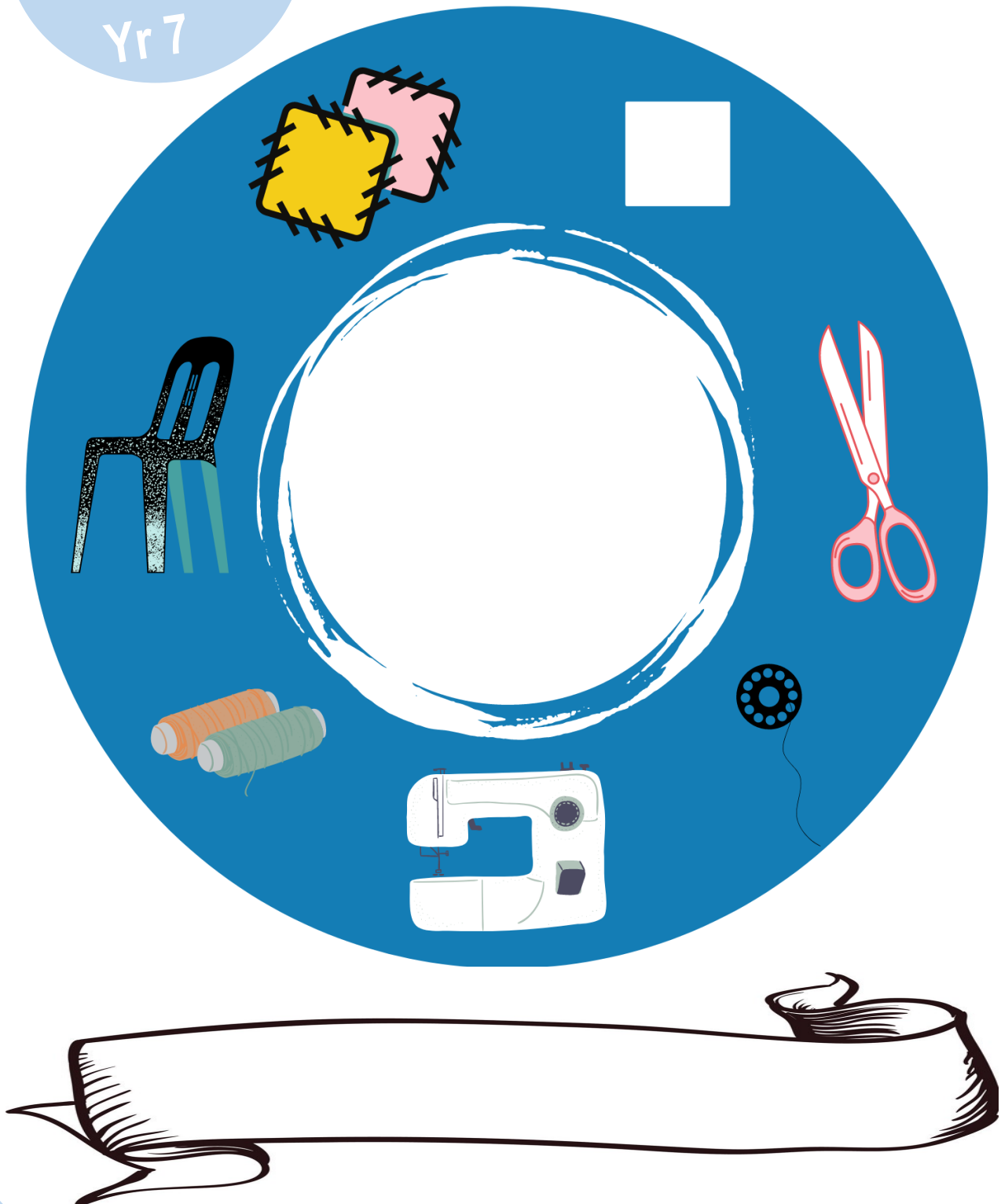


Balmacewen Intermediate School

FABRICS

Technology

Nau mai
Haere mai
Yr 7



Bernina

BALMACEWEN PBL & TECHNOLOGY PROCESS

Technology

A purposeful outcome that has been designed to meet a need or opportunity, and has an impact on how we live.

Project Brief

Outlines the project stating what is to be done, how it is to be done and why we are doing it.

Need to Knows

What you will need to know, be able to do or have in order to complete this project.

Milestone

A compulsory stage to be completed with a Teacher Checked In. Often a time frame will be given to have the milestone completed by.

Stakeholders

Anyone who has an interest in the final technological outcome.

Resources

The tools and materials used to create the technological outcome.

