

KS3 ASSESSMENT

Design & Technology Graphics BRAMHALL HIGH SCHOOL

| | Acquiring | Developing | Secure | Mastered |
|----------------|--------------------------------------|--------------------------------------|-------------------------------|-----------------------------------|
| | Is beginning to acquire the | Is developing the knowledge | Understands the topic and is | Fully understands the topic |
| | necessary knowledge for the | necessary to understand the | able to make links using the | and is able to confidently link |
| | topic(s) | topic | knowledge | knowledge. |
| Term 1a | <u>Students can (with extra</u> | <u>Students can regularly :</u> | Students can confidently & | Students can skilfully & |
| GRAPHICS | <u>support):</u> | Create folders to organise | <u>skilfully:</u> | independently: |
| Students | Create folders to organise | their work. | Create folders to organise | Create folders to organise |
| create a | their work. | Download images from | their work. | their work. |
| personalised | Download images from | FOLDR | Download images from | Download images from |
| 3D CD of | FOLDR | Use downloads , moving files. | FOLDR | FOLDR |
| themselves | Use downloads , moving files. | Produce line drawings | Use downloads, effectively | Use downloads , skilfully |
| through | Produce traced drawings | suitable for a target market. | moving files. | moving files. |
| skilful use of | suitable for a target market. | Target market and user are | Produce line drawings | Produce line drawings with |
| CS6 and an | Target market and user are | terms that are understood | which are highly suitable for | flair and creativity suitable for |
| A4 design | terms that are becoming | and demonstrated. | a target market. | a target market. |
| folder. | more familiar | Scan using Photoshop and | Target market and user are | Target market and user are |
| | Scan using Photoshop and | save as PNG. | terms that are used | terms that are embedded in |
| | save as PNG. | Place a PNG, image trace, | effectively in discussion. | project discussion. |
| | Place a PNG, image trace, | ungroup edit. | Scan using Photoshop and | Scan using Photoshop and |
| | ungroup edit. | Edit accurately with few | save as PNG. | save as PNG. |
| | Edit with regular pixel gaps | pixel gaps | Place a PNG, image trace, | Place a PNG, image trace, |
| | Display their drawings, | Display their drawings, | ungroup edit. | ungroup edit. |
| | create a booklet, complete | create booklets and | Edit accurately with no pixel | Edit with skill and flair |
| | work of fair quality. | demonstrate good | gaps | seamlessly. |
| | | presentation. | Display their drawings, | Display their drawings, |
| | | | create booklets and | create booklets and |
| | | | demonstrate strong | demonstrate a flair for |
| | | | presentation | display. |

YEAR 7

| Term 1b | Edit effectively and start to | Edit effectively and | Edit effectively and | Edit effectively and |
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| GRAPHICS | understand the process of |
| cont | QC pass & fail. | QC pass & fail means. | QC pass & fail and its role. | QC pass & fail and its role in |
| | Egage In group work, agree | Engage In group work, | Lead In group work, | design process. |
| | tasks with others to achieve | negotiate and agree tasks | negotiate and agree tasks | Lead In group work, |
| | a pleasing outcome. | with another student to | with another student to | negotiate and agree tasks |
| | Download quality | achieve a pleasing outcome. | achieve a high quality | with another student to |
| | background images. | Download quality | outcome. | achieve a high quality |
| | Apply filters and save-as | background images. | Download quality | outcome. |
| | individually. | Apply filters and save-as | background images. | Download quality |
| | Place inside container for a | individually. | Apply filters and save-as | background images. |
| | filter page. | Place inside container for a | individually. | Apply filters and save-as |
| | Colour images, create layers | filter page. | Place inside container for a | individually. |
| | and save. | Colour images, create layers | filter page. | Place inside container for a |
| | Use a specification to create | and save. | Colour images, create layers | filter page. |
| | a design. | Use a specification to create | and save. | Colour images, create layers |
| | Create a pleasing quality | a design. | Use a specification to create | and save. |
| | final CD product | Create a high quality final | a design. | Use a specification to create |
| | Find elements for the CD | CD product | Create a high quality final | a design. |
| | from sources | Find elements for the CD | CD product | Create a high quality final |
| | On-going evaluation of final | from sources | Find elements for the CD | CD product |
| | design | On-going evaluation of final | from sources | Find elements for the CD |
| | | design | On-going evaluation of final | from sources |
| | | Design alternative products, | design | On-going evaluation of final |
| | | Ticket etc | Design alternative products, | design |
| | | | Ticket etc | Design alternative products, |
| | | | | Ticket etc |



