

Year 7 Resistant Material/Graphics Assessment

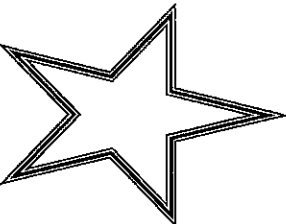
Name _____

Points	Research	Designing	Planning	Making	Evaluating
1a/3c	I used my existing knowledge to research the task	I can sketch my design idea.	I can plan to use certain tools with teacher support.	I know the names of the equipment listed on my plan.	I can state something new I learned in each lesson.
2c/3b	I used my existing knowledge and one other method to research the task.	I can sketch and label my design idea.	I can begin to plan to use certain tools without support.	I collect all my listed equipment at the beginning of the lesson.	I can suggest one way in which my product can be improved based on evidence gained from the iterative process.
2b/3a	I can write a simple description of what I want my product to be like.	I can label my design to show the different parts of my product.	I can produce a simple list of equipment and materials needed.	I know how to use most of the tools with some accuracy in the practical lesson.	I can get comments from other people about my product, and use their feedback to improve.
2a/4c	I used three methods to research the task.	I can sketch a range of design ideas.	I can produce a full list of equipment and materials needed.	I use the tools accurately and safely at all times.	I can discuss what has gone well in the lesson and with my product.
3c/4b	I can write a specification for my product.	I can label a range of design ideas and evidence.	I can produce a clear step by step plan.	I consider the presentation of the finished product when I am using the tools.	I can discuss what needs to be improved.
3b/4a	I can sum up the results of my research.	I can label a range of designs to show the different parts of my products.	I include extra information to help plan making the product.	I present my work accurately.	I can discuss how my product needs to be improved during making.
3a/5c	I have considered a wide range of materials and making methods.	I can explain why I have chosen my design ideas using evidence gained from my target market.	I can list, without help, the equipment I will use.	I can use my plan to make my product accurately.	I can make improvements to my product as it is made evidence gained from the iterative process.
4c/5b	I used my research to write a specification.	I can explain the reasons for my choices based on evidence gained from my research.	I can produce a detailed plan.	I can use my plan without support.	I can begin to evaluate my product against the specification.
4b/5a	I used my research to write a clear specification.	I can refer to my specification when explaining my designs.	My detailed plan is clear to others using my instructions.	I know how to change my plan if necessary in order to improve the final product.	I can evaluate my product against the specification.
4a-5d/6c-b	I can produce a clear and detailed specification based on the findings of my research.	I have tested my ideas against the specification.	I can produce a flow diagram.	I choose the correct tools and make a successful product after modelling and testing my outcomes.	I can identify the strengths and weaknesses of my product.
5b/6a	I have looked at existing products to research my own design idea.	I ask my intended audience what they think about my designs and make changes based on the feedback.	I can produce a detailed flow diagram.	I used the correct processes to make a successful product after modelling and testing my outcomes.	I can clearly identify a number of strengths and weaknesses of my product.
5a/6a	I have used the research from a range of sources to help write my specification and these are all relevant.	I explain the feedback and use this to support the development of my designs.	I can produce a detailed flow diagram that includes checks and decisions.	I can adapt my manufacturing to a change of circumstances based on evidence gained from the iterative process.	I can explain and justify the reasons for changing my design.
6/7	I have researched different ways I can manufacture my product.	My design is made based on audience feedback and evidence gained from the iterative process.	I can produce a detailed flow diagram that includes checks and decisions based on relevant research and production methods.	I can recognise when it is necessary to develop a new skill or technique in order to improve my final product.	I can make recommendations for improvements in the product.
7/8	I have clearly and comprehensively analysed the relevant and focussed research I have undertaken.	My designs evidence originality and have been developed to take account of relevant ongoing research.	I have produced a detailed plan, showing all stages of relevant and appropriate manufacture including a time schedule for production.	I have produced a final outcome which is suitable for the target market and shows a high level of skill.	I have tested my product against my design criteria/specification and justified and evaluated the need for any modification.
8/EP	I have evidenced discrimination when selecting the relevant research material and reflected on the analysis of the research material in the context of the design brief/intention.	My designs are highly imaginative and demonstrate creativity, fair and originality. The implications of a wide range of issues including social, moral and sustainability have been taken into account.	I have produced a detailed plan which takes into account possible modifications during the making/construction of my final product/design. All materials are quantified and a time schedule is included.	I have produced a final outcome which shows a high level of skill and accuracy. I worked independently and selected and utilised tools, materials and a range of technologies safely and skilfully.	I have tested and evaluated my product in detail, taking into account third party opinions. All aspects of the final product have been tested against the design criteria/specification.

