

Textiles – Y8

African Textiles Bag Project

KS4 target direction	4	6	8(9)
Secure Students must achieve competence in all statements before being judged 'Secure'	<p><u>Secure</u></p> <p>The student can:</p> <p><u>Design:</u> develop ideas using information from the mood board</p> <p>Be able to communicate ideas through drawing,</p> <p><u>Make:</u> Be able to use scissors to cut fabric and a sewing machine to construct the bag</p> <p><u>Evaluate:</u> Be able to evaluate the bag against the specification</p> <p><u>Technical Knowledge:</u> understand the properties and uses of cotton</p> <p><u>Homework:</u> All homework tasks are completed to a high standard</p>	<p><u>Secure</u></p> <p>The student can:</p> <p><u>Design:</u> develop ideas using information from the mood board and design specification</p> <p>Be able to communicate at least 3 different ideas through drawing and annotation of techniques</p> <p><u>Make:</u> Be able to measure and use scissors to cut fabric. and use a sewing machine with some accuracy to construct the bag</p> <p><u>Evaluate:</u> Be able to evaluate and test the bag against their specification</p> <p><u>Technical Knowledge:</u> understand the properties and uses of cotton and effect of cotton farming on the environment</p> <p><u>Homework:</u> All homework tasks are completed to a high standard</p>	<p><u>Secure</u></p> <p>The student can:</p> <p><u>Design:</u> develop creative ideas using information from the mood board and design specification</p> <p>Be able to communicate at least 3 ideas through drawing and annotation of material properties and techniques</p> <p><u>Make:</u> Be able to work independently measure and use scissors to cut and sewing machine with a high level of accuracy to construct the bag</p> <p><u>Evaluate:</u> Be able to evaluate and test the bag against their specification taking into account the views of the target user</p> <p><u>Technical Knowledge:</u> understand the properties and uses of cotton and effect of cotton farming on the environment and the impact of Fairtrade and organic farming</p> <p><u>Homework:</u> All homework tasks are completed to a high standard</p>

GRAPHICS – Y8

Cereal Packaging Project

KS4 Target direction	4	6	8(9)
Secure Students must achieve competence in all statements before being judged 'Secure'	<p>Secure The student can:</p> <p>Design: develop alternative typography designs for your cereal product and at least 1 promotional character. Use basic annotation to describe your outcomes.</p> <p>Make: use the pen tools to draw a complete path with straight edges. Develop typography design & promotional character using the pen tool with a good degree of precision.</p> <p>Evaluate: Complete TD4 evaluation questions. <i>(describe difficulties, identify strengths, identify areas for improvement)</i></p> <p>Technical knowledge: understand purpose of packaging products</p>	<p>Secure The student can:</p> <p>Design: Develop at least 3 varied design proposals for typography and at least 2 promotional character designs. Annotate your designs by justifying your decisions.</p> <p>Make: use the pen tool with sufficient skill to create straight and curved lines with some precision. Use CAD to develop typography design & promotional character using colour and graphic techniques with a degree of accuracy.</p> <p>Evaluate: Complete TD4 & 6 evaluation questions. <i>(Describe difficulties, identify strengths, identify areas for improvement. Describe modifications, finish, target market)</i></p> <p>Technical knowledge: Explain the reason for graphic features – important information or to advertise /promote</p>	<p>Secure The student can:</p> <p>Design: Develop at least 3 varied design proposals for typography by experimenting with graphic techniques and at least 3 varied promotional character designs. Fully annotate your designs by justifying your decisions.</p> <p>Make: use the pen tool with a high level of accuracy & precision. Use CAD to develop typography designs & promotional character with by using a wide range of graphic techniques with creativity & flair.</p> <p>Evaluate: Complete TD4, 6 & 8 evaluation questions. <i>(describe difficulties, identify strengths, identify areas for improvement. Describe modifications, finish, target market. Evaluate final outcome against specification)</i></p> <p>Technical knowledge: identify how various consumer group are targeted through the use of graphic design.</p>

