



Robert Bloomfield Academy: Key Stage 2 Grade Descriptors – CPA Textiles



KS3	<u>Explore</u>	<u>Design</u>	<u>Manufacture</u>	<u>Evaluate</u>
Exceeding KS2 Expectations	<ul style="list-style-type: none"> -Use product analysis as a tool to explore existing designs, identifying strengths & weaknesses & suggest improvements, which in turn inform own design process. -Understand what a target audience is & identify a target audience. -Discuss similarities & differences between woven & non-woven fabrics & recognise cotton is a woven fabric & felt is non-woven. 	<ul style="list-style-type: none"> -Show creativity during the design process & use research to inform ideas. -Consideration of the product's functionality & aesthetics demonstrated during design process. -Identify & solve their own design problems & understand how to reformulate problems given to them. -Designs checked for accuracy. -Use iterative design & feedback of others to model, evaluate & improve designs. -Experimentation with shading techniques (colour rendering & outlining) to enhance design work. 	<ul style="list-style-type: none"> -Demonstrates knowledge of design & manufacturing processes & sustainability issues. -Experimentation with a variety of tools, equipment, techniques & processes. -Choices for final product are made in relation to design brief, chosen target audience & theme. -Can select correct tools & equipment & explain functions. -Demonstrates an understanding of the applique process (simple layering, marking out, cutting, pinning & tacking & hand stitching fabrics). -Can accurately assemble product achieving a good quality finish. 	<ul style="list-style-type: none"> -Use checklists to evaluate progress & final product. -Consider the views of others & provide constructive criticism through peer review. -Use feedback from others to make improvements to work. - Explain why woven (cotton/calico) & non-woven fabrics (felt) have been used in different elements of their product.
Year 6 Sec	<ul style="list-style-type: none"> -Use research to inform the design of functional & aesthetically appealing products that are fit for purpose. 	<ul style="list-style-type: none"> -Use research to inform print block motif designs. -Generate, develop, model & communicate several ideas through discussion & drawings. 	<ul style="list-style-type: none"> -Select from & use a wider range of materials, equipment & tools with greater independence. -Can manufacture a foam print block. -Can mark out work using grids & rulers. 	<ul style="list-style-type: none"> -Identify strengths & weaknesses of final product & explain how improvements could be made.
Year 6 Dev	<ul style="list-style-type: none"> -Understand what a design brief & design specification are & why they are used. 	<ul style="list-style-type: none"> - Use knowledge of pattern types to create an interesting, print pattern design for bag. 	<ul style="list-style-type: none"> -Use finishing techniques, such as fabric printing & hand embellishment, to achieve a more refined final piece. 	<ul style="list-style-type: none"> -Evaluate ideas & products against design criteria.
Year 6 Beg	<ul style="list-style-type: none"> -Demonstrate an understanding of motifs & pattern types. 	<ul style="list-style-type: none"> -Produce design drawings with more detailed annotation, identifying how the product will be joined. 	<ul style="list-style-type: none"> -Can explain why patterns are used in textiles & draw more complex patterns for key tag. -When working in pairs can support with measurements & practical techniques. 	<ul style="list-style-type: none"> -Use key terminology when peer assessing the work of others.

	-Investigate existing products, identifying strengths & weaknesses.		-Can describe the aesthetic & functional qualities of felt & calico & state what they are made from. -Can name a woven & non-woven fabric.	
Year 5 Sec	-Understand what a design brief is & why it is used.	-Produce an annotated design drawing of glove puppet, which reflects the character's written description & identifies materials, colours & key features.	-Can identify the main steps in the manufacturing process.	-Complete simple self & peer assessment of design & practical work.
Year 5 Dev	-Understand the key features of a good quality design drawing.	-Create simple designs using basic calculations & measurements.	-Name basic tools & equipment & use safely during making activities.	-Use checklist to identify strengths & weaknesses of their finished product.
Year 5 Beg	-Demonstrate an understanding of textile embellishment & list different types of hand embellishments.	-Understand what a theme is & explore through designs.	-Experiment with marking out, pinning, cutting & simple hand stitching techniques to create facial features, hair & clothes & assemble puppet. - Shows an understanding of what a pattern is & can draw simple patterns. -Describe the aesthetic qualities of felt & state that it is a non-woven fabric.	-Can identify an area for improvement.
Year 4 Sec	-Look at Textile design from a variety of genres & cultures.	-Draw a simple design drawing, which shows the key features of the design idea.	-Use a range of simple tools & equipment to perform practical tasks, such as cutting, weaving & basic stitches.	-Describe how work would be produced differently if completed again.
Year 4 Dev	-Think about what products are used for & the needs of people around them.	-Generate, develop, model & communicate ideas through talking, drawing & templates.		
Year 4 Beg		-Use gridded paper & rulers in design work to achieve accurate measurements.		
Year 3 Sec	-Explore how stimuli can be used as a starting point for textile work.	-Generate ideas through talking & drawing.	Handle & manipulate materials such as threads, cottons, wool, raffia & grass.	-Talk about what they like & dislike about a finished product.
Year 3 Dev	-Discuss the similarities & differences between a selection of fabrics.	-Use rulers to measure templates provided.	Weave paper, progressing from one to two colours.	
Year 3 Beg				

NB: Whole Grade levels have been described in the above grid.

To achieve **Beginning** or **Developing** within a grade level, a pupil will be on the way to achieving the criteria for success

To achieve **Secure** within a grade level, a pupil will be demonstrating these skills most of the time

To achieve **Exceeding** within a grade level, a pupil will be successfully using all of these skills consistently and effectively.