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| **Design Technology**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Investigating**  Brainstorming, examining objects, drawings and models  Use line, shape, form, structure, light, colour, pattern and texture  Predict and plan for specific aesthetic results | **I can:**  collect information that can help me in understanding the designing activity | **I can:**  use the information gathered on a product to explain the qualities it has that make it successful. | **I can:**  propose changes to the products to further improve their functioning and appeal | **I can:**  propose a range of solutions before choosing one solution for development | **I can:**  examine existing solution in detail before formulating solutions for development. |
| **Designing and Making**  Use line, shape, form, structure, light, colour, pattern and texture  To recognise, handle and use a variety of tools safely  To select and use correct tools and equipment for the purpose intended  To apply the appropriate techniques & processes using tools and equipment | **I can:**  show that I understand that drawings can generate ideas for action.  produce annotated drawings and sketches.  can rearrange materials during making. Show that holding work appropriately is essential for safe practice. | **I can:**  produce Scale and working models. Simple measurements of products.  show that there is a connection between imaging, modelling and recording when designing  recognise the purpose of a variety of tools and equipment. I understand their handling and basic principles upon which they work. | **I can:**  take into accounts constraints  produce a variety of forms as a response to people’s different needs.  plan sequences so that tools and equipment can be used safely and effectively.  .. | **I can:**  produce simple plans, sections, pictorial perspective, flow diagrams, patterns and templates.  use basic 1 and 2-point perspective, isometric drawings to convey my ideas  show that appearance plays an important part in the value that consumers and users place on an artefact or environment.  modify intentions as unexpected situations arise. | **I can:**  react emphatically to aesthetic characteristics of personal design and make activities.  I explore ideas and make modifications when designing and making.    produce procedure and sequence for practical activity. |
| **Evaluation**  Evaluate their finished products or prototypes in order to test whether they work well and if the design can be corrected or improved | **I can:**  evaluate outcome against original intention.  propose simple modifications to improve effectiveness of solution. | **I can:**  propose simple modifications to improve effectiveness of solution.  reflect individually and in groups on how we went about designing and making and how we would change procedure if we were to do it again. | **I can:**  reflect individually and in groups on how we went about designing and making and how we would change procedure if we were to do it again.  evaluate with objectivity the outcome of the activity against the original need. | **I can:**  evaluate with objectivity the outcome of the activity against the original need.  use such appraisal to help develop designs from information and experience gained. | **I can:**  I use such appraisal to help develop designs from information and experience gained. |

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| **Design Technology**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Investigating**  Brainstorming, examining objects, drawings and models.  Use line, shape, form, structure, light, colour, pattern and texture.  . Predict and plan for specific aesthetic results. | **I can:**  collect information that can help me in understanding the designing activity  use the information gathered on a product to explain the qualities it has that make it successful. | **I can:**  use the information gathered on a product to explain the qualities it has that make it successful.  propose changes to the products to further improve their functioning and appeal | **I can:**  propose changes to the products to further improve their functioning and appeal  propose a range of solutions before choosing one solution for development | **I can:**  propose a range of solutions before choosing one solution for development  examine existing solution in detail before formulating solutions for development. | **I can:**  examine existing solution in detail before formulating solutions for development.  find how other designers have generated ideas and to use similar approaches when designing and making |
| **Designing and Making**  Use line, shape, form, structure, light, colour, pattern and texture.  To recognise, handle and use a variety of tools safely.  To select and use correct tools and equipment for the purpose intended.  To apply the appropriate techniques & processes using tools and equipment. | **I can:**  show that I understand that drawings can generate ideas for action.  produce annotated drawings and sketches.  I can I can produce Scale and working models. Simple measurements of products.  rearrange materials during making. Show that holding work appropriately is essential for safe practice.  recognise the purpose of a variety of tools and equipment. I understand their handling and basic principles upon which they work. | **I can:**  show that there is a connection between imaging, modelling and recording when designing  able to take into accounts constraints  recognise the purpose of a variety of tools and equipment. I understand their handling and basic principles upon which they work.  plan sequences so that tools and equipment can be used safely and effectively. | **I can:**  produce a variety of forms as a response to people’s different needs.  produce simple plans, sections, pictorial perspective, flow diagrams, patterns and templates.  plan sequences so that tools and equipment can be used safely and effectively.  ..  I can modify intentions as unexpected situations arise. | **I can:**  use basic 1 and 2-point perspective, isometric drawings to convey my ideas  show that appearance plays an important part in the value that consumers and users place on an artefact or environment.  react emphatically to aesthetic characteristics of personal design and make activities.  produce procedure and sequence for practical activity.  modify intentions as unexpected situations arise. | **I can:**  explore ideas and make modifications when designing and making.  design and make protypes to test potential solutions    prepare a flow chart activities  I can modify intentions as unexpected situations arise. |
