

Name \_\_\_\_\_

Yr 7 Target \_\_\_\_\_ APP 1 \_\_\_\_\_ APP 2 \_\_\_\_\_ Yr 8 Target \_\_\_\_\_ APP 1 \_\_\_\_\_ APP 2 \_\_\_\_\_ Yr 9 Target \_\_\_\_\_ APP 1 \_\_\_\_\_ APP 2 \_\_\_\_\_

Level 3

Level 4

Level 5

Level 6

Level 7

Level 8

	Developing ideas	Planning	Communicating Ideas	Producing Quality Products	Evaluating
	Pupils generate ideas and recognise that their designs have to meet a range of different needs	They make realistic plans for achieving their aims. ... They think ahead about the order of their work, choosing appropriate tools, equipment, materials, components and techniques	They clarify ideas when asked and use words, labelled sketches and models to communicate the details of their designs	They use tools and equipment with some accuracy to cut and shape materials and to put together components	They identify where evaluation of the design and make process and their products has led to improvements
	Pupils generate ideas by collecting and using information. They take users' views into account ...	They ... produce step-by-step plans	They communicate alternative ideas using words, labelled sketches and models, showing that they are aware of constraints	They work with a variety of materials and components with some accuracy, paying attention to quality of finish and to function. They select and work with a range of tools and equipment	They reflect on their designs as they develop, bearing in mind the way the product will be used. They identify what is working well and what could be improved
	Pupils draw on and use various sources of information. They use their understanding of the characteristics of familiar products when developing their own ideas	They work from their own detailed plans, modifying them where appropriate	They clarify their ideas through discussion, drawing and modelling ... communicating their own ideas	They work with a range of tools, materials, equipment, components and processes with some precision. They check their work as it develops and modify their approach in the light of progress	They test and evaluate their products, showing that they understand the situations in which their designs will have to function and are aware of resources as a constraint. They evaluate their products and their use of information sources
	Pupils draw on and use a range of sources of information, and show that they understand the form and function of familiar products and develop detailed criteria for their designs and use these to explore design proposals	They produce plans that outline alternative methods of progressing	They make models and drawings to explore and test their design thinking, discussing their ideas with users	They work with a range of tools, materials, equipment, components and processes and show that they understand their characteristics. They check their work as it develops and modify their approach in the light of progress	They evaluate how effectively they have used information sources, using the results of their research to inform their judgements when designing and making. They evaluate their products as they are being used, and identify ways of improving them
	Pupils use a wide range of appropriate sources of information to develop ideas. They investigate form, function and production processes. ... They recognise the different needs of a range of users and develop fully realistic designs	They produce plans that predict the time needed to carry out the main stages of making products	They ... communicate ideas, using a variety of media	They work with a range of tools, materials, equipment, components and processes, taking full account of their characteristics. They adapt their methods of manufacture to changing circumstances, providing a sound explanation for any change from the design proposal	They select appropriate techniques to evaluate how their products would perform when used and modify their products in the light of the evaluation to improve their performance
	Pupils use a range of strategies to develop appropriate ideas ...	When planning, they make decisions on materials and techniques based on their understanding of the physical properties and working characteristics of materials	Pupils ... respond to information they have identified. ... They identify conflicting demands on their design, explain how their ideas address these demands and use this analysis to produce proposals	They organise their work so that they can carry out processes accurately and consistently, and use tools, equipment, materials and components with precision	They identify a broad range of criteria for evaluating their products, clearly relating their findings to the purpose for which the products were designed and the appropriate use of resources