

Y7	Working Towards	Expected Standard	Greater Depth
	By the end of the year 7 students should be able to:	By the end of the year 7 students should be able to:	By the end of the year 7 students should be able to:
DESIGN	Textiles. Fabric snakes and ladders game		
	<p>With help use research techniques to Study Aboriginal Art.</p> <p>Draw a measured grid with help. Successfully generate ideas using some aspects of their research.</p>	<p>Effectively and independently use research techniques to Study Aboriginal Art using digital presentation.</p> <p>Independently draw an accurately measured grid.</p> <p>Successfully generate creative ideas, using their research.</p>	<p>Independently use research techniques to Study Aboriginal Art and select a range of information and images that are relevant to the design criteria.</p> <p>Independently draw an accurately measured grid and identify and explain any mistakes that may occur.</p> <p>Successfully generate creative ideas, using their research and having a clear understanding of why the research is needed.</p>

<p style="text-align: center;">MAKE</p>	<p>Be able to use Textile equipment safely, with help, when adding colour to fabric using: Tie-dye, transfer crayons and fabric felts</p> <p>With help use a needle safely and accurately to successfully add ladders and snakes using a running stitch.</p>	<p>Follow a teacher's demonstration, to use Textile equipment safely when adding colour to fabric using: Tie-dye, transfer crayons and fabric felts</p> <p>Follow a teacher's demonstration to use a needle safely and accurately to add ladders and snakes using a running stitch.</p>	<p>To independently and with confidence use Textile equipment safely when adding colour to fabric using: Tie-dye, transfer crayons and fabric felts.</p> <p>Independently and confidently use a needle to successfully add ladders and snakes using a variety of stitches and be able to inform others of safety.</p>
<p style="text-align: center;">EVALUATE</p>	<p>Select images from other cultures and create a presentation.</p> <p>Test, evaluate and refine their ideas using a selection of questions as a prompt.</p>	<p>Analyse the work of others cultures to develop and broaden their understanding.</p> <p>Test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups.</p>	<p>Analyse the work of others cultures to develop and broaden their understanding and select appropriate images to enhance their design ideas.</p> <p>Test, evaluate and refine their ideas and products against a specification and confidently vocalise why and how the changes will be made.</p>
<p style="text-align: center;">TECHNICAL KNOWLEDGE</p>	<p>Explain where cotton comes from and what absorbent means.</p>	<p>Understand where cotton comes from and why the properties of cotton make it a functional material for the snakes and ladders game.</p>	<p>Have a clear understanding why the properties of cotton make it a functional material for the snakes and ladders game. Understand why the cotton fabric frays.</p>

Y7			
DESIGN	<p>With help use research techniques to study cartoon images suitable for young children.</p> <p>Successfully generate ideas using some aspects of their research.</p>	<p>Effectively and independently use research techniques to study cartoon images suitable for young children selecting images and limited information that help to identify and understand user needs.</p> <p>Successfully generate creative labelled sketches, using their research.</p>	<p>Independently use research techniques to Study cartoon images suitable for young children selecting a range information and images that help to identify and understand user needs</p> <p>Successfully generate creative and annotated ideas that show a clear understanding of users needs.</p>
MAKE	<p>With help use workshop hand tools, techniques, processes, equipment and machinery safely, including the vacuum former.</p> <p>With help use a range of materials, including woods and polymers and understand their basic properties.</p>	<p>Follow a teacher's demonstration to use workshop hand tools, techniques, processes, equipment and machinery safely, with some accuracy, including the vacuum former.</p> <p>Follow a teacher's demonstration to use a range of materials, including woods and polymers and understand their basic properties.</p>	<p>Independently and with confidence select and use workshop hand tools, techniques, processes, equipment and machinery safely, with accuracy, including the vacuum former.</p> <p>Independently and with confidence select and use a range of materials understanding their properties.</p>
EVALUATE	<p>Select images suitable for young children.</p> <p>Test, evaluate their ideas using a selection of questions as a prompt.</p>	<p>Analyse existing products to broaden their understanding of suitability and safety.</p> <p>Test, evaluate and refine their ideas and products against a specification, considering the views of intended users.</p>	<p>Analyse the work of others to develop and broaden their understanding and select appropriate images to enhance their design ideas.</p> <p>Test, evaluate and refine their ideas and products against a specification and confidently vocalise why and how the changes will be made.</p>

**TECHNICAL
KNOWLEDGE**

Understand where wood comes from and the difference between hard and soft wood.

Understand where wood comes from and the difference between hard and soft wood and that HIPs is a thermoplastic and that it can be shaped easily.

Understand that HIPs is a thermoplastic that can be shaped easily and know the difference between natural and manufactured boards.