Rubric

The rubric guides the student to identify where they are currently working and shows them the next step for developing.

DESIGN PROCESS

Brainstorm

The purpose of a brainstorm is to generate a number of new creative ideas.

Develop ideas

Students take an initial idea and creatively develop it further through research, observation, imagination, & action.

Research

Research is the gathering and analysis of information to develop or contribute to knowledge.

Design Element & Principles

The elements of design are space, size, line, shape, colour, space, tone, pattern, texture and form. The principles of design are proportion, repetition, variety, contrast, balance, harmony, emphasis and movement.

Conceptual Design

A record in which design ideas are collated to show the intended outcome including details.

Functional Modelling

Functional modelling is used to explore, test & evaluate possibilities and to justify decision making.

Prototyping

Prototyping can be used to justify refinement of technological outcomes.

REFLECTIONS & FEEDBACK

happen continuously throughout the project

Key stages

The steps or instructions to be created or followed to create the technological outcome.

Project Outcome

The final technological project that fits the brief.

Fit for Purpose

The ability of an outcome to carry out the purpose for which it is intended.

Self Evaluation

Students evaluate where they are on the rubric and do their final reflection.

TE ARA BALMAC

AWARE HONEST RESPONSIBLE

WHANAUNAGTANGA

HAUORA

WELLBEING

Traffic Light Behaviours

calm & focused
sustained on task
kind & respectful
good listening
skills
engaged
"ready to learn"

chatty
loses focus
on task/off task
easily distracted
see-saws with
kindness & respect
fluctuating
listening skills

calls out
impulsive
disrupts others
attention seeking
raised voice/ angry
argumentative
blame, excuses & denial
non-compliant

INDEPENDENT LEARNER SKILLS

SC Self-control
FBL Full body listening
FI Follow instructions
WD Watch demonstra-
tions
PB Personal best
SG Set goals
SOT Stay on task
TM Time management
RI Reads instructions
ATD Attention to detail

AFH Ask for help
UR Uses others & resources
PID Participate in discussions
TCI Teacher check in
SCI Self check in
SI Shows initiative
RTL Ready to learn
CT Critical thinker
RT Reflective thinker
GMS Growth mind set

DI Develop ideas
P&E Play & explore
BC Be creative
BeC Be curious
TR Take risks
CH Class helping
SM Self-motivated
BMB Be my best
PSP Problem-solve &
persevere

Ms Burden

EFFORT

ALWAYS
USUALLY
SOMETIMES



Perseverance Excellence Respect Kindness

Cushion Overview

| Success Skills | Goal | Effort | Traffic Light |
|----------------|---|-----------------------|-----------------------|
| FBL PB | Identify hazards and meet machine | <input type="radio"/> | <input type="radio"/> |
| WD FI | Thread up and sew. Label machine parts | <input type="radio"/> | <input type="radio"/> |
| Reflection | <p>I'm feeling _____ because _____</p> <p>I'm wondering about _____</p> | | |

| Success Skills | Goal | Effort | Traffic Light |
|----------------|--|-----------------------|-----------------------|
| WD UR PB | Sew License Cushion Discuss Brief | <input type="radio"/> | <input type="radio"/> |
| WD RI UR | Create cushion inner | <input type="radio"/> | <input type="radio"/> |
| Reflection | <p>I'm pleased with _____</p> <p>I want to improve _____</p> | | |

