



**East Renfrewshire Council: Education Department  
Practitioner Moderation Template**

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

Curriculum Area(s)	Technologies
Level	Third Level
Stage(s)	S1
Specific subject (if applicable)	Food and Textile Technology

**Experiences and Outcomes:**

I can use textile skills in practical and creative situations in my place of learning, at home or in the world of work. TCH 3-10c

By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, make and evaluate food or textile items which meet the needs at home or in the world of work. TCH3-11a

**Learning Intentions:**

To develop creative solutions using textile skills.

To apply creative solutions in my place of learning, at home or in the world of work.

To use problem solving strategies and creativity in a design challenge

To plan, develop, make and evaluate a textile item which meets needs at home or in the world of work.

**Success Criteria:**

I can design and plan a creative solution to a project brief using textile skills.

I can apply creative textile skills including pinning, cutting, hand and machine sewing to make a textile item for use in my place of learning, at home or in the world of work.

I can evaluate my textile item and explain how it meets the project brief.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

**Prior Learning – Prior to beginning the design and make project pupils have spent lessons 1-5 learning basic textile skills.**

**Lesson 6**

Design Principles

**Challenge** - Pupils are given a design brief to create a hand puppet for a local nursery.

Pupils are asked to identify the key words in the brief and points to consider for their specification.

**Application** - Pupils apply their understanding of the specification and are given the opportunity to think about their creative solution.

**Lesson 7**

Design Principles

**Application/Personalisation and Choice** - Pupils finalise their creative solution, taking into account the points to consider for their specification.

**Application** - Pupils draw or print their design solution and learn how to create a paper pattern.

**Lessons 8-14**

Design Principles

**Breadth and Application** – Over the course of five lessons pupils develop and apply a broad range of basic textile skills including pinning, cutting, hand sewing and machine sewing to create a hand puppet which meets their design solution.

**Challenge and Progression** - Some pupils will further their textile skills by incorporating more advanced textile techniques such as embroidery or embellishment.

**Lesson 15**

Design Principles

**Depth and Relevance** – Pupils complete an evaluation which prompts pupils to engage in critical thinking and assess the new skills they have learned during both the design and making stages. The evaluation also asks pupils to justify their chosen design against the specification and to identify and problems they encountered whilst making their puppet.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

**Write** – Pupils identify the key words in the project brief and create a written specification for their puppet which explains the key features

**Do** – Pupils come up with a design which meets the specification

**Make** – Pupils make a paper pattern for their puppet and then go on to make a felt puppet with appliqued features.

**Write** – Pupils complete a written evaluation

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

The oral/written feedback given to the pupil has been included on the evidence attached for each lesson.

The learning intentions and success criteria are given on the resources attached which are used for each lesson in this series of lessons.

**Pupil Voice:**

What have you learned? How did you learn? What skills have you developed?

- Pupils choose their puppet design to match and stretch their level of textile skills.
- Pupils self evaluation is included in the evidence.
- Pupils also are asked to complete a course evaluation at the end of the Ready Steady Sew unit. Results are compiled and utilised for continuous improvement.

Did the learner successfully attain the outcomes? **YES/NO**

**Design a Puppet Using a Brief**



**What are we learning today?**

To develop creative solutions using textile skills.



**How can I be successful?**

I can design and plan a creative solution to a project brief using textile skills.

I can apply creative textile skills including pinning, cutting, hand and machine sewing to make a textile item for use in my place of learning, at home or in the world of work.

# HAND PUPPET

## Practitioner Moderation Template

Learner Evidence .....

Class .....

### LESSON 6

#### PROBLEM

Happy Days Too is a local nursery school for children between the ages of 3-5 years. It is looking for new and exciting toys that their children can play with. They are interested in puppets because they can also be used in their end of year puppet show.

Using the resources available design and make a hand puppet which would appeal to young children.

#### Step 1

Underline the key words in the problem.

