

Design Technology Assessment at Mundy CofE Junior School

In Design Technology, formative assessment is carried out at the end of each lesson with both the children and adults assessing the work against the Learning Objective. Design Technology unit work may take several weeks and the children will also assess their finished product against the DT success criteria. This can be both verbal and written evaluations with opportunities for the children to suggest how to improve their product during both the designing or making stages. Examples of practical work or their final product is often recorded by photographs and these are added to individual children's sketch books. Smaller versions of the "DT Progression Map" and "Art/DT Key Vocabulary" will also be stuck in the front of each child's sketch book and statements highlighted when they have been achieved.

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Art and DT Key Vocabulary

Basics	Year 3	Year 4	Year 5	Year 6
Brush: A tool for applying paint. Clay: A sticky fine grained earth that can be moulded when wet. Can be used to make pottery. Colour: The property possessed by an object of producing different sensations on the eye as a result of the way it reflects light. Draw: Produce a picture by making lines and marks on paper. Paint: A coloured substance which is spread over a surface and dries to leave a thin decorative coating. Pattern: A repeated decorative design. Pencil: An instrument for writing and drawing. Picture: A painting, drawing or photograph. Shape: The external form, contours or outline of something. Glue: An adhesive substance used for sticking materials together. Artist: A person who creates paintings or drawings. Collage: A piece of art created by sticking different materials onto a backing. Design: A plan or drawing used to show the workings of an item before it is made. Detail: A minor decorative feature used in a work of art. Drawing: A picture or diagram made with a drawing implement. Image: A representation of the external form of a person or object in art. Print: Mark a surface with a coloured design or pattern. Texture: The feel, appearance or consistency of a surface or a substance.	Cool: Containing light colours (pale blue, green or grey tones). Hue: A colour or shade. Line: A long narrow mark or band. Materials: Items needed to create a piece of art. Position: A particular way in which something is positioned. Sculpture: The art of making a two or three dimensional representation of an item using stone, wood, metal etc. Sketch: A rough unfinished drawing or painting. Textiles: A type of cloth or woven fabric. Tone: A quality of brightness, deepness or hue of a shade of colour. Visual: Relating to seeing or sight. Warm: Referring to colours such as; red, yellow or orange.	Appearance: The way that something looks. Dimension: The measurements of an object. Equipment: The items needed for a particular purpose. Illustrate: Provide a book/newspaper with pictures. Mixing: Combine different substances to form another substance. Natural: Derived from nature, not man made. Or the colour white. Opacity: The quality of lacking transparency. Techniques: A particular way of carrying out a task. Transparency: The condition of being able to see through it.	Ceramic: Made of clay and permanently hardened by heat. Charcoal: A black solid made from carbon of an item when heated, used for drawing. Effect: A change which is a result of actions taken. Experiment: A course of action taken without being sure of the outcome. Impact: A marked effect of influence. Processing: perform a series of changes in order to change or preserve. Proportion: Dimension or sizes of items. Reflection: An image seen in a mirror. Have thoughts about the item you have created. Shadows: A dark area or shape produced by a body coming between rays of light and a surface.	Architect: A person who designs buildings. Atmosphere: The tone or mood of a place, situation or creative work. Complementary: Combining in such a way as to enhance or emphasize the qualities of each other. Dyeing: Add a colour to change the colour of something by soaking it in a solution. Joining: To link or connect items together. Mosaic: A picture produced by arranging small pieces of stone, tile, glass etc. Portraiture: The art of painting or taking portraits. Precision: The quality of being exact and accurate.

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Design and Technology Progression of Skills.

	Year 3 & Year 4	Year 5 & Year 6
Developing, planning and communicating ideas.	• Generate ideas for an item, considering its purpose and user/s. • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting. • Explore, develop and communicate design proposals by modelling ideas. • Make drawings with labels when designing. • Make drawings from different views, labelling different features. • Develop a clear idea of what must be done, planning how to use materials and suggesting alternative methods of making, if the first attempt is not successful. • Evaluate products and identify criteria that can be used for their own designs.	• Generate ideas through brainstorming and identifying a purpose for their product. • Draw up a specification for their product. • Develop a clear idea of what must be done, planning how to use materials and suggesting alternative methods of making, if the first attempt is not successful. • Use results of investigations, information resources, including ICT when developing design ideas. • Communicate their ideas through detailed labelled drawings. • Develop a design specification. • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. • Plan the order of their work by choosing appropriate materials, tools and techniques.
Working with tools, equipment, materials and components to make quality products (inc-food)	• Select appropriate tools and techniques for making their product. • Measure, mark out, cut, score out and shape a range of materials using appropriate tools, equipment and techniques. • Assemble components with more accuracy. • Join components accurately in temporary and permanent ways. • Work safely and accurately with a range of tools. • Think about their ideas as they make progress and be willing to change things if this helps them improve their work. • Measure, tape, pin, cut and join fabric with some accuracy. • Demonstrate hygienic food preparation and storage. • Use finishing techniques, strengthen and improve the appearance of their product using a range of equipment including ICT. • Sew items using a range of different stitches, weave and knit. • Use simple graphical communication techniques.	• Select appropriate tools and techniques for making their product. • Measure, mark out, cut, score out and shape a range of materials using appropriate tools, equipment and techniques. • Use skills in using different tools and equipment safely and accurately. • Weigh and measure accurately (time, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. • Cut and join with accuracy to ensure a good-quality finish to the product. • Assemble components to make working models. • Use tools safely and accurately. • Make modifications as the go along. • Achieve a quality product.
Evaluating processes and products.	• Evaluate their product against design criteria e.g. how well it meets its intended purpose. • Disassemble and evaluate familiar products. • Evaluate their work both during and at the end of the assignment. • Evaluate their products carrying out appropriate tests.	• Evaluate a product against the original design specification. • Evaluate it personally and seek evaluation from others. • Evaluate their product, identifying strengths and areas for development and carrying out appropriate tests. • Record their evaluations using drawing with labels. • Evaluate against their original criteria and suggest ways that their product could be improved.