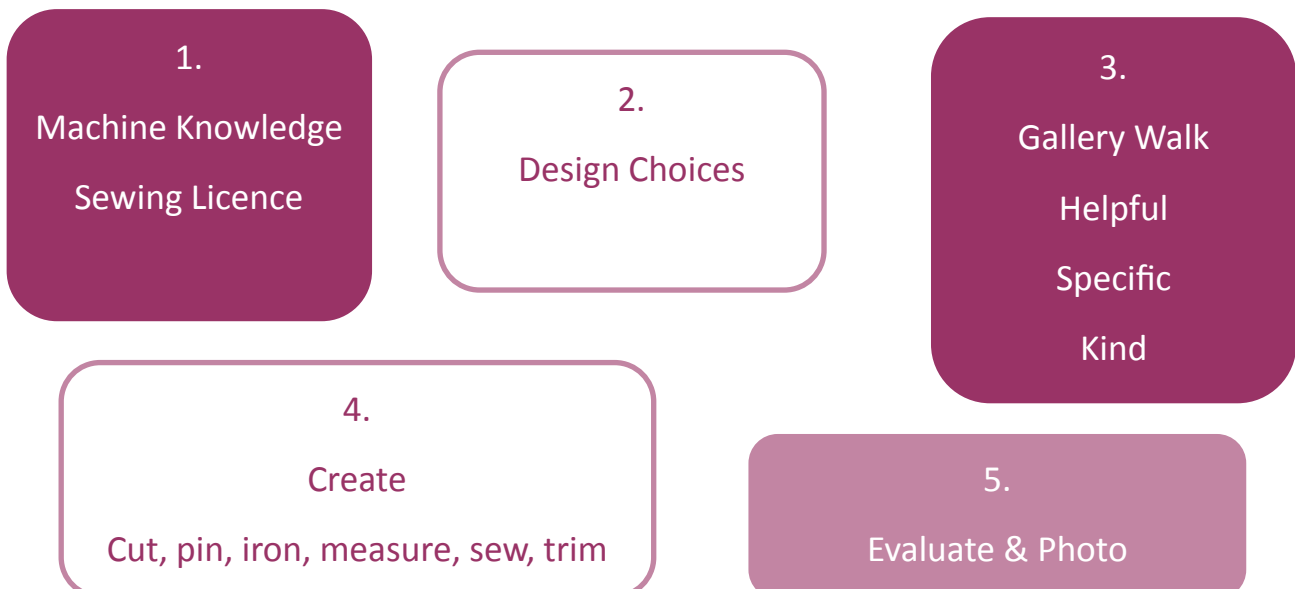
| Success Skills | Goal | Effort | Traffic Light |
|----------------|--|-----------------------|-----------------------|
| DI BC | Colour work and dimensions. Tech Talk | <input type="radio"/> | <input type="radio"/> |
| ATD CH | Cut fabrics, thread up and practise sew | <input type="radio"/> | <input type="radio"/> |
| | I am working hard to improve ... | | |

Cushion Overview

| Success Skills | Goal | Effort | Traffic Light |
|----------------|---------------------------------------|-----------------------|-----------------------|
| FI TM TCI | Sew front and prepare backs safely | <input type="radio"/> | <input type="radio"/> |
| ATD PB WD | Sew backs and pin backs to fronts | <input type="radio"/> | <input type="radio"/> |
| Reflection | This week I liked _____ because _____ | | |

| Success Skills | Goal | Effort | Traffic Light |
|----------------|---|-----------------------|-----------------------|
| ATD PB CH | Sew cushion together, trim and iron | <input type="radio"/> | <input type="radio"/> |
| WD SI | Stuff and sew inner. Admire & Evaluate. | <input type="radio"/> | <input type="radio"/> |

Cushion Milestones



PROJECT BRIEF

Gain confidence using a sewing machine while creating cushions that are comfortable & decorative. We will make fabric choices with our stakeholder in mind so they are “fit for purpose”.



Milestones explained ...

1.

Hazards & Meet Machine

Be observant - what potential hazards can you see in our classroom?

How can we minimize these?

Get to know your machine

“Ms Burden says” game

Label parts in book

1.

Thread up to sew and label parts

Collect things

Start with top thread—hooks and capital N

Bobbin in and click

Catch the fish

Turn on

Check settings

Sew and smile!

Complete diagram :)

1.

Sew License

It is time to get licensed to sew at Balmacewen!

Do your best. This is the start of your Fabrics journey

2.

Colour Swatch & Dimensions

Discuss fabric options & colour work

Make thoughtful material selections focusing on properties of materials and stakeholder

Dimensional drawing to show the pattern you are following - use appropriate tools

Milestones explained ...

3.

GALLERY WALK =

Helpful, Kind and Specific feedback

4.

Create Inner

Using instruction page
in booklet



4. Tracing and Cutting Fabric

Clear work surface and lie fabric, good side facing down. Check pattern is facing the correct way

Use chalk or pencil to trace around templates with minimal waste

Open shears wide and cut with bottom blade running along table. Cut away from you, turn fabric as needed

Iron fabric pattern pieces, name and put in folder

PRACTISE SEW



He tino pai to mahi

4. Sew Fronts & Prepare Backs

Put good sides facing with 2 pattern pieces - "make a sandwich"

Pins away from sewer (30mm from edge)

Use ruler, pencil/chalk to draw a 15mm sew line, TCI, then SEW

Iron a split seam

REPEAT these steps if you have more pattern pieces

4. Prepare Backs

Set up machine with thread and bobbin choice to match your cushion back fabric

Tools needed = Iron, ruler, pins

Back fabric good side down on ironing board

Fold one long edge over 10mm, iron

Fold over a second time and iron

Push 3 pins in facing left

REPEAT steps on second back piece

TCI, SEW

4. Sew Front & Back

"make a sandwich"

Cushion front - good side facing up

Choose best line of sewing on back and face down on top of front - sewn edge to the center

Place second back piece facing down – overlap in the center

Use inner template to trace around - make sure there is a 15mm seam allowance

Pins in to hold fabric (use inner diagram)

Trim any excess, TCI, SEW

Milestones explained ...