#### Step 2

Complete the bubbles below with what points you will consider (the key areas)

1. Children ✓

2. 3-5 ✓

Happy Days Too is a local nursery school for children between the ages of 3-5 years. It is looking for new and exciting toys that their children can play with. They are interested in puppets because they can also be used in their end of year puppet show.

3. local nursery ✓

4. new ✓

5. exciting ✓

6. puppet show ✓

7. resources available ✓

8. design and make ✓

Good work Jodie. You have correctly identified eight of the key points to consider for your specification.

In the table below explain why you would consider the information in each of the bubbles.

Explain in the order of importance.

POINTS TO CONSIDER (SPECIFICATION) 'It must be'	EXPLANATION 'so that'
children aged 3-5 ✓	Age appropriate faces/characters colourful ✓
Play with at local nursery ✓	Well made strong stitching ✓
New and exciting ✓	Add textures and features Use bright colours ✓
Used for puppet show ✓	Good quality Good characters ✓
Resources available ✓	Made of felt size A4 Use colours available Make in 5 lessons ✓
Well done. You have used the 'points to consider' from the brief and clearly explained what they will mean for your finished puppet design.	
You missed an explanation for 'Design and Make' but we discussed that this would include creating a design that matched your current level of textile skills.	



Practitioner Moderation  
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Learner Evidence  
LESSON 7



Your Minnie Mouse design shows you have considered the points of the project brief and specification by creating a colourful character that would appeal to 3-5 year olds and be suitable for a nursery puppet show.

Practitioner Moderation  
TemplateLearner Evidence  
LESSONS 9 → 12.PINNING, CUTTING,  
HAND SEWING.

Verbal feedback given on practical work.

Jodie, you have created a neat paper pattern and demonstrated accurate pinning and cutting to create the pieces of your puppet prior to hand sewing. You then pinned your pieces on to the front panel of your puppet and hand sewed them on individually with very neat hand stitching. You completed this to a high standard. Well done.

## LESSON 13.

As you had time, you decided to add spots to Minnie's bow which again were very neatly cut and hand sewn with precision.

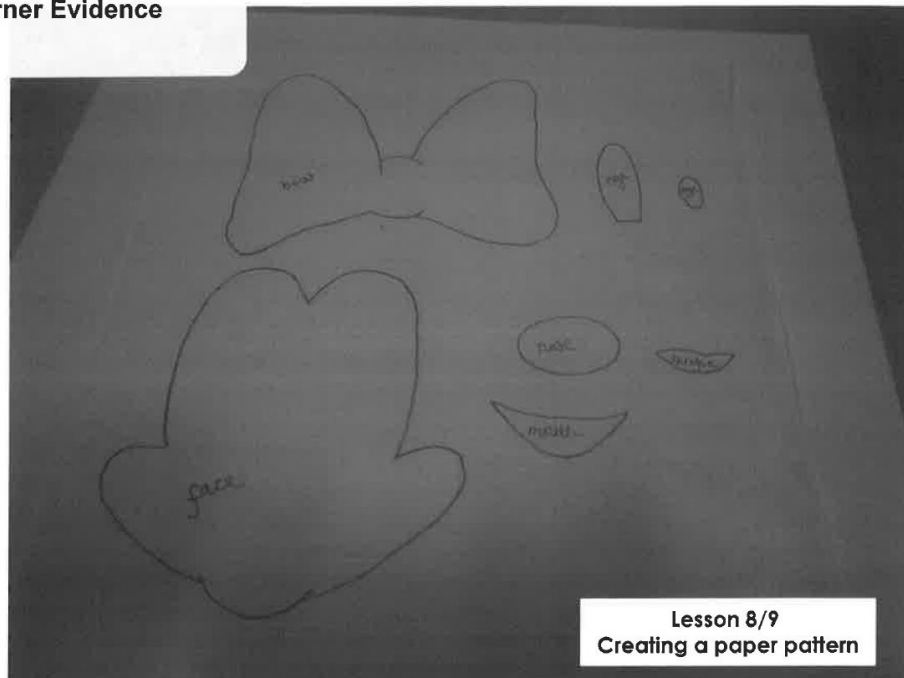
## LESSON 14 MACHINE STITCHING

You demonstrated competence using the sewing machine and repeated the machining skills you developed when practising at the start of the unit. You showed accuracy when sewing round curves and turning corners and started and finished your sewing with a reverse stitch.

