

Y7 Design Technology – Textiles

Assessment Areas	Emerging – a student whose understanding of the Y7 product skills is still emerging will be able to:	Developing – a student who is developing their Y7 product skills will be able to:	Secure – a student who is secure in the skills in the Y7 product curriculum will be able to:	Exceeding – a student who has mastered the skills in the Y7 product curriculum will be able to:
Design	Look at research to investigate the brief. Sketch a design idea that links to design brief . Label design idea to show different parts of product.	Complete own research to investigate the brief. Produce a range of design ideas which link to Design brief. Label a range of design ideas to show different parts of the design. Sketch a range of initial ideas and select a final design	Complete and reflect on research of products, designers. Produce design ideas that clearly link to the Design Brief. Consider how the design might be made.	Complete and reflect on research of products, designers and influencers to inform development and designs. Review design and develop ideas against the Design Brief. Take into consideration how the design might be made using different materials and techniques. Approach extension tasks Independently.
Make	Name equipment used. Use tools with some accuracy with guidance and considering H&S.	Name equipment used. Use tools with some increasing accuracy with some guidance taking into consideration H&S	Select equipment correctly for a appropriate task . Use tools with increasing confidence taking into consideration H&S	Select equipment correctly for appropriate task. Use tools confidently taking into consideration H&S and can support the work of others
Evaluate	State some positives of the designs.	Discuss some positives of the designs. Discuss ways in which a product can be improved.	Annotate positives of the design/s. Annotate ways in which a product can be improved. Evaluate against a specification.	Review in detail the positives and negatives of their design. Evaluate against a specification. Use research to inform final design and compare their outcome to it.
Technical knowledge	Use information provided to inform work.	Identify some information about techniques. Apply some features of a technique to designs.	Demonstrate understanding of different techniques. Transfer information to designs	Analyse the effect that knowledge has on design. Transfer knowledge to alter design ideas.



Textiles - Year 8

	Emerging – a student whose understanding of the Y8 product skills is still emerging will be able to:	Developing – a student who is developing their Y8 product skills will be able to:	Secure – a student who is secure in the skills in the Y8 product curriculum will be able to:	Exceeding – a student who has mastered the skills in the Y8 product curriculum will be able to:
Design	<p>Look at research to investigate the brief.</p> <p>Sketch a range of initial design ideas.</p> <p>Label initial design ideas to show different parts of product.</p> <p>Produce a range of paper models which link to Design brief.</p>	<p>Complete own research</p> <p>Products and designers to investigate the brief.</p> <p>Sketch a range of initial and developed design ideas.</p> <p>Label initial and developed design ideas to show different parts of product.</p>	<p>Complete and reflect on research of products and designers to inform designs.</p> <p>Review design ideas against the Design Brief.</p> <p>Use feedback to support imaginative and workable design ideas and combine ideas through paper modelling and a selection of decorative techniques.</p>	<p>Reflect on research of products, designers independently, to inform development and designs.</p> <p>Consider how the design might be made and how a design might change with different materials, weaves and paper/fabric manipulation.</p> <p>Consider how design ideas can be combined to produce a more successful outcome.</p>
Make	<p>Use tools & equipment appropriately with some accuracy with guidance.</p> <p>Present work accurately with support & produce a woven constructed product.</p>	<p>Plan, use tools & equipment accurately.</p> <p>Work accurately and make suitable changes from feedback.</p> <p>Follow instructions with support to product a woven product.</p>	<p>Select and use appropriate tools, equipment and materials.</p> <p>Follow instructions independently to product a woven product.</p> <p>Use the correct processes to make a successful woven</p>	<p>Explain, with reasons, why changes were made to processes or materials used for both main body and decorative technique.</p> <p>Select and use a range of processes accurately & link back to Design Brief.</p>