Actually,
I can.

4. Stuff Inner & Sew

Push handfuls of polyfill into the corners

Use some cut up fabric pieces to stop the polyfill flattening overtime

When YOU are happy with the amount of stuffing you have , pin neat stuff hole edges together

Mark a sew line

TCI then SEW

Put your cushion cover on! You may like to iron your cover first (ATD)

Is it 'Fit for purpose?' Will your stakeholder be happy?

HAPPINESS
is
handmade



www.periodictone-blog.blogspot.com

5.

Evaluate & Photo

What pointers would you give to someone using fabric shears for the first time?

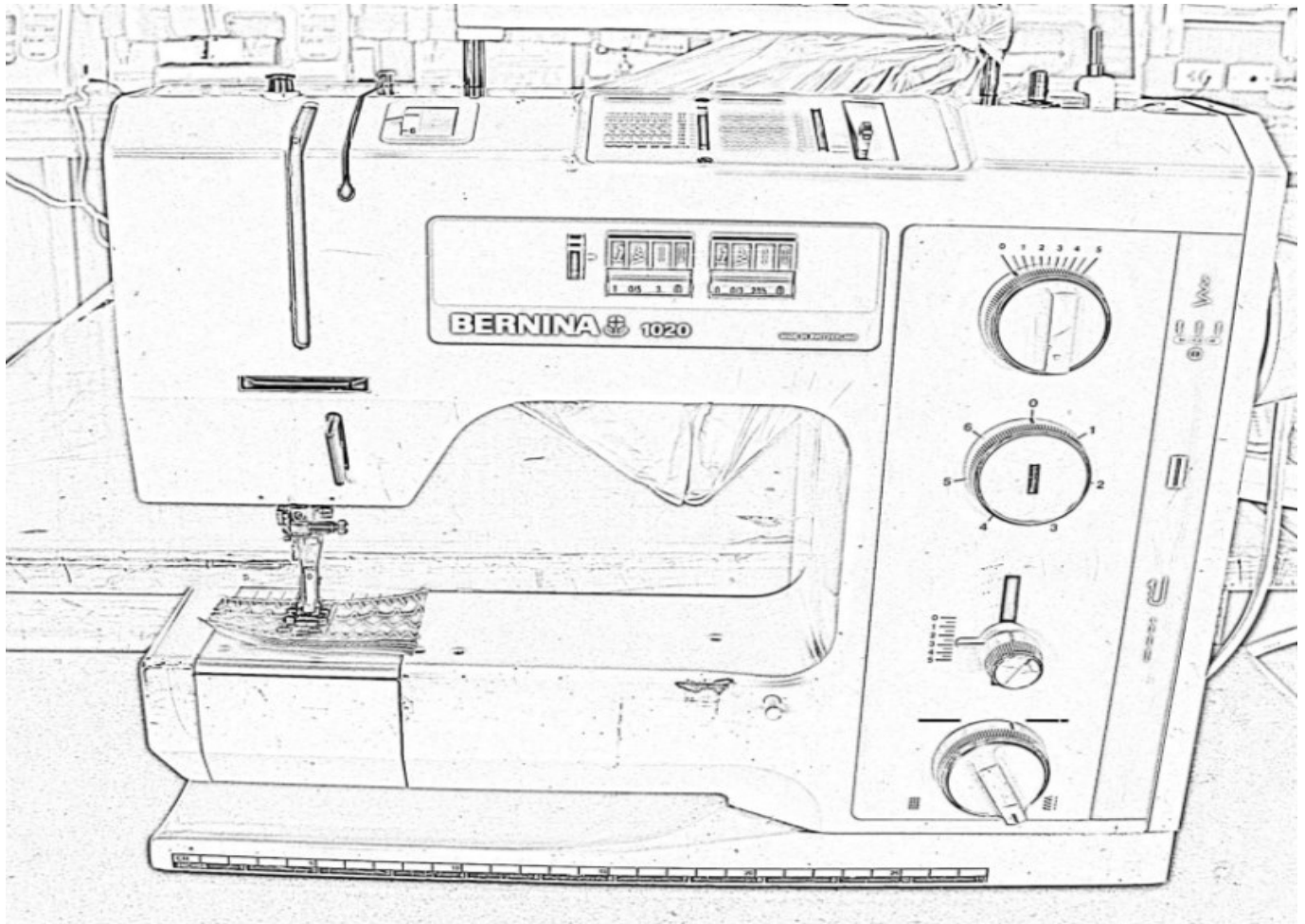
measure
twice,



cut
once.

