

# Hanna Designs a Dress



## Background Information

Once, clothes were hand made, from natural materials. The work was slow and clothes were expensive.

In 1829, a Frenchman, Barthélemy Thimonnier, invented a sewing machine that was powered by a foot pedal. Machines like these were used in factories to make clothes more quickly and cheaply than ever before. In the 1850s, an American, Isaac Singer, came up with a sewing machine that people could use at home. You can still find Singer sewing machines today.

In 1848 in America, gold was found and people rushed to work in the gold mines. They needed strong working clothes. Levi Strauss designed overalls made from heavy blue cloth. He used metal rivets to make the pockets stronger. These working clothes became very popular. Today, jeans are worn all over the world, even though most of us don't work in gold mines!

Zips and Velcro are now used to fasten clothes, as well as more old-fashioned devices such as buckles, ties, buttons and laces. Manufactured materials such as polyester, Lycra and nylon allow us to make clothes that are stronger, that will stretch and that will stay waterproof. Take a look at the label in the clothes you're wearing. Are the materials natural or manufactured?

## Learning Outcomes

Pupils should be able to:

- communicate design ideas in different ways
- measure, mark out, cut and shape materials, including textiles
- assemble, join and combine components and materials accurately
- apply appropriate finishing techniques
- use information and communications technology (ICT) to research aspects of design
- know how the characteristics of materials affect the way they are used

investigate and evaluate a product to appreciate how it works and how it is used  
Curriculum Links

Art – collect visual and other information, develop patterns and designs

ICT – gathering information from a variety of sources

History – knowledge and understanding of events, people and changes in the past



# Design and Technology

## Objectives

- To examine issues involving different textiles/ fabrics from different parts of the world, e.g. silk, cotton, lycra etc.
- To understand traditional methods as well as Customisation and newer methods
- To understand “lifecycle” of production and the impact of design issues in wider society
- To understand the impact of one culture on another, the meaning of symbols, the use of graphics to communicate tradition/culture.

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## Expected Outcomes

All pupils should be able to :

- use ICT to explore the use of symbols and pictures to communicate
- use graphics to design layout for communicating ideas
- create both 2d and 3d modelling concepts
- design a range of materials that can be used in other countries about where they can get additional products
- discuss the idea of creating a product or range of products.

## What to do

Teacher introduces the topic and presents support materials from local shops and other areas.

Pupils examine and analyse material for:

- type of graphic used
- different ways the ideas can be communicated then

Pupils start designing their own ideas.

Pupils can be encouraged to work as individuals or in a group to create a range of products

Pupils present their final ideas and their uses.

## Further Activities

The pupils can look at toys/ games in different cultures and look at similarities and differences in designs and use of colour.



## How to make an Ayo board



1. Remove the lid off an egg carton and paste it underneath the egg portion of the carton.
2. Cut two separate egg sections and staple one on each end of the carton.
3. Paint the "game board" with acrylic paints. Paint the "game board" brown-- or better yet, red, black and green.
4. After the paint has dried you can decorate with African Figureheads, beads, or use any symbols, Scottish thistle can be an idea!



You can easily staple decorations at the end of the board.  
The older artist may want to paint the images inside the eggcups.

The *Ayo game* is played in many parts of the Motherland. In East Africa it is called **Mankala**, in South Africa it is called **Ohoro** and in the west, it is called **Oware** or **Ayo**.

Spiny pods and large compound leaves of gray nickernut (**Caesalpinia bonduc**), a common, thorny shrub on tropical beaches of the Caribbean.

