



# Robert Bloomfield Academy: Key Stage 3 Grade Descriptors – CPA Textiles



KS3	Explore	Design	Manufacture	Evaluate
Exceeding KS3 Expectations	<ul style="list-style-type: none"> <li>-Develop realistic design proposals as a result of the exploration of design opportunities &amp; users' needs, wants &amp; values.</li> <li>-In-depth research of design movements &amp; developments in textile technology.</li> <li>-Show influence from famous designers &amp; brands within work.</li> </ul>	<ul style="list-style-type: none"> <li>-Design &amp; make toiles in response to issues, needs, problems &amp; opportunities.</li> <li>-Use imagination, experimentation &amp; combine ideas when designing.</li> <li>-Consider the costs, commercial viability &amp; marketing of products.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate in practical work knowledge of the impact of forces &amp; stresses on materials &amp; fabrics &amp; the ways in which materials can be reinforced &amp; stiffened.</li> <li>-Specialist techniques &amp; processes used to shape, fabricate, construct &amp; assemble a high-quality product.</li> </ul>	<ul style="list-style-type: none"> <li>-Within evaluation use refined &amp; complex key textile terminology including those related to: designing, innovation &amp; communication; materials &amp; technologies; making, manufacture &amp; production; critiquing, values &amp; ethics.</li> <li>-Can discuss own research sources &amp; explain how they have inspired the design of the final product.</li> </ul>
Year 9 Sec	<ul style="list-style-type: none"> <li>-Demonstrate an ability to write a design brief &amp; specifications from their own &amp; others' considerations of human needs, wants and interests.</li> <li>-Investigate &amp; analyse the work of past &amp; present professionals &amp; companies in the areas of fashion, textile &amp; surface design in order to help inform their own ideas.</li> <li>-Use a wide range of resources to research.</li> </ul>	<ul style="list-style-type: none"> <li>-Use different design strategies, such as collaboration, user-centred design &amp; systems thinking, to generate initial design ideas.</li> <li>-Flat drawings are created using both hand drawn techniques &amp; CAD (Photoshop).</li> <li>-Options related to a variety of costings explored within designs.</li> </ul>	<ul style="list-style-type: none"> <li>-Select from &amp; use a wide range of specialist tools, techniques, processes, equipment &amp; machinery precisely.</li> <li>-Use appropriate &amp; accurate marking out methods.</li> <li>-Demonstrate to, &amp; support, peers during manufacturing process.</li> <li>-Create a variety of additional features &amp;/or surface decoration to improve product's functionality &amp; aesthetics (handles, pockets, lining, fastenings, applique, encapsulation, machine &amp; hand embellishment).</li> <li>-Products have a high quality, professional finish.</li> <li>-Selection of material demonstrates knowledge of the properties of natural &amp; man-made fibres &amp; their impact on the</li> </ul>	<ul style="list-style-type: none"> <li>-Create own evaluation questions &amp; measurable outcomes.</li> <li>-Collect data from target audience to aid evaluation.</li> <li>-Evaluate costs &amp; ascertain whether product is financially viable.</li> <li>-Can justify the method of production chosen by comparing it to other potential production methods.</li> </ul>
Year 9 Dev				
Year 9 Beg				

			world around us, in terms of ethics & sustainability.	
Year 8 Sec	<ul style="list-style-type: none"> <li>-Use a variety of research &amp; analysis tools (e.g. mind maps, annotated images, ACCESS FM) to explore &amp; develop theme &amp; ideas.</li> <li>-Research, using a range of sources, tailored to a specific target audience.</li> <li>-Demonstrate an ability to write a design brief from their own &amp; others' considerations of human needs, wants &amp; interests.</li> <li>-A wide range of existing products are used for analysis with a greater focus on method of production &amp; materials used.</li> <li>- Explain the differences between woven &amp; non-woven fabrics &amp; discuss their advantages &amp; disadvantages in practical terms, including sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>-Originality is shown in design work.</li> <li>-Consideration of the product's function &amp; the needs, wants &amp; interests of the intended user (target audience).</li> <li>-Develop &amp; communicate design ideas using detailed, annotated design drawings.</li> <li>-Use self &amp; peer assessment to evaluate, develop &amp; refine ideas.</li> <li>-Iterative design evident throughout design process.</li> <li>-Draw an accurate pattern for product prototype using the correct dimensions.</li> <li>-Measurements checked for accuracy.</li> <li>-Design choices are justified &amp; basic costings discussed.</li> <li>-Considers the feasibility &amp; sustainability of design ideas &amp; identifies eco-friendly materials, which could be used in manufacture.</li> </ul>	<ul style="list-style-type: none"> <li>-Select from and use a wider, more complex range of fabrics &amp; materials &amp; take into account their properties.</li> <li>-Use CAM (printed heat transfer design/ vinyl cutter) &amp; sewing machines with familiarity.</li> <li>-Understand efficient cutting &amp; how to minimise waste.</li> <li>-Accurately measure &amp; mark out the seam allowance.</li> <li>-Explain the difference between single &amp; double hems &amp; why they are used to improve the product's aesthetics &amp; durability. Can employ both types of hemming in practical work.</li> <li>-Can demonstrate how to make product by joining &amp; assembling materials independently, using a wide range of equipment, tools &amp; machines accurately &amp; safely to achieve a good quality finish.</li> <li>-Demonstrates an in depth understanding of embellishment techniques &amp; applique process- using more complex layering encapsulation techniques &amp;/or hand embellishment to enhance product's aesthetics. Consideration of colour, tone, texture &amp; type of fabric used.</li> </ul>	<ul style="list-style-type: none"> <li>-Completion of in-depth evaluation checklist (self &amp; peer assessment), focusing on design elements &amp; manufacturing processes.</li> <li>-Test, evaluate &amp; refine their ideas &amp; products against their design brief, considering the views of intended users &amp; other interested groups.</li> </ul>
Year 8 Dev				
Year 8 Beg				
Year 7 Sec	-Relevant research carried out into the motifs, colours,			-Use RAG self-assessment to evaluate progress & final product.
Year 7 Dev				