Meeting My Machine

Machine Name -



Use a different colour for each part, then shade on diagram above



Hand wheel



Presser foot



Needle plate guidelines



Bobbin housing



Thread spool



Reverse button



Bobbin winder

After the demonstration you can use a felt pen to show where the top thread goes. Show the capital N & the # of hooks you go around

These are the tools & resources I take to my machine ...

Width

vvVV

Length

Bernina Sewing License

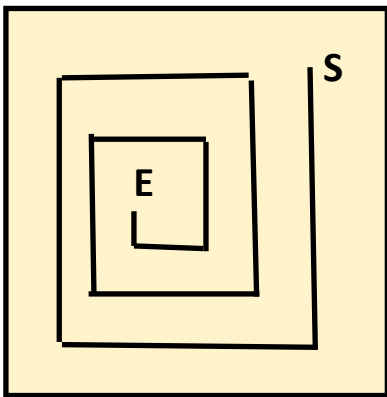


- 1. Fold your fabric in half and iron it flat**
- 2. Collect your things to thread up machine. Set stitch length to 3 and stitch width at 0**

3. Sew 1 line of straight stitch remembering to reverse at the beginning and the end for 5-10 stitches to strengthen the sewing lines.

REVERSE AT THE BEGINNING AND END (5 - 10 stitches)

4. CORNER PIVOTING to sew a maze
- Remember to verse ONLY at the start and the end.
 - Pivoting means turning a corner – pivot 90 degrees on each corner.



Stitch length 3 and width 0

- Pivoting** -
1. put needle in fabric (hand wheel)
 2. lift presser foot
 3. turn fabric
 4. put presser foot back down
 5. sew
 6. repeat steps to show at least 4 of your best



Challenge - I wonder if you can sew your initials using straight lines, reversing and corner pivots?

Have a go!

When you are happy with your sewing (or time is up) you need to trim your license piece and glue it into your book. Fill in your license details then unthread your machine.

COMPLETE your traffic light and effort grade for your mahi today!