			product with additional decoration.	
Evaluate	Discuss some positives of the designs. Discuss ways in which a product can be improved.	Annotate positives of the design/s. Annotate ways in which a product can be improved. Evaluate against specifications of the Design Brief.	Evaluate how research was useful in design work and development. Evaluate how research helped in making. Identify how research helped problem solves throughout the design and make process.	Explain the reasons for changing and developing design ideas and justify ways to problem solve. Evaluate how the product links to the Design brief and evaluate the impact of colour, fabric, construction and decoration you have used.
Technical knowledge	Identify and effectively use information (product analysis) and facts on fabric construction – weaving.	Demonstrate understanding of information. Transfer information to different situations and products by using a variety of construction techniques – plain weave, twill weave and colour selection.	Analyse the effect that knowledge has on design. Transfer knowledge to alter design ideas and use a combination of construction and decorative techniques.	Effectively transfer knowledge to drive design ideas forward. Critically assess how information will lead design changes and what materials, processes and techniques are most appropriate to end use.

Y9 Design Technology – Textiles

Assessment Areas	Emerging – a student whose understanding of the Y9 Textiles skills is still emerging will be able to:	Developing – a student who is developing their Y9 Textiles skills will be able to:	Secure – a student who is secure in the skills in the Y9 Textiles curriculum will be able to:	Exceeding – a student who has mastered the skills in the Y9 Textiles curriculum will be able to:
Design	<p>Sketch a range of initial and developed design ideas.</p> <p>Label a range of design ideas to show different parts of the design.</p> <p>Refer to the source of inspiration and fabric technique/surface decoration when explaining design ideas.</p>	<p>Review and develop ideas to meet a Design Brief.</p> <p>Use feedback to support imaginative and workable design ideas.</p> <p>Create a range of 2D and 3D design ideas and identify the source of inspiration for choice of technique – block printing, batik, embroidery and fabric manipulation and colour selection.</p>	<p>Take into consideration how the design might be chosen and designed and developed by professionals in the industry - buyers.</p> <p>Take into consideration how a designer might respond to the textile industry and use a selection of different materials, techniques and processes.</p>	<p>Make compromises in design work to manage conflicts.</p> <p>Analyse and resolve conflicts in design work using lateral thinking. C</p> <p>Combine design ideas to create a whole design concept from research to production and communicate through a presentation board.</p>
Make	<p>Use tools appropriately.</p> <p>Present work accurately with support.</p> <p>Plan and use tools accurately.</p> <p>Work accurately and make suitable changes independently.</p>	<p>Select and use appropriate tools, equipment and materials.</p> <p>Use the correct surface pattern technique to make a successful product.</p>	<p>Explain, with reasons, why changes were made to techniques, processes or materials used.</p> <p>Select and use a range of surface pattern techniques and processes accurately and independently.</p>	<p>Independently develop new skills as required and combine surface pattern techniques to create a unique outcome.</p> <p>Select and use a range of processes including CAD/CAM.</p>
Evaluate	<p>Discuss what has gone well during a lesson and how to improve a product.</p> <p>Make improvements to what is being made.</p> <p>Evaluate against a Design Brief.</p>	<p>Explain how research was useful in design work.</p> <p>Evaluate how research helped in making and helped them to problem solve throughout the process.</p>	<p>Identify reasons for changing design ideas and developing design ideas.</p> <p>Use peer assessment to identify improvements.</p>	<p>Justify reasons for improving design ideas.</p> <p>Suggest how design could be changed to meet different clients and Design Briefs and sources of inspiration and artists.</p>
Technical knowledge	<p>Identify, effectively use and demonstrate the understanding of information from sources of inspiration (Cultures) and through selection of fabric techniques - block printing, batik, embroidery and fabric manipulation.</p> <p>Transfer information and communicate ideas through a presentation board.</p>	<p>Analyse the effect that knowledge on surface pattern, fabric manipulation and fabric techniques (block printing, batik, embroidery and fabric manipulation) has on design ideas and selection of fabric and colour.</p> <p>Transfer knowledge to alter design ideas throughout the project.</p>	<p>Effectively transfer knowledge to drive design ideas forward through verbal and visual communication.</p> <p>Critically assess how information on materials, processes, artists and clients will lead design changes and apply knowledge to presentation board.</p>	<p>Search out and use information effectively and independently through use of patten repeats, surface decoration and use of technique.</p> <p>Search out, analyse and use information to communicate effectively to peers in addressing the needs of the client.</p>