YR 8 Bag Project	Road Map				
	Assessment Grades				
Themes	**Learning Goals/Outcomes/Content**			
L1. What is the **Design Brief?** What will I be making? What are my targets? What home learning must I complete?	Students to know what the project theme is and learn what the intended practical outcome is. Students to understand the logo analysis homework Students to learn about different bag design options when making & later apply this knowledge. Students to develop learning targets for designing and making Students to develop understanding of how to complete a logo analysis exercise for hwk.			
L2. What are the key features of the **design movement** De Stijl	Students to learn how to produce an inspirational purposeful fact file/mood board on design movement De Stijl Students to apply knowledge to compile a fact file mood board			
L3 .How do I use **2D design** software to produce a suitable logo? What do I do if I complete my 2D practise?	Students to observe demonstration on the appropriate and effective use of 2D design. Students to apply skills to explore the variety of techniques for manipulating image to create an effective logo on 2D design. Students to apply new knowledge learnt to start producing initial ideas for logo designs.			
L4 How can I ensure that my **logo designs** are appropriate to be developed on 2D design How do I make sure my logos reflect the theme?	Students to reaffirm & apply knowledge acquired from previous 2D demo and use visual resources to support designs. Students to use new skills and understanding of what makes an effective logo to produce 6 logos reflecting the theme.			
L5.How do I use **2D design software to produce a logo** suitable for	Students to utilise knowledge acquired from previous 2D lesson as well as logo designs produced to support in development of 2D design Logos. Students to apply this knowledge to the development of effective logo designs using 2D design.			

manufacture from vinyl? What does **CAFÉ QUE** stand for?	Students to develop skills on 2d Design to ensure that their logo design is eye catching and effective. Students to learn how CAFÉ QUE can be used to analyse a product			
L6. How do I complete a **Product Analysis** Bag comparison task successfully compare a range of bags and how will this help support me in producing a final design?	Students to understand how to complete a Product Analysis Task (Datum) – designer /standard. Students to complete a mental disassembly of DJ, Shopping and drawstring bag. Students are to develop and produce an overall opinion to support them in of own bag designs.			
L7. How do I successfully produce **four bag designs** which reflect the theme and use appropriate material choices? How do I ensure these designs are presented appropriately?	Students are to learn how to produce 4 successful bag designs. Students are to understand which Fabrics, components and storage (including pockets) must be considered. Students are to produce four designs in colour and with detailed written annotation, referring to materials, components, and theme.			
L8. How do I produce a successful **final design** which reflects the theme and uses appropriate material choices? How do I ensure this design is presented in an appropriate format?	Students are to produce a Final Design page which includes - final design drawing, pattern pieces, detailed logo Students are to complete detailed supporting annotation regarding materials and components and bag suitability.			
L9. Why should I ensure my fabric cutting is accurate? What is an **economical layplan**? How do I use sewing machine, shears, and pins safely?	Students are to understand what an economical lay plan and right and wrong sides of fabrics are. Students are to learn how to pin, tack and sew their bags, Students to learn through observation of teacher demo. how to use a sewing machine, shears and pins and needle accurately & safely.			

L10. How do I start the **first stage of bag construction?** What stitch should I use to sew my bag together?	Students to learn how to pin and sew side hem and top fold. Students to start construction. Class recap of Health & Safety. To learn how to select and use the correct stitch on the sewing machine to accurately construct bag.			
L11. How do I ensure I am completing construction tasks quickly enough? What is **a Plan of Making?** How do I ensure that my bag is going to be successful? (**What are Quality Control Checks?)**	Students to understand the importance of time management and are to work on completion of side hem and top fold. Teacher explanation of importance of a plan of making – explaining the appropriate symbols. To learn why Quality Control Checks are so important and how they will help ensure a Quality Assured product. Students to keep POM updated for homework.			
L12. How do I start the **second stage of bag construction?** What stitch should I use to sew my bag together?	Students to learn how to produce a Tab and Pocket through observation of teacher demo. Class recap of Health & Safety. To learn how to select and use the correct stitch on the sewing machine to accurately construct bag.			
L13 How do I progress with the **construction of my bag**? Can I complete my Logo design on 2d Design	Students to learn independent working skills and continue working on side hems, top folds, tab production and pocket production. Students to be able to complete any remaining STIKA/Logos.			
L14 How do I safely and successfully	Students are to understand how to apply the STIKA to the pocket using the Heat Press. Students are to learn the Health & Safety issues.			

apply my Vinyl Stika onto my pocket? How do I **attach my finished pocket and tabs** to my bag?	Students are to learn from a Teacher demo. how to attach the Tab's and Pocket			
L15 How do I work independently on the **construction of my bag**? How do I ensure my POM reflects my current stage of making?	Students to understand importance of and to develop independent working skills and continue stages of construction - Apply pocket to front bag piece, insert tabs once completed. Students are able to update POM with stages of making.			
L16 How do I **complete the construction** of my bag?	Students to understand how to complete the final stage of bag construction – applying the two sides together, right sides facing, and sewing the three edges.			
L17 How do I **complete my bag and prepare it for evaluation**?	Students to learn how to complete their bag by turning bag the right way around and inserting the drawstring cord. Students to complete POM and complete a final Quality control check to guarantee a Quality Assured product.			
L18 How do I **evaluate** my hat successfully? How do I identify areas for improvement?	Students to use assessment criteria to evaluate the success of their final product against the design brief and specified criteria. Students to use information gained from the evaluation to suggest areas for improvement			

Complete a sewing machine set up & test,

Complete a Fashion History timeline,

Task Analysis - environmental issues/up-cycling – fast fashion.

Investigate 60' Fashion & Produce a Moodboard

Trend Board - Upcycling

Investigate & produce a Customer Profile,

CAFÉ QUE – product analysis of upcycled fashion item.

CAD- Demonstration of how to use 2D Design for STIKA

Theory - Polymer Theory

Produce Samples and fact files on;

Thermo Setting, Tie-dye, applique & free hand embroidery.

Heat Transfer, Thermoplastics

Free hand Embroidery,

Modelling techniques - darts, pleats, tucks, gathers.

Practical sampling– exploration of fabric weight /fabric construction

Theory on Fabric construction. Woven/non woven/ stretch / non stretch

Initial design ideas- A3 sheet – sketched ideas for Upcycled T-shirts

Practical modelling on t-shirt

Complete Developed ideas in colour with detailed annotations

Manufacturing specification

Manufacture of an Up cycled T-shirt - dyeing or main shape manipulation cutting, pleats, tucks, gathers or darts, surface decoration.

Record Of Making –photograph & update stage by stage.

Evaluate and test your product.

Theory - Environmental impact.

Evaluation and Testing.

Changes and Modifications

Links:
Developing **knowledge** and **skills** through research, modelling ,designing and making skills.
Applying new **knowledge** and **skills** to create a well made end-product based on a set design brief and specification.
Evaluating end product against the criteria set.