

Design Process

What does the progression of skills and knowledge look like?

Phase	Progression objectives	Vocabulary
EYFS	<ul style="list-style-type: none"> - Discuss what a product does or needs to do - Explore the qualities of a range of materials - Make to create an outcome. - Explain why they chose their materials. - Explain what they have made. 	<p>Tier 2 explain, choose, make</p> <p>Tier 3 join, stick, cut, tear, glue, design, mix, spread, grow</p>
Key Stage 1	<ul style="list-style-type: none"> - Work from a basic brief to generate ideas and design a simple product fit for purpose and audience. - Explore suitability of common materials before making a choice. - Show awareness of some products similar to their design. - Develop ideas, communicating and recording them in a suitable way (e.g. design book, design page, IT, mind map) - Make a simple mock-up. - Make a final product. - Evaluate their final product – what went well? Did they follow the brief? 	<p>Tier 2 label, draw, selecting, model, decorate, purpose, ideas</p> <p>Tier 3 planning, investigating, design, evaluate, user, product, evaluate, purpose, stitch, weave, mock-up</p>
Lower Key Stage 2	<ul style="list-style-type: none"> - Work from a brief to design an appealing, functional product fit for purpose and audience. - Explore some possible materials, conducting a simple test to ensure suitability before making a choice. - Show awareness of products similar to their own. - Develop an idea, communicating and recording it in a suitable way (e.g. annotated design page, diagrams, IT) - Perform basic tests, make simple prototypes/pattern pieces as appropriate. - Create a final idea and translate this into a final product which fits the brief. - Evaluate their final product – what went well? Did they follow the brief? How could they improve their design? 	<p>Tier 2 investigate, annotate, appealing, research</p> <p>Tier 3 design criteria, template, prototype, function, design brief, technique</p>
Upper Key Stage 2	<ul style="list-style-type: none"> - Work from a brief with a simple constraint (e.g. audience / purpose) to design an appealing, functional product. - Research a range of materials, conducting tests as appropriate before selecting the best choice. - Research products similar and different to their own to inform their own design. - Develop a design idea, communicating and recording it via a plan and a labelled diagram. - Test ideas using prototypes/creating pattern pieces and where relevant computer aided design. - Develop and make a final product, based on testing, which meets the brief criteria. - Evaluate their final product, including discussion amongst peers to assess their product against the brief and consider improvements. 	<p>Tier 2 innovative, constraint</p> <p>Tier 3 design decisions, functionality, aesthetic, design specification, source</p>
Key Stage 3	<ul style="list-style-type: none"> - Create own brief from a given situation. - Produce a detailed design specification, identifying function, target audience, aesthetics, style, material, cost and size considerations. - Carry out detailed research looking at material properties for a range of materials (e.g. fabrics, wood, metal, polymer & paper) - Identify a range of materials and suitability to a given purpose, based on the material properties. - Research and critically analyse areas necessary for design ideas / product development e.g. - Analyse similar products for; function, target audience, aesthetics, style, material, cost and size considerations / ingredients and methods used. - The work of past and present designers, - Design influences themes -design movements / biomimicry. 	<p>Tier 2 Analyse, appropriate, contrast, context, criteria, critique, describe, design brief, discuss, evaluate, explain, function, justify, analysis, summarise,</p> <p>Tier 3 final design, purpose, product production plan, proposal, specification, task analysis, trend</p>

	<ul style="list-style-type: none"> – Size considerations etc – Create a range of design proposals which meet given criteria (e.g. specification / target audience needs / cultures/ themes / dietary requirements etc). – Design ideas drawn 3D, rendered and with detailed annotation, discussing materials and construction / ingredients and method. – Review design ideas for suitability (against specification, target audience needs, environmental issues, dietary requirements etc). – Use design idea testing to inform design development to create a suitable final design proposal. – Create mock up models, templates, test dishes -using CAD as appropriate. – Create a production plan (plan of making), identifying tools, equipment, ingredients, method as appropriate. – Create a detailed final evaluation, reviewing tools and equipment used and skills developed, user testing of final product / dish, identify potential improvements. 	
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