Design & Model Project – Y8

Biomimicry – Nature in Design

KS4 target direction	4	6	8(9)
Secure <i>Students must achieve competence in all statements before being judged 'Secure'</i>	Secure The student can: Design Produce 2 initial designs for a product inspired by biomimicry – features must be labelled to identify influence from nature Make Make a scale model that competent use of materials and tools used safely. Evaluate Comment on the success of the model in terms of aesthetics and function Technical knowledge Understand what how material properties will effect which materials are used Homework Homework tasks must be complete to a good standard	Secure The student can: Design Produce 3 initial designs for a product inspired by biomimicry – features must be annotated to describe influence from nature and justify / explain their form or function Make Make a scale model that shows a good level of skill using a range of tools and materials Evaluate Evaluate the project and how well your model has works both in its intended function and aesthetic qualities Technical knowledge Understand how material properties are used to justify which materials are used in different scenarios. Homework All homework tasks are completed to a good standard with technical details of materials with use of some key words	Secure The student can: Design Produce 4 initial designs for a product inspired by biomimicry – features must be annotated to describe influence from nature and justify / explain their form or function including reference to ergonomic design Make Make a scale model that shows a high level of skill using multiple materials, measurements are precise and model is well finished. Evaluate Evaluate the project and how well your model has works both in its intended function and aesthetic qualities. Explain modifications for how you could improve the outcome Technical knowledge Understand why certain materials are used for construction. Understand about structural properties as well as aesthetic qualities. Homework All homework tasks are completed to a good standard with technical details of materials with use of key words and details of possible modifications for the final design

Product Design– Y8

Architecture

KS4 target direction	4	6	8(9)
Secure <i>Students must achieve competence in all statements before being judged 'Secure'</i>	Secure The student can: Design Show 2 designs of building that has clear elements of functionality. Make Make a scale model that competent use of materials and tools used safely. Evaluate Comment on the success of the model in terms of aesthetics and function Technical knowledge Understand what how material properties will effect which materials are used Homework Homework tasks must be complete. Has relevant information corresponding with the project	Secure The student can: Design Produce 2 designs of buildings that considers materials and aesthetics. Make Make a scale model that shows a good level of skill using a range of tools and materials Evaluate Evaluate the project and how well your model has worked both in how it works as a building and how it looks Technical knowledge Understand how material properties are used to justify which materials are used in different scenarios. Homework All homework tasks are completed to a good standard.	Secure The student can: Design Produce a range of designs that show technical skill and considers function and form as well as suitable materials. Make Make a scale model that shows a high level of skill using multiple materials, measurements are precise and model is well finished. Evaluate Evaluate in detail exactly how your model would function by using detailed technical drawings to explain all the benefits. Technical knowledge Understand why certain materials are used for construction. Understand about structural properties as well as aesthetic qualities. Homework All homework tasks are completed in detail fully explaining how each material works with examples

Food & Nutrition –Y8

Healthy Balanced Meals

KS4 target direction	4	6	8(9)
Secure Students must achieve competence in all statements before being judged 'Secure'	<p>Secure The student can:</p> <ul style="list-style-type: none"> • Understand the principles of healthy eating, able to reference the Eatwell guide. • Cook various dishes, with a good level of skill. • Use a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways] • Able to season whilst cooking using a recipe. • Understand where ingredients come from. • Able to follow a recipe with some support • Follows most of the H&S routines but needs some reminders • Able to create a simple time plan. • Able to complete a simple evaluation <p>• Homework Homework tasks are complete and to an acceptable standard.</p>	<p>Secure The student can:</p> <ul style="list-style-type: none"> • Understand the principles of nutrition and health. • Distinguish between food groups and nutrients. • Cook a repertoire of predominantly savoury dishes • Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways] • Using awareness of taste, texture and smell to decide how to season dishes • Understand the source and seasonality of a broad range of ingredients and the environmental impact of food. • Understand processes such as how sauces thicken. • Able to independently follow a recipe • Works safely and hygienically • Able to create a time plan with some detail. • Able to complete an evaluation with some detail <p>• Homework All homework tasks are completed to a good standard</p>	<p>Secure The student can:</p> <ul style="list-style-type: none"> • Understand and apply the principles of nutrition and health • Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet • Become highly skilled in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways]] • Using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes • Understand the source, seasonality and sustainability and characteristics of a broad range of ingredients and how food choices have environmental impact.. • Demonstrate understanding of processes such as gelatinisation and enzymic browning. • Understand special dietary needs • Able to independently follow a recipe and can support others. • Demonstrates a high level of working safely and hygienically • Able to create a detailed time plan. • Able to complete a detailed evaluation • Homework All homework tasks, completed to a high standard.