| **Evaluation**  evaluate their finished products or prototypes in order to test whether they work well and if the design can be corrected or improved. | **I can:**  evaluate outcome against original intention.  propose simple modifications to improve effectiveness of solution. | **I can:**  reflect individually and in groups on how we went about designing and making and how we would change procedure if we were to do it again. | **I can:**  I can evaluate with objectivity the outcome of the activity against the original need.  use such appraisal to help develop designs from information and experience gained. | **I can:**  I use such appraisal to help develop designs from information and experience gained. | **I can:**  apply criteria to assist judgement about the  1)needs and opportunities identified  2)choice of materials, component, tools and equipment to achieve design  3)design and making procedures adopted  4)outcome of design |

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| **Design Technology**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Investigating**  Brainstorming, examining objects, drawings and models.  Use line, shape, form, structure, light, colour, pattern and texture.  Predict and plan for specific aesthetic results. | **I can:**  collect information that can help me in understanding the designing activity  use the information gathered on a product to explain the qualities it has that make it successful. | **I can:**  propose changes to the products to further improve their functioning and appeal  propose a range of solutions before choosing one solution for development | **I can:**  propose a range of solutions before choosing one solution for development  examine existing solution in detail before formulating solutions for development. | **I can:**  examine existing solution in detail before formulating solutions for development.  Carry out research on other designers have generated ideas and to use similar approaches when designing and making | **I can:**  Make use of data concerning human scale and proportion when designing |
| **Designing and Making**  Use line, shape, form, structure, light, colour, pattern and texture.  To recognise, handle and use a variety of tools safely.  To select and use correct tools and equipment for the purpose intended.  To apply the appropriate techniques & processes using tools and equipment. | **I can:**  show that I understand that drawings can generate ideas for action.  produce annotated drawings and sketches.  produce Scale and working models. Simple measurements of products.  show that there is a connection between imaging, modelling and recording when designing  I can rearrange materials during making. Show that holding work appropriately is essential for safe practice.  I recognise the purpose of a variety of tools and equipment. I understand their handling and basic principles upon which they work.  I recognise the purpose of a variety of tools and equipment. I understand their handling and basic principles upon which they work. | **I can:**  take into accounts constraints  produce a variety of forms as a response to people’s different needs.  I am able to plan sequences so that tools and equipment can be used safely and effectively.  I am able to plan sequences so that tools and equipment can be used safely and effectively. | **I can:**  produce simple plans, sections, pictorial perspective, flow diagrams, patterns and templates.  use 1 and 2-point perspective, isometric drawings to convey my ideas  modify intentions as unexpected situations arise.  produce procedure and sequence for practical activity. | **I can:**  show that appearance plays an important part in the value that consumers and users place on an artefact or environment.  react emphatically to aesthetic characteristics of personal design and make activities.  explore ideas and make modifications when designing and making.  I can modify intentions as unexpected situations arise.  I can prepare a flow chart activities | **I can:**  design and make protypes to test potential solutions  use computer systems as a tool for designing and making    modify intentions as unexpected situations arise. |
| **Evaluation**  evaluate their finished products or prototypes in order to test whether they work well and if the design can be corrected or improved. | **I can:**  evaluate outcome against original intention.  propose simple modifications to improve effectiveness of solution.  reflect individually and in groups on how we went about designing and making and how we would change procedure if we were to do it again. | **I can:**  reflect individually and in groups on how we went about designing and making and how we would change procedure if we were to do it again.  evaluate with objectivity the outcome of the activity against the original need | **I can:**  use such appraisal to help develop designs from information and experience gained. | **I can:**  apply criteria to assist judgement about the  1)needs and opportunities identified  2)choice of materials, component, tools and equipment to achieve design  3)design and making procedures adopted  4)outcome of design | **I can:**  work with others to establish collective criteria for appraisal |
| **Home Learning**  Areas for development  DIRT time | Try to complete all set learning tasks so that I am able to assess your true abilities  No homework submitted, you have until 9am the following day to submit this work.   * Some of your tasks seem a little rushed, please spend some time completing your booklet tasks * Improve the presentation of your work in your booklet * Improve the quality of your home learning tasks by searching on the internet. Visit municipal recycling centres, read the news. | Keep up the good work in and outside of lessons  Improve the presentation of your work in your booklet  Improve the quality of your home learning tasks by   * Improve the quality of your home learning tasks by searching on the internet. visit municipal recycling centres, read the news. | Keep up the excellent focus and work in and outside of the lessons  Improve the quality of your home learning tasks  Improve the quality of your home learning tasks by   * searching on the internet. visit municipal recycling centres, read the news. | Keep up the excellent focus and work in and outside of the lessons   * Try to visit a Improve the quality of your home learning by visiting municipal recycling centres, read the news. | Keep up the excellent work in and outside of lessons   * Improve the quality of your home learning tasks by searching on the internet. visit municipal recycling centres, read the news. |