Year 7 Beg	<p>materials &amp; products used/ designed by a famous designer (Charles Rennie Mackintosh)</p> <ul style="list-style-type: none"> <li>-Use product analysis as a tool to explore existing designs, identifying strengths &amp; weaknesses &amp; suggest improvements, which in turn inform own design process.</li> <li>-Understand what a target audience is &amp; identify a target audience.</li> <li>-Knowledge of what CAD/CAM is &amp; why it is used in schools &amp; the textile industry.</li> <li>-Discuss similarities &amp; differences between woven &amp; non-woven fabrics &amp; recognise cotton is a woven fabric &amp; felt is non-woven.</li> </ul>	<ul style="list-style-type: none"> <li>-Show creativity during the design process &amp; use research to inform ideas.</li> <li>-Consideration of the product's functionality &amp; aesthetics demonstrated during design process.</li> <li>-Identify &amp; solve their own design problems &amp; understand how to reformulate problems given to them.</li> <li>-Designs checked for accuracy.</li> <li>-Use iterative design &amp; feedback of others to model, evaluate &amp; improve designs.</li> <li>-Experimentation with shading techniques (colour rendering &amp; outlining) to enhance design work.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates knowledge of design &amp; manufacturing processes &amp; sustainability issues.</li> <li>-Experimentation with a variety of tools, equipment, techniques, processes &amp; machines, including CAM (Computer Aided Manufacture-vinyl cutter) &amp; the sewing machines.</li> <li>-Choices for final product are made in relation to design brief, chosen target audience &amp; theme.</li> <li>-Can select correct tools, equipment &amp; machines &amp; explain functions &amp; key parts.</li> <li>-Understands the purpose &amp; process of hemming &amp; can measure, pin, tack &amp; machine the cushion's single hems.</li> <li>-Demonstrates an understanding of the applique process (simple layering, marking out, cutting, pinning &amp; tacking &amp; machining fabrics).</li> <li>-Can accurately assemble cushion using a sewing machine, achieving a satisfactory finish.</li> </ul>	<ul style="list-style-type: none"> <li>-Consider the views of others &amp; provide constructive criticism through peer review.</li> <li>-Use feedback from others to make improvements to work.</li> <li>- Explain why woven (cotton) &amp; non-woven fabrics (felt) have been used in different elements of their product.</li> </ul>
T1	<ul style="list-style-type: none"> <li>-Use research to inform the design of functional &amp; aesthetically appealing products that are fit for purpose.</li> <li>-Understand what a design brief &amp; design specification are &amp; why they are used.</li> <li>-Demonstrate an understanding of motifs &amp; pattern types.</li> <li>-Investigate existing products, identifying strengths &amp; weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>-Use research to inform print block motif designs.</li> <li>-Generate, develop, model &amp; communicate several ideas through discussion &amp; drawings.</li> <li>- Use knowledge of pattern types to create an interesting, print pattern design for bag.</li> <li>-Produce design drawings with more detailed annotation, identifying how the product will be joined.</li> </ul>	<ul style="list-style-type: none"> <li>-Select from &amp; use a wider range of materials, equipment &amp; tools with greater independence.</li> <li>-Can manufacture a foam print block.</li> <li>-Can mark out work using grids &amp; rulers.</li> <li>-Use finishing techniques, such as fabric printing &amp; hand embellishment to achieve a more refined final piece.</li> <li>-Can explain why patterns are used in textiles &amp; draw more complex patterns for key tag.</li> <li>-When working in pairs can support with measurements &amp; practical techniques.</li> </ul>	<ul style="list-style-type: none"> <li>-Use key terminology when peer assessing the work of others.</li> <li>-Evaluate ideas &amp; products against design criteria.</li> <li>-Identify strengths &amp; weaknesses of final product &amp; explain how improvements could be made.</li> </ul>
T2				
T3				

			<ul style="list-style-type: none"> <li>-Can describe the aesthetic &amp; functional qualities of felt &amp; calico &amp; state what they are made from.</li> <li>-Can name a woven &amp; non-woven fabric.</li> </ul>	
T4	<ul style="list-style-type: none"> <li>-Understand what a design brief is &amp; why it is used.</li> <li>-Understand the key features of a good quality design drawing.</li> <li>-Demonstrate an understanding of textile embellishment &amp; list different types of hand embellishments.</li> </ul>	<ul style="list-style-type: none"> <li>-Produce an annotated design drawing of glove puppet, which reflects the character's written description &amp; identifies materials, colours &amp; key features.</li> <li>-Create simple designs using basic calculations &amp; measurements.</li> <li>-Understand what a theme is &amp; explore through designs.</li> </ul>	<ul style="list-style-type: none"> <li>-Can identify the main steps in the manufacturing process.</li> <li>-Name basic tools &amp; equipment &amp; use safely during making activities.</li> <li>-Experiment with marking out, pinning, cutting &amp; simple hand stitching techniques to create facial features, hair &amp; clothes &amp; assemble puppet.</li> <li>- Shows an understanding of what a pattern is &amp; can draw simple patterns.</li> <li>-Describe the aesthetic qualities of felt &amp; state that it is a non-woven fabric.</li> </ul>	<ul style="list-style-type: none"> <li>-Complete simple self &amp; peer assessment of design &amp; practical work.</li> <li>-Use checklist to identify strengths &amp; weaknesses of their finished product.</li> <li>-Can identify an area for improvement.</li> </ul>
T5				
T6				

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.