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| the Is developing the knowledge necessary to understand the topic | Fully understands the topic and is able to confidently link knowledge. |
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| | Acquiring | Developing | Secure | Mastered |
|----------------|--------------------------------------|--------------------------------------|----------------------------------|-----------------------------------|
| | Is beginning to acquire the | Is developing the knowledge | Understands the topic and is | Fully understands the topic |
| | necessary knowledge for the | necessary to understand the | able to make links using the | and is able to confidently link |
| | topic(s) | topic | knowledge | knowledge. |
| Term la | Students can (with extra | Students can regularly : | Students can confidently & | Students can skilfully & |
| GRAPHICS | <u>support):</u> | Create an A3 master page - | <u>skilfully:</u> | independently: |
| Option 18 | Create an A3 master page - | Yr9 = A3 | Create an A3 master page - | Create an A3 master page - |
| weeks | Yr9 = A3 | Use Illustrator to create a | Yr9 = A3 | Yr9 = A3 |
| Students | Use Illustrator to create a | mind-map A3 page to | Use Illustrator effectively to | Use Illustrator skilfully to |
| create 2D & | mind-map A3 page to | explore different movie ideas | create a mind-map A3 page | create a mind-map A3 page |
| 3D | explore different movie ideas. | - Use of images/ text. | to explore different movie | to explore different movie |
| promotional | Create folders to organise | Create folders to organise | ideas - Use of images/ text. | ideas - Use of images/ text. |
| material for a | their work. | their work. | Create folders to organise | Create folders to organise |
| new movie | Download images from the | Download images from the | their work. | their work. |
| of their | internet images for a specific | internet images for a specific | Download images from the | Download images from the |
| choice. | target market. | target market. | internet demonstrating | internet demonstrating skill |
| | Use downloads , moving files. | Use downloads , moving files. | ability to attain images for a | in attaining images for a |
| 1/3 | Produce line drawings | Produce line drawings | specific target market. | specific target market. |
| | appropriate to their specific | suitable for a target market | Use downloads, moving files. | Use downloads, skilfully |
| | movie age. | appropriate to their specific | Produce line drawings with | moving files. |
| | Explore existing stand | movie age. | creativity suitable for a target | Produce line drawings with |
| | designs from Primary and | Explore existing stand | market appropriate to their | flair and creativity suitable for |
| | secondary sources and | designs from Primary and | specific movie age. | a target market appropriate |
| | understand what they need | secondary sources. | Explore existing stand | to their specific movie age. |
| | to do. | _ | designs from Primary and | Explore existing stand |
| | | | secondary sources. | designs from Primary and |
| | | | _ | secondary sources. |