Balmacewen Sewing Licence



NEW ZEALAND / BALMACEWEN Sewing Licence

SEWER IDENTITY INFORMATION

NAME

Classroom

Machine Type

Date of Issue

Signature

Staple or Glue in your
sewing

Excellent

Very Good

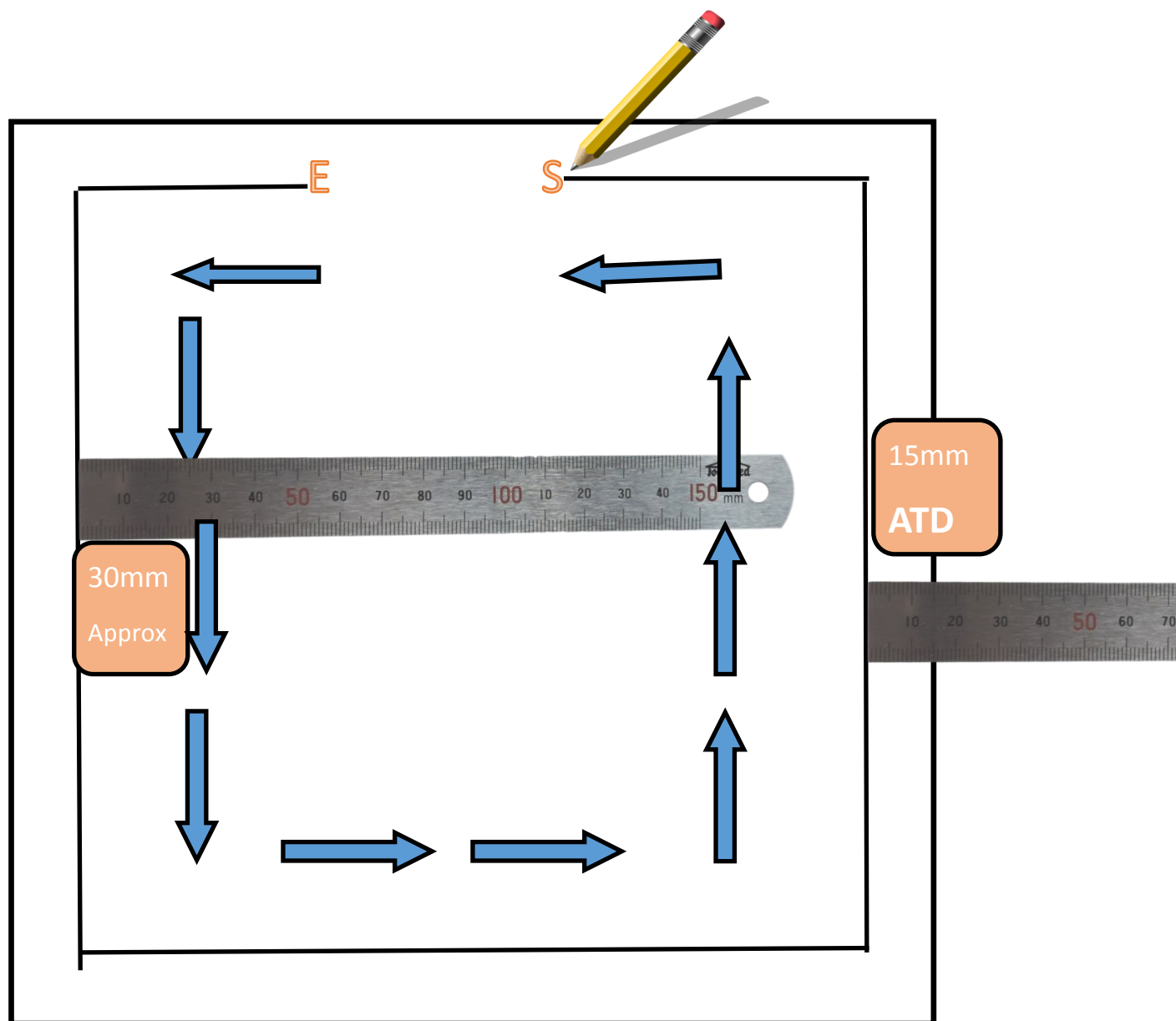
Good

Needs Practice

How to make a Cushion Inner

1. Fold calico in half and iron flat – aim to have edges even
2. Using the cushion inner template, trace a sew line onto your fabric allowing at least 15mm on all edges (*use pencil or chalk*)
3. Mark in the stuff holes ensuring you don't sew over this (*S & E*) see diagram
4. Pin around your material – **TCI** (*pins point away from sewer*)
5. Set up machine to sew - check settings and complete a practice piece
6. Sew around your line **remembering to reverse at the beginning and end** to secure the stitching, pivot 90 degrees at each corner
7. Take out pins
8. Trim off the corners then trim 1cm from the sewing line - around 3 edges of your material, **leave the top edge**
9. Turn your inner the right way out
10. Poke corners out neatly (use a pin to make sure they are square)
11. Iron flat

Use this diagram to help you follow steps 2, 3 & 4 once you have watched the demonstration.

