



**Blwyddyn:** 8

**Pwnc:** Dylunio Cynnyrch – Tecstilïau

*Product design - Textiles*

**Testun:** Cynaliadwyedd mewn cynllunio – creu ffyrdd i ail-gylchu crysau-t ar gyfer grŵp targed pobl ifanc yn eu harddegau.

*Sustainability in design – creating ways to up-cycle t-shirts for teen target group*

**Datblygu Gwybodaeth a Dealltwriaeth**

*Knowledge and Understanding to be developed:*

- Ymchwilio i weld pa fath o syniadau a chynlluniau fuasai'n ffitio i'r dasg  
*Find relevant information to research details for design ideas.*
- Cynllunio a datblygu cynnyrch sy'n dangos elfen o greadigrwydd, newydd-deb a gwreiddioldeb.  
*Design and develop products showing elements of creativity, innovation and originality.*
- Dewis o wahanol ddeunyddiau a gwahanol brosesau er mwyn gwneud cynnyrch o safon, gorffeniad ac edrychiad da.  
*Choose from a range of materials and processes to make products of a good standard of construction, finish and taste.*
- Ystyried anghenion y farchnad darged a chynaliadwyedd wrth gynllunio'r cynnyrch.  
*Consider needs of target market and sustainability when designing products.*
- Dod i ddefnyddio offer a chyfarpar yn fwy cywir, datrus problemau a datblygu'r cynllun  
*Use tools and equipment with increasing precision problem solving and developing the design.*
- Gwerthuso'r cynnyrch a'i gymharu â'r cynllun gwreiddiol.  
*Evaluate against original intentions*

**Termau Allweddol i'w dysgu a'u defnyddio**

*Key Terms to be learned this module:*

Caredig i'r amgylchedd / *Environmentally friendly*  
 Cynaliadwyedd / *Sustainability*  
 Tueddiadau ffasiwn / *Fashion trend*  
 Proses Dylunio / *Design Process*  
 Trosglwyddiad / *Sublimation*  
 Ail gylchu / *Re-cycle,*  
 Cyfyngiad / *Finite*  
 Ôl troed carbon / *Carbon footprint*  
*Obsolescence*

Adran 1: Nodau ac Amcanion y dysgu:	Asesiad:	Gwaith Cartref:
<p><b>Dylai disgyblion allu . . . .</b></p> <p style="text-align: right;"><i>Students should be able to:</i></p> <ul style="list-style-type: none"> <li>▪ Ystyried yr effaith ar yr amgylchedd wrth gynllunio. Ail-gylchu. Y 6R. <i>Identify environmental considerations when designing. Up-cycling. The 6's.</i></li> <li>▪ Deall y broses o lifo a gallu ei ddefnyddio. Gallu gwerthuso profion llifo. <i>Understand and use dying/ tie dying. Be able to evaluate experiments. (PMI)</i></li> <li>▪ Gwybod fod gwahaniaeth rhwng ffibrau naturiol a ffibrau sydd wedi cael eu gwneud. <i>Know that there are differences in properties of natural and manmade fibres.</i></li> </ul>	<p>6'Rs test</p>	
Adran 2: Nodau ac Amcanion y dysgu:	Asesiad:	Gwaith Cartref:
<p><b>Dylai disgyblion allu . . . .</b></p> <p style="text-align: right;"><i>Students should be able to:</i></p> <ul style="list-style-type: none"> <li>✓ Gweld pwysigrwydd ymchwilio ar gyfer y grŵp targed a deal sut mae bwrdd cynllunio yn helpu cynllunwyr. Llundio bwrdd cynllunio. <i>Know importance of user research understand how imageboard can help designers. Produce imageboard</i></li> <li>✓ Datblygu dealltwriaeth o'r gwahanol brosesau o gynllunio sydd ar gael (e.e. printio). Gallu rhannu barn â eraill. <i>Develop understanding of the</i></li> </ul>	<p>Adolygu'r gwaith ar Ffibrau. Datblygu'r cynllun.  <i>Fibres revision. Design Development</i></p>	

