

# GRAPHIC PRODUCTS

		CORE KNOWLEDGE		CORE SKILLS			
<b>9A</b>	<b>EXCELLING</b>	The 6R's thoroughly, including associated social, moral and cultural issues. Carbon footprint. Carbon offsetting. Globalisation. General classification of: hardwoods; softwoods; manufactured boards; ferrous metals; non-ferrous metals; thermoplastics; thermosets; composites. Performance characteristics of these materials. Industrial and print finishes for these materials. 'Smart' materials. Pre-manufactured components, particularly fixings. Anthropometrics & ergonomics. Prototyping materials such as card, foam-board and Styrofoam. Tool names of a wide range of hand and machine tools –vacuum former, laser cutter etc – and their characteristic uses. Industrial and print processes classified as: Lithography, Screen printing and digital print. Health and safety including risk assessment, COSHH & safety symbols		<b>EXCELLING</b>	Identify complex links between products and their materials & manufacture. Identify design trends in existing products. Perform primary and secondary research to write a design brief and develop it into a thorough specification. Produce a comprehensive range of creative designs, communicated through quality annotated 3D sketching, rendering, orthographic drawing, isometric drawing, 2D CAD and 3D CAD. Develop an idea into a final design suited to available resources. Plan complex manufacturing. Consistently select appropriate materials tools and processes and use them safely. Solve practical problems. Provide comprehensive notes and photographic evidence of manufacturing stages. Critically analyse manufacturing processes and their own products. Consistently use correct SPAG.		<b>9A</b>
<b>9B</b>							<b>9B</b>
<b>8A</b>							<b>8A</b>
<b>8B</b>							<b>8B</b>
<b>7A</b>							<b>7A</b>
<b>7B</b>							<b>7B</b>
<b>6A</b>							<b>6A</b>
<b>6B</b>							<b>6B</b>
<b>5A</b>							<b>5A</b>
<b>5B</b>							<b>5B</b>
<b>4A</b>	<b>SECURING</b>			<b>SECURING</b>			<b>4A</b>
<b>4B</b>							<b>4B</b>
<b>3A</b>							<b>3A</b>
<b>3B</b>							<b>3B</b>
<b>2A</b>	<b>DEVELOPING KS3</b>	Full names and uses of equipment they have used. Names and properties of materials they have used. Names and methodology of the processes they have used. Health and safety rules for the workshop and how to apply them. What a design specification is and how it can be useful.	<b>DEVELOPING KS4</b>	<b>DEVELOPING KS3</b>	Research a given design brief and prepare a basic design specification. Communicate designs with 2D and simple 3D sketches including annotation explaining function, form and some manufacturing details. Plan manufacturing with familiar processes. With guidance, make a more complex product with accuracy. Be able to evaluate their products with reference to the design brief.	<b>DEVELOPING KS4</b>	<b>2A</b>
<b>2B</b>							<b>2B</b>
<b>1A</b>							<b>1A</b>
<b>1B</b>							<b>1B</b>
<b>P8</b>							<b>P8</b>
<b>P7</b>							<b>P7</b>
<b>P6</b>	<b>PREPARING for GCSE</b>	Basic names of tools – craft knife, cutting mat etc. Basic names of materials – bleached, unbleached card/paper, plastic. Basic health and safety rules for the workshop.		<b>PREPARING for GCSE</b>	List some criteria that their product should meet. Create simple designs linked to a given design brief. Communicate designs with simple sketches and labels which identify key features. List manufacturing tasks in order. With guidance, make a simple product with some accuracy. Identify good parts of their design, and parts which could be improved.		<b>P6</b>
<b>P5</b>							<b>P5</b>
<b>P4</b>							<b>P4</b>
<b>P3</b>							<b>P3</b>
<b>P2</b>							<b>P2</b>
<b>P1</b>							<b>P1</b>

The main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.