery thread.
- Think about what colours I want so that I know exactly what to buy.
- Time management, such as deciding to do a bit every evening.

Idea 2

Labels for Idea 2: Running stitch for design, buttons, felt, blanket stitch, functional feature (pencil holder).

Idea 1

Labels for Idea 1: buttons, chain stitch, felt, blanket stitch, functional feature (pocket).

Sample of work 3

Functional ideas

- pockets for pencils
- phone pocket
- pencil holder
- Bookmark
- Ribbons to tie it up

Chosen Ideas and 2 reasons for choice

I chose to make idea 1 because I thought the design was perfect for my level of skill and I already had buttons at home. Using ~~the~~ the buttons meant avoiding waste, which was part of what I was asked to do.

Evaluate (textile skills)

I had a good even spaced running stitch and I was able to stitch around corners. I wasn't the best in chain stitch, because some loops were bigger than the others (different sizes) and too tight where I started. I should have practiced a bit more.

Evaluate (did you meet the brief?)

Yes because I used textile based material (felt), I came up with a creative design, I made a functional feature (pocket), I avoided waste by saving left over thread and using buttons I already had.

Next time I would strengthen the top of my pocket.
 I am happy enough with my cutting out.
 I need to work on my stopping and starting in blanket stitch.

Teacher feedback: Sample 3

- SC1:** Excellent variety of skills demonstrated to a very high standard. Excellent running stitch and cutting out also. Very good evaluation on where stitching was good and where it could be improved.
- SC2:** Excellent creativity, a unique design. Great use of texture and colour. Very good evidence of avoiding waste.
- SC3:** Excellent evidence of sustainability in the item (neat back with no wasted threads, skillful cutting out, using spare felt for a pocket and reusing buttons from home. Demonstrated excellently also in the reasons for choice and evaluation.
- SC4:** Excellent understanding of function by noting that the top of the pocket may need to be stronger to do its job. A well-fitting cover and appropriate size of blanket stitch allowed the cover to fill its function.
- SC5:** Excellent evidence of the design brief process resulting in an excellent product also. Great work in the evaluation where you explain why and how the work meets the brief. The evaluation of textile skills could be further improved by also explain why points noted are good or could be improved.

Overall Judgement

Exceptional