informed **inspired** imaginative **iterative** improved **innovative**

Work	Grade+ Effort	In order to improve my/your level I/you should:
1 Name Banner Safety Poster/ Communication	SELF PEER	
2 Understanding and Making of Mechanisms Sheet/Vocabulary Biomimetics Intro	SELF PEER	
3 Design Development (4) based on given brief including defined Target Market	SELF PEER	
4 Making of Final Products: Card 1 Card 2 Card 3 Card 4		
5 Marketing Materials i.e. Poster and Packaging	SELF PEER	
6 Product evaluation Extension Tasks :	SELF PEER	

My end of KS3
target grade



REMEMBER
TO CHECK
YOUR
SP
AG
At all times !

FINAL EVALUATION

Look back at the final product you have designed and made this year. Does it comply to the design brief and specification? What have you learned ? How do you think you can apply this knowledge in the future ?

Year 8 Resistant Material/Graphics Assessment

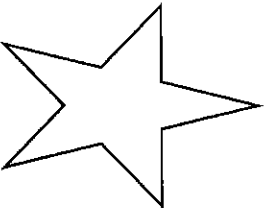
Name _____

Points	Research	Designing	Planning	Making	Evaluating
1a/3c	I used my existing knowledge to research the task	I can sketch my design idea.	I can plan to use certain tools with teacher support.	I know the names of the equipment listed on my plan.	I can state something new I learned in each lesson.
2c/3b	I used my existing knowledge and one other method to research the task.	I can sketch and label my design idea.	I can begin to plan to use certain tools without support.	I collect all my listed equipment at the beginning of the lesson.	I can suggest one way in which my product can be improved based on evidence gained from the iterative process.
2b/3a	I can write a simple description of what I want my product to be like.	I can label my design to show the different parts of my product.	I can produce a simple list of equipment and materials needed.	I know how to use most of the tools with some accuracy in the practical lesson.	I can get comments from other people about my product, and use their feedback to improve.
2a/4c	I used three methods to research the task.	I can sketch a range of design ideas.	I can produce a full list of equipment and materials needed.	I use the tools accurately and safely at all times.	I can discuss what has gone well in the lesson and with my product.
3c/4b	I can write a specification for my product.	I can label a range of design ideas and evidence.	I can produce a clear step by step plan.	I consider the presentation of the finished product when I am using the tools.	I can discuss what needs to be improved.
3b/4a	I can sum up the results of my research.	I can label a range of designs to show the different parts of my products.	I include extra information to help plan making the product.	I present my work accurately.	I can discuss how my product needs to be improved during making.
3a/5c	I have considered a wide range of materials and making methods.	I can explain why I have chosen my design ideas using evidence gained from my target market.	I can list, without help, the equipment I will use.	I can use my plan to make my product accurately.	I can make improvements to my product as it is made evidence gained from the iterative process.
4c/5b	I used my research to write a specification.	I can explain the reasons for my choices based on evidence gained from my research.	I can produce a detailed plan.	I can use my plan without support.	I can begin to evaluate my product against the specification.
4b/5a	I used my research to write a clear specification.	I can refer to my specification when explaining my designs.	My detailed plan is clear to others using my instructions.	I know how to change my plan if necessary in order to improve the final product.	I can evaluate my product against the specification.
4a-5d/6c-b	I can produce a clear and detailed specification based on the findings of my research.	I have tested my ideas against the specification.	I can produce a flow diagram.	I choose the correct tools and make a successful product after modelling and testing my outcomes.	I can identify the strengths and weaknesses of my product.