YEAR 9

| Term 1b | Create a simple | Create a specification 'my | Create a detailed spec 'my | Create a detailed spec 'my |
|--------------|--|--|--|--|
| GRAPHICS | specification 'my stand | stand must' | stand must' | stand must' |
| cont | Target market and user are |
| Scanning, | terms that becoming better | terms that understood and | terms that are used in project | terms that are embedded in |
| editing and | understood. | used in discussion. | discussion. | project discussion. |
| colouring | Scan using Photoshop and |
| hand drawn | save as PNG. | save as PNG. | save as PNG. | save as PNG. |
| images. | Place a PNG, image trace, |
| Use of CAD & | ungroup edit. | ungroup edit. | ungroup edit. | ungroup edit. |
| CAM/2D | Edit with skill and flair |
| design. | seamlessly. | seamlessly. | seamlessly. | seamlessly. |
| Numeracy | Display their drawings, | Display their drawings, | Display their drawings, | Display their drawings, |
| skills | create booklets and | create booklets and | create booklets and | create booklets and |
| 2/3 | demonstrate a respect for | demonstrate a competence | demonstrate a skill for A3 | demonstrate a flair for A3 |
| | A3. | for A3. | display. | display. |
| | Can show their own process | Can show their own process | Effectively show their own | Skilfully show their own |
| | of scanning, editing and | of scanning, editing and | process of scanning, editing | process of scanning, editing |
| | colouring images with some | colouring images. Edit | and colouring images. Edit | and colouring images. Edit |
| | 1:1 support. | effectively and understand | effectively and understand | effectively and understand |
| | Edit effectively and | the process of QC pass & fail | the process of QC pass & fail | the process of QC pass & fail |
| | understand the process of | and its role in design process | and its role in design process | and its role in design process |
| | QC pass & fail and its role in | - using one character | - using one character | - using one character |
| | design process - using one | Create a Problem & Design | Create a quality and creative | Create a high quality and |
| | character | Brief page, showing client | Problem & Design Brief | creative Problem & Design |
| | Create a Problem & Design Brief page. | and designer. | page. | Brief page. |

| Term 2a | Measure a cinema stand. | Measure a cinema stand | Accurately measure a | Accurately measure a |
|--------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| GRAPHICS | Use maths skills to convert | with some accuracy . Use | cinema stand. | cinema stand. |
| cont | sizes into a 1:5 scale size. | maths skills to convert | Use maths skills to convert | Use maths skills to convert |
| Use of on- | Use 2D design to create the | measurements into a 1:5 | all measurements into a 1:5 | all measurements into a 1:5 |
| going CAD & | back of the stand with 1:1 | scale size. | scale size. | scale size. |
| CAM / 2D | support. | Use 2D design to create the | Use 2D design to create the | Use 2D design effectively to |
| design. | Create CAD CAM prototypes | back of the stand. | back of the stand. | create the back of the stand. |
| Making final | and keep all failed stands in | Create CAD CAM prototypes | Create CAD CAM prototypes | Skilfully create CAD CAM |
| products. | their folder. | and record the process in | and record the process in | prototypes and record the |
| Back & front | Download background | their folder. | their folder. | process in their folder. |
| of stand. | images. | Download background | Download quality | Download quality |
| | Apply filters and save-as | images. | background images. | background images. |
| 3/3 | individually. | Apply filters and save-as | Apply filters and save-as | Apply filters and save-as |
| | Find elements for the stand | individually. | individually. | individually. |
| | (12A logo?) | Find elements for the stand | Find elements for the stand | Find elements for the stand |
| | Use Photoshop to 'clean up' | (12A logo?) | (12A logo?) | (12A logo?) |
| | edit logos Use a | Use Photoshop to 'clean up' | Use Photoshop to 'clean up' | Use Photoshop to 'clean up' |
| | specification to create a | edit logos Use a | edit logos Use a | edit logos Use a |
| | design. | specification to create a | specification to create a | specification to create a |
| | Create a 3D final cinema | design. | design. | design. |
| | stand product with an A3 | Create a pleasing quality 3D | Create a quality 3D final | Create a high quality 3D |
| | design folder. | final cinema stand product | cinema stand product with | final cinema stand product |
| | On-going evaluation of final | with an A3 design folder. | an A3 design folder. | with an A3 design folder. |
| | design | On-going evaluation of final | On-going evaluation of final | On-going evaluation of final |
| | | design | design | design |
| | | | Design alternative products, | Design alternative products, |
| | | | key rings | key rings |



| Term 2b Topic(s) Title | | |
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| Term 3a Topic(s) Title | | |
| Term 3b Topic(s) Title | | |