

Lesson	Sequence	Resources / Notes
1	<ul style="list-style-type: none"> <li>• <b>Introduce topic</b></li> <li>• Wall display – previous year’s photos, Glassons T-Shirts.....Discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• T.Shirt book.</li> <li>• Glassons pics / T.shirts.</li> <li>• Magazines....</li> <li>• Wall display posters.</li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Project handouts.</b> Read through. Discuss.</li> <li>• <b>Class Starter activity.</b> Students discuss with partner and identify 5 key factors that are important for visual communication.</li> <li>• <b>Context Themes</b> – explain how ‘themes’ can be found in each context – students will be expected to identify 3 different themes in their chosen context when designing.</li> <li>• ‘Say it on your shirt’ – magazine article about copyright and trademark rights.</li> </ul>	<ul style="list-style-type: none"> <li>• Wall display posters.</li> <li>• Student project handout / assessment schedules.</li> <li>• Context notes.</li> <li>• ‘Say it on your shirt’ article.</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Student handout.</b></li> <li>• <b>Introduce Reflection progress log.</b></li> <li>• <b>Class Agreed Quality Standards for construction.</b> Handout and self / peer assessment checklist.</li> <li>• <b>Key Attributes.</b> Discuss what these are and how to achieve them. Definitions for key attributes words – aesthetics, fit, function, quality, reliability.</li> <li>• <b>Hmwk:</b> Stakeholder interviews – go through Project brief guiding questions planning sheets with stakeholders. Highlight key information for chosen context / X3 chosen themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Student project handout.</li> <li>• Agreed Quality Standards checklist and self / peer assmt checklist.</li> <li>• Guiding questions planning handout.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Cause / Organisation Own research / investigation.</li> <li>• Library might be useful. Use internet searches.</li> <li>• Magazines, quote books, T.Shirt resource books etc...</li> </ul>	<ul style="list-style-type: none"> <li>• Book library / computers.</li> <li>• Magazines, resource books ...</li> </ul>
5	<ul style="list-style-type: none"> <li>• <b>Key Factor Implications</b> – discuss – why important. Class example – implications discussion chart.</li> <li>• Complete key factor implication chart explanations.</li> </ul>	<ul style="list-style-type: none"> <li>• Key Factor implications chart.</li> </ul>
6	<ul style="list-style-type: none"> <li>• <b>Student handout.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Project brief template.</li> </ul>

7	<ul style="list-style-type: none"> <li>• <b>Applied design samples.</b></li> <li>• <b>Show examples of silk screen and photographic screen printing methods.</b></li> <li>• Discuss 'building up layers'. Show examples of how this is done. (previous years T.Shirt photos)</li> <li>• Set up demo lesson for silk screen-printing and photographic screen-printing.</li> <li>• Use pre-prepared templates (saves time). Demo. Students glue method instructions into books – add extra demo notes. Safety issues.</li> <li>• Students share pre-prepared templates to make own samples.</li> <li>• Talk about 'heat-setting' textile inks.</li> <li>• Method notes, PMI, safety info, sample.</li> <li>• Allow 2 lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Demo and sample gear for silk screen-printing / photographic screen-printing.</li> <li>• Method notes - student handouts.</li> </ul>
8	<ul style="list-style-type: none"> <li>• <b>Theme Research.</b></li> <li>• Students to carry out own research into possible themes for their chosen context. Brainstorm / collage.... How can you show a visual message for your issue??? Words, pictures, colours, phrases.....</li> <li>• Identify X3 different themes for chosen context, to explore further.</li> <li>• <b>Design development.</b> Go over. Work on tasks.</li> <li>• <b>Design concept templates and tracing figure T.Shirt loose or fitted style.</b></li> <li>• Explain. Demo with OHT.</li> <li>• Work on own design concept templates – 2-3 lessons as required.</li> <li>• <b>Show T.shirt mock-up samples to try on and choose size and fitting style.</b></li> <li>• <b>While students work on designs – check student books up to date / show fabrics in storage bins – note student colour choices / order black or white fabric as needed.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Design concept templates.</li> <li>• T.Shirt tracing figures.</li> <li>• OHTs.</li> <li>• Mock-up sample T.shirts to try on.</li> <li>• Stretch fabric in storage bins.</li> </ul>
9	<ul style="list-style-type: none"> <li>• <b>Final design.</b></li> <li>• Present final design T.shirt / fashion statement message.</li> <li>• Each student to discuss intended final design with teacher – to work out best method of printing / applying surface embellishment.</li> <li>• Choose fabric from stretch / lycra storeroom resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Stretch / lycra resources.</li> </ul>