5b/6a	I have looked at existing products to research my own design idea.	I ask my intended audience what they think about my designs and make changes based on the feedback.	I can produce a detailed flow diagram.	I used the correct processes to make a successful product after modelling and testing my outcomes.	I can clearly identify a number of strengths and weaknesses of my product.
5a/6a	I have used the research from a range of sources to help write my specification and these are all relevant.	I explain the feedback and use this to support the development of my designs.	I can produce a detailed flow diagram that includes checks and decisions.	I can adapt my manufacturing to a change of circumstances based on evidence gained from the iterative process.	I can explain and justify the reasons for changing my design.
6/7	I have researched different ways I can manufacture my product.	My design is made based on audience feedback and evidence gained from the iterative process.	I can produce a detailed plan, showing all stages of relevant and appropriate manufacture including a time schedule for production.	I can recognise when it is necessary to develop a new skill or technique in order to improve my final product.	I can make recommendations for improvements in the product.
7/8	I have clearly and comprehensively analysed the relevant and focussed research I have undertaken.	My designs evidence originality and have been developed to take account of relevant ongoing research.	I have produced a detailed plan, showing all stages of relevant and appropriate manufacture including a time schedule for production.	I have produced a final outcome which is suitable for the target market and shows a high level of skill.	I have tested my product against my design criteria/specification and justified and evaluated the need for any modification.
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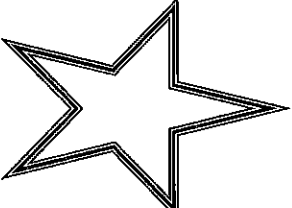
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Work	Grade+	Effort	In order to improve my/your level I/you should:
1 Typographical skills/Name Banner	SELF		
	PEER		
2 Research of Body Shop and Fairtrade Information leaflet	SELF		
	PEER		
3 Market Research/Name Generation and Logo Design Development/Bottle Design	SELF		
	PEER		
4 Making of Final Products: Bottle Prototype	SELF		
	PEER		
Packaging/Net Design	SELF		
	PEER		
5 Marketing Materials i.e. Poster and Packaging (incl. smart material)	SELF		
	PEER		
6 Product Evaluation/ Extension Tasks :			

My grade at the end of Year 7



My end of KS3 target grade



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TO CHECK
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FINAL EVALUATION

Look back at the final product you have designed and made this year. Does it comply to the design brief and specification? What have you learned ? How do you think you can apply this knowledge in the future ?


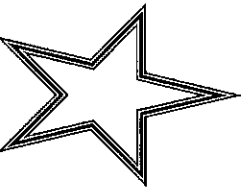
Year 9 Resistant Material/Graphics Assessment

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informed inspired imaginative iterative improved innovative

Task	Work	Grade/ Effort	In order to improve my/your level if you should:
1	Typographical skills/ Name Banner	SELF PEER	
2	Essay <i>In your own words, discuss why Graphic Design ... etc</i>	SELF PEER	
3	Designing Unique Typefaces/ Understanding Typography	SELF PEER	
4	The Psychology of Colour	SELF PEER	
5	Understanding Target Markets (Collage/Moodboard)	SELF PEER	
6	Logo Design Development	SELF PEER	
7	Video/ Animation Project Or Development and Making of effective set of relevant promotional materials for your graphic design company: e.g. T-shirts, bags, badges, mugs, billboards, leaflets, apps, website design. (Ideally one item to incorporate a smart material.	SELF PEER	

<p>My grade at the end of Year 8</p> 	<p>My end of KS3 target grade</p> 	<p>REMEMBER TO CHECK YOUR SPAG At all times !</p>
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FINAL EVALUATION

Look back at the final product you have designed and made this year. Does it comply to the design brief and specification? What have you learned? How do you think you can apply this knowledge in the future?