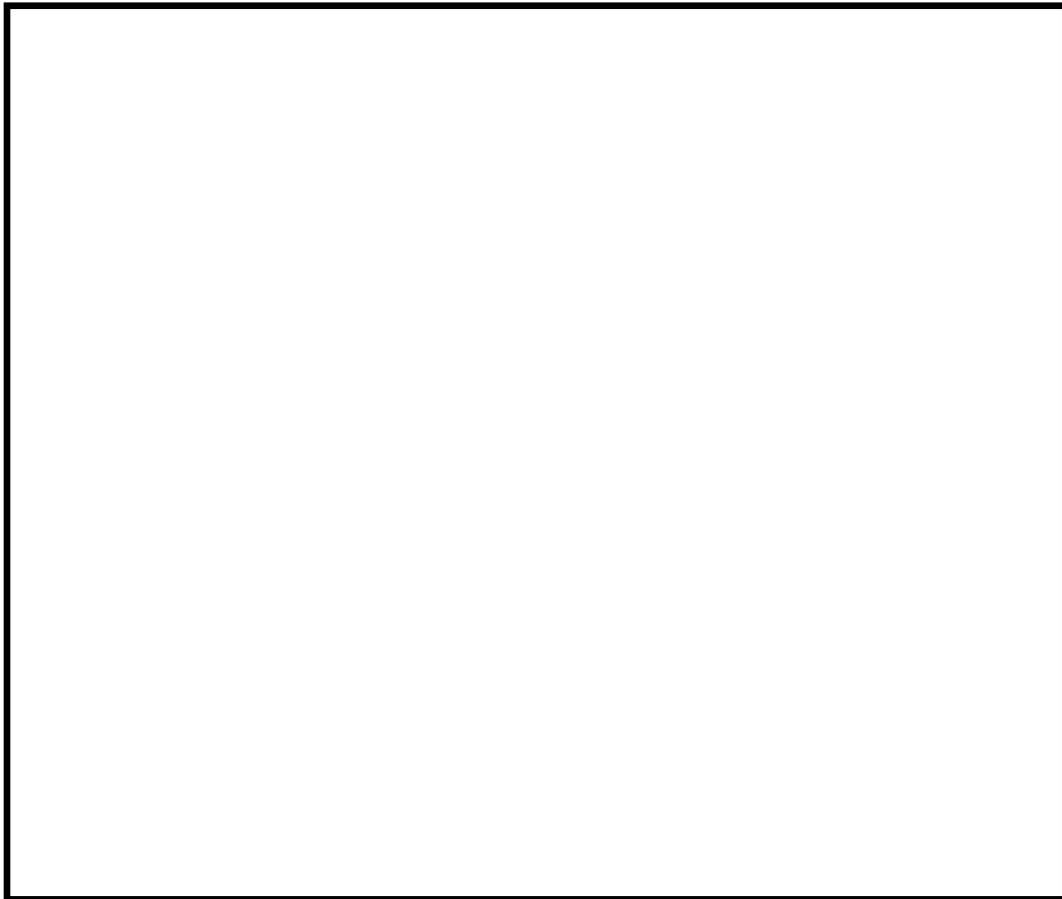


TIP - pinch fabric together and push pin through, point end away from you



Cushion Colour Swatch

Conceptual Design - glue a small sample of the fabrics you have chosen for your cushion into the box below. Make sure you show where each panel or square is going to be placed and sewn on your outcome.



Back Fabric

glue sample here

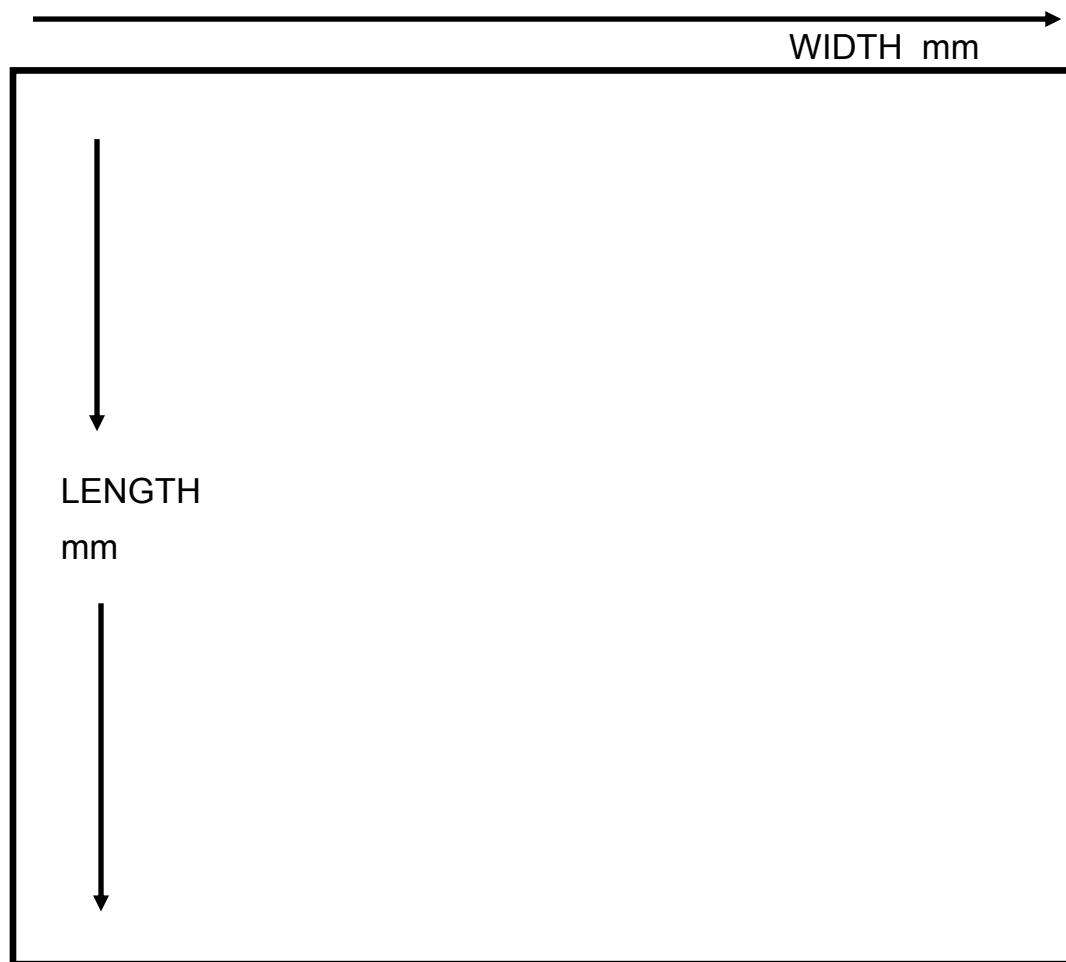
The Stakeholder I am creating for is :