<p><i>different manufacturing processes (e.g. Sublimation printing) Be able to communicate opinion.</i></p> <p>✓ Datblygu'r cynlluniau gan ystyried ymchwil personol ac adborth gan gyddisgyblion.</p> <p><i>Develop design ideas based on research and peer feedback.</i></p>		
<p><b>Adran 3: Nodau ac Amcanion y dysgu:</b></p>	<p><b>Asesiad:</b></p>	<p><b>Gwaith Cartref:</b></p>
<p><b>Dylai disgyblion allu . . . .</b> <i>Students should be able to:</i></p> <ul style="list-style-type: none"> <li>➤ Deall beth sy'n gwneud cynllun da a datblygu'r meini prawr. <i>Understand what makes a good design sketch, develop success criteria.</i></li> <li>➤ Llunio cynllun terfynnol yn seiliedig ar y meini prawf. <i>Create final design drawing based on success criteria</i></li> <li>➤ Egluro'r gwahaniaeth rhwng gwahanol ffibrau. <i>Be able to explain differences in properties if fibres.</i></li> <li>➤ Defnyddio eu dealltwriaeth o dechnegau addurno er mwyn ail-gylchu y crysau-t. <i>Use understanding of decorative techniques to up-cycle top.</i></li> <li>➤ Gwybod sut mae'r technegau CAD/CAM yn cael eu defnyddio I wneud y cynnyrch. <i>Know how CAD/CAM techniques can be used in the manufacture of you product.</i></li> </ul>	<p>Gwneud y cynnyrch.</p> <p><i>Product making</i></p>	
<p><b>Adran 4: Nodau ac Amcanion y dysgu:</b></p>	<p><b>Asesiad:</b></p>	<p><b>Gwaith Cartref:</b></p>
<p><b>Dylai disgyblion allu . . . .</b> <i>Students should be able to:</i></p> <ul style="list-style-type: none"> <li>• Ail-gylchu/gwneud y top gan ddefnyddio'r technegau gorau sydd ar gael. <i>Up-cycle/make top using the most appropriate techniques available</i></li> <li>• Deall pwysigrwydd rheoli ansawdd wrth gwblhau cynnyrch llwyddiannus. <i>Know the role of quality control in completing a successful finished product.</i></li> <li>• Gwerthuso'r cynnyrch a'i ysgrifennu yn eglur.</li> <li>• <i>Evaluate your product. Written up clearly.</i></li> </ul>	<p>Prawf ar ddiwedd y modiwl.</p> <p><i>End of Module test</i></p>	
<p><b>Skills</b></p> <p><b>DCF:</b> 3.1 Planning, sourcing and sorting – research suitable information and images to help with designing. Organise your research into; images that represent your Target Group. Text and images that show and describe the up-cycling of clothing e.g. t-shirts. 1.1 Identify image and reputation – Know about copy right in relation to images and Logos, you should not use these on your product. 3.2 Creating - Use 2D design and Serif software to enhance and edit text and pictures. Use these images to produce stencils or patterns to be printed.</p> <p><b>Llythrennedd:</b> 8WG1 SPAG – Use correct technical terms and subject specific vocabulary when writing or talking about your work. 8. WM3 Meaning, purposes – Write a detailed evaluation of your product comparing it to your original specification. Clearly communicate your opinion when doing a product analysis 8. RC1 Comprehension – Read and understand the project brief and context so you have a clear idea of what you have been asked to do.</p> <p><b>Rhifedd:</b> KS3.1 KS3.5 Processes and connections – Use mathematical skills to work accurately when taking body measurements and measuring parts of a product. KS3.7 Process and connections – Successfully visualize and estimate the sizes and position of decorative features on your product. E.g when using 2D design, Serif or hand cutting to create a feature for your product. 8D4a Collect and record data – Use a tally chart to find out which of your design ideas is most popular.</p>		