You made a slight error in between Minnie's ears but stopped, unpicked it and corrected your mistake. Well done.

**Practitioner Moderation  
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**Learner Evidence**





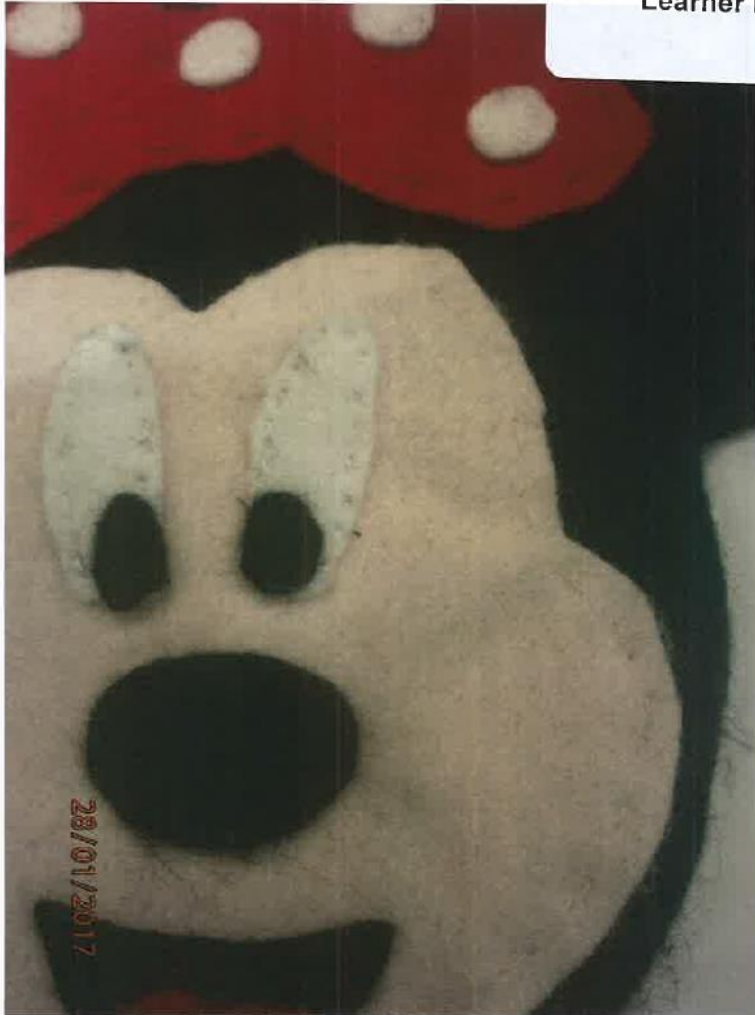
**Practitioner Moderation  
Template**

**Learner Evidence**



Practitioner Moderation  
Template

Learner Evidence



Lesson 11-13  
Hand Sewing



Lesson 11-14  
Hand Sewing and machine Sewing

Thursday 5<sup>th</sup> January

Practitioner Moderation  
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Learner Evidence

1. Minnie mouse hand puppet
2. I chose minnie mouse because I thought that it was a good idea and minnie mouse is a well known face
3. I have learnt how to hand sew and I have also learned how to use the Sewing machine.
4. The parts that I thought was successful was my bow
5. I think my puppet worked well and I stuck to my plan
6. I stumbled on the sewing machine so I went back and fixed it
7. I found most things ok I just stumbled on the sewing machine
8. I followed the order of my work
9. I think my finished puppet was good and I was very happy with it
10. I would be more careful when tracing
11. I would include a body to make her look more realistic
12. 8.5

Jodie, in your evaluation you have clearly identified the areas you felt you were good at and areas that could have been improved.

Your evaluation is good and does make reference to your original design, but you could have made clearer links to your specification.

Overall a very good puppet project. Well done.