10	<ul style="list-style-type: none"> <li>• <b>Planning for construction.</b></li> <li>• Class discussions – students fill in resource / construction planning chart as information / demonstrations take place. Keep adding to planning chart during construction stage.</li> <li>• Explain about ‘open and folded pattern blocks.</li> <li>• Never cut the foldline.</li> <li>• Symmetrical and asymmetrical design lines.</li> <li>• Alterations you can do to the basic patterns. Explain how to alter.</li> <li>• Demo pattern-making of some alterations. How to use the set-square and the measuring increments. Seam and hem allowances. Using the tracing wheel – when / how / why.</li> <li>• Students write down notes during demo.</li> <li>• Draw up a pattern plan for own pattern alterations. Use the mini T.Shirt tracing figures. Plan where new seams / hems etc...will go.</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns, set-squares, tracing wheels.</li> <li>• Newsprint, sellotape.</li> <li>• A4 sized re-sealable plastic bags. One per student.</li> <li>• Resources / construction planning chart.</li> </ul>
11	<ul style="list-style-type: none"> <li>• <b>Trace own pattern.</b></li> <li>• Try on mock-T.Shirt to choose size and style (Close fit or Loose fit).</li> <li>• Trace an exact own copy of selected pattern onto newsprint.</li> <li>• Name every piece of pattern. Store in named A4 re-sealable plastic bags.</li> <li>• Follow own plan / patternmaking instructions - to alter pattern as required.</li> <li>• Label / name every piece of own pattern. Store.</li> </ul>	<ul style="list-style-type: none"> <li>• As above.</li> </ul>
12	<ul style="list-style-type: none"> <li>• <b>Fabric Lay-plan Rules.</b></li> <li>• Copy notes.</li> <li>• <b>If time:</b> Lay-plan activity. Use mini coloured paper pattern pieces / cut out and glue onto ‘folded paper layout plans’. Demo on OHT projector. Demo mistakes and students to come up and correct.</li> </ul> <p><u>or</u></p> <ul style="list-style-type: none"> <li>• Demo ‘real’ lay-plan on lycra fabric with T.Shirt pattern. Check place to fold pieces.....</li> <li>• Tape measure – measure how much fabric to be used.</li> <li>• One sided fold and two sided fold.</li> <li>• Talk about stretch in fabrics – goes around body.</li> <li>• Demo how I want the fabric cut off a large roll of fabric....</li> </ul>	<ul style="list-style-type: none"> <li>• Fabric lay-plan worksheets.</li> <li>• OHT lay-plan pieces.</li> <li>• Large piece of lycra / and the T.Shirt pattern pieces.</li> <li>• Tape measure.</li> </ul>
13	<ul style="list-style-type: none"> <li>• <b>Cut T.Shirt.</b></li> <li>• Students work in pairs to pin own pattern pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Fabric, patterns, pins, scissors...</li> </ul>

	<p>to fabric, teacher MUST check lay-plan before students cut out fabric.</p> <ul style="list-style-type: none"> <li>• Repeat.</li> <li>• Return un-needed extra fabric to store-room.</li> <li>• May take 2-3 lessons to cut out whole class.</li> </ul>	
14	<ul style="list-style-type: none"> <li>• <b>Construct T.Shirt.</b></li> <li>• Copy of T.Shirt construction notes on wall display only. Students are to watch the teacher demonstration of each sewing stage and add own construction notes to resources / construction planning chart.</li> <li>• Demo each stage.</li> <li>• Set-up 'Expert' student helpers.</li> <li>• Construction / surface applied design embellishment takes 2-3 weeks.</li> <li>• <b>Notes:</b></li> <li>• Put newspaper inside T.Shirt if printing after construction of garment.</li> </ul>	<ul style="list-style-type: none"> <li>• As above.</li> </ul>
15	<ul style="list-style-type: none"> <li>• <b>Student Plans own printing method. Completes planning tasks.</b></li> <li>• <b>Peer / teacher evaluate plans.</b></li> <li>• <b>Reflect.</b></li> <li>• <b>Continue construction and screenprinting processes.</b></li> </ul>	<ul style="list-style-type: none"> <li>• As above.</li> <li>• Printing equipment and set up printing and drying stations.</li> </ul>
16	<ul style="list-style-type: none"> <li>• <b>Presentation / Implementation.</b></li> <li>• Heat set garment to secure the printing ink.</li> <li>• Use the Elna-press machine to press / heat-set prints.</li> <li>• Demo how to use machine safely.</li> <li>• Create own swing tags – use the 'tagging gun'.</li> <li>• Display garments.</li> <li>• Technology cabinets / revolving display – or – wearing in Y10 assembly / fashion parade.</li> </ul>	<ul style="list-style-type: none"> <li>• Elna Press machine.</li> <li>• Swing tagging gun.</li> </ul>
17	<ul style="list-style-type: none"> <li>• <b>Final Evaluation.</b></li> <li>• Example questions on student project handout.</li> <li>• Feedback required from stakeholder / target market age group.</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit evaluation handout.</li> </ul>
18	<ul style="list-style-type: none"> <li>• <b>Hand in for Assessment.</b></li> </ul>	