I think my stakeholder will like these fabrics because

Other stakeholders are Ms Burden and

Cushion Dimensions

Conceptual Design - record the correct dimensions (length and width) of the templates you will be using to create your cushion cover. Use a ruler to show the pattern you are creating



Work out how many pieces of fabric you need to cut?

Pattern pieces =

Plain pieces =

Back pieces =

The back template dimensions are -

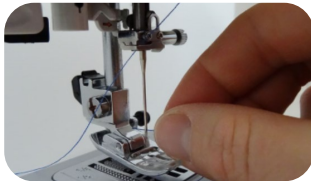
Machine Sewing Skills Evaluation

Give yourself a grade for the following skills you learnt while creating your cushion

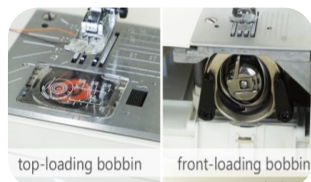
Needs Support Developing Proficient Excellent



Thread up top thread independently thinking about number of hooks and capital N

☐


Thread needle - cut thread on angle and use white paper to help 'eye' stand out

☐


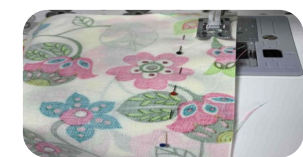
Put bobbin in and hear the click

☐


Catch the fish. Remember to hold top thread and wind wheel towards you

☐


Use fabric shears to cut neat straight lines

☐


Put pins in facing away from the sewer

☐


Use a ruler to accurately measure 15mm seam allowances

☐


Use the iron to have a professional finish

☐


Machine Sewing Samples

Fabrics Rubric

| | | Needs Support | Developing | Proficient | Excellent |
|----------------|----------------------|---|--|---|--|
| Fabric Skills | Technology Concepts | needs one on one support to enter into conversation about technology | beginning to understand basic concepts | good understanding of the concepts | high level of understanding; thoughtful & insightful |
| | Design & Creativity | uses a simple existing idea | uses existing ideas | modifies an existing idea | develops own idea |
| | Sewing Process | fully supported throughout process often doesn't listen more or watch demonstrations | is beginning to learn and use sewing process with support needs to listen more & watch demonstrations | generally confident with learning and using new sewing skills needs to keep practicing good listening & watching | Excellent listening to instructions, watching demonstrations & using resources confident with sewing process |
| PBL Skills | Critical Reflection: | rarely reflective | sometimes reflective | good reflection | highly reflective |
| | Critiquing | unable to be specific | needs to be more specific | helpful, specific and kind | helpful, specific, kind & thoughtful |
| | Implements Feedback | unwilling to take on feedback | reluctantly takes on feedback | takes on feedback | willingly takes on feedback |
| Success Skills | Aims High | can do small tasks with directed support | content with getting project done & has basic making skills | aims high & very good making skills | aims high & excellent making skills |
| | Attention To Detail | TA does most of making | needs to pay more attention to detail | very good attention to detail | excellent attention to detail |
| | Problem Solving | unaware they have a problem unable to solve problem when shown it problem needs solved for them | can identify they have a problem and seeks help for problem solving | can identify a problem and solve it | can identify a problem and solve it skilfully |

Teacher Comment & Grade

Y7 Fabrics: Cushion

photo

GRADE

SSUPPORTED
DEVELOPING
PROFICIENT
EXCELLENT

EFFORT

RARELY
SOMETIMES
USUALLY
ALWAYS

INDEPENDENCE

SUPPORTED
GUIDED
INDEPENDENT

I'm most pleased with
because

2 skills I have learnt (be specific)

-
-

2 skills I am working on

-
-

My cushion is "fit for purpose" because

**"IT ALWAYS
SEEMS
IMPOSSIBLE
UNTIL
IT'S DONE"**
-NELSON MANDELA



**KEEP
CALM
&
SEW**



Mauria te pono

Believe in yourself