

<h1>Year 9</h1> <h2>Design &amp; Technology</h2>			
<b>1</b> <b>Research &amp; Analysis</b> <b>(Product Design - Lamp Project)</b>	<ul style="list-style-type: none"> <li>Initial research planning shows some understanding of the context and what areas need to be look at</li> <li>pupil can research a designer and highlight key points about their work.</li> <li>Specification is complete and links to design brief</li> </ul>	<ul style="list-style-type: none"> <li>Initial research planning shows good understanding of the context and what areas need to be look at and how to research them</li> <li>pupil can research a designer and identify information that could inform their design ideas</li> <li>Specification is specific to the design brief and takes into account some research</li> </ul>	<ul style="list-style-type: none"> <li>Initial research planning shows in-depth understanding of the context and full consideration of areas that need to be looked at and how to research them</li> <li>pupils can carry out detailed relevent research into a designer and can suggest specific ways that their work my influence their own designs</li> <li>specification is detailed and well justified. All points link to the pupil own product and is supported by research carried out</li> </ul>
<b>2</b> <b>Designing and Developing skills</b> <b>(Graphics - DVD Cover)</b>	<ul style="list-style-type: none"> <li>Demonstrates simplistic drawing skills to communicate their design ideas with some consideration for the layout of components and use of colour.</li> <li>Basic Photoshop skills have been demonstrated including the removal of simple backgrounds; using layers and applying text with some independence.</li> <li>Has produce a largely complete design in Photoshop that generally reflects their film/game genre and original design intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates competent drawing skills that communicate their design ideas effectively. Good consideration has been given to the design layout, appropriate use of images, colour and typography.</li> <li>Demonstrates confidence and independence when using Photoshop. Can remove more complex backgrounds and successfully combine text and images. Some aspects of the design may demonstrate higher level skills in photo editing and manipulation.</li> <li>The final outcome reflects the student’s original design intentions and includes most of the required key elements. Good consideration has been given to the layout, colours, typography and imagery.</li> </ul>	<ul style="list-style-type: none"> <li>High level of drawing/designing skills has been demonstrated and effectively presented. Student understands the appropriateness of key elements and can justify their choice of images, colours and typography.</li> <li>A highly independent approach has been displayed when using Photoshop. Combining images using blending techniques has helped to achieve a professional outcome.</li> <li>A highly professional looking outcome has been achieved that demonstrates the student’s understanding of their selected genre. Excellent consideration has been given to the use of layout, colours, typography and imagery and how they relate and appeal to the target market.</li> </ul>
<b>3</b> <b>Making skills (Textiles- Ipad Cosy)</b>	<ul style="list-style-type: none"> <li>An attempt at making a basic i-pad cosy has been produced.</li> <li>At least two decorative techniques have been used with some skill.</li> <li>There is some understanding of construction and decorative techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the product is securely sewn and a hem has been created successfully.</li> <li>Decorative techniques show a variety of skills and creativity.</li> <li>The product is neatly and securely sewn throughout. A fastening or other feature has been added to the final product.</li> </ul>	<ul style="list-style-type: none"> <li>Extra decorations such as embellishments or pockets have been added and sewn with precision and care.</li> <li>Quality control checks and problem solving is evident throughout the making process.</li> <li>A high level outcome has been produced. A high level of skill and accuracy has been demonstrated throughout.</li> </ul>
<b>4: Technical knowledge</b> <b>(Food - Street Food)</b>	<ul style="list-style-type: none"> <li>Able to identify scientific terminology during practical tasks and give a brief description of each scientific term</li> <li>Identify the function and food sources of different nutrients</li> <li>Achieve at least 50% in the end of project test</li> </ul>	<ul style="list-style-type: none"> <li>Able to provide an accurate description of food science terminology during practical tasks</li> <li>Understand the functions of a range of nutrients and the foods that provide each nutrient</li> <li>Achieve at least 60% in the end of project test</li> </ul>	<ul style="list-style-type: none"> <li>Able to show detailed understanding of a range of food science terminology during practical tasks</li> <li>Able to accurately evaluate the functions and sources of nutrients and describe how to modify recipes to improve their nutritional value</li> <li>Achieve at least 70% in the end of project test</li> </ul>