Progression in Design Skills

	Key Stage 1	Lower KS2	Upper KS2
Drawing (DR)	1. Use simple large freehand drawings	1. Produce labelled drawings (naming components)	1. Produce annotated drawings (text describing function, components, materials etc…)
	2. Begin to produce drawings that are roughly in proportion	2. Produce drawings that are in proportion	2. Produce drawings with dimensions and exploded diagrams
	3.	3. Produce a simple sequence of drawings eg – beginning, end	3. Produce a more complex sequence of drawings with text
	4. Use appropriate software to produce simple drawings including the use of stamps and clipart.	4. Use clipart.	4. Use computer to produce nets and graphic design – eg, Serif, Dazzle
	5. Draw views from above and side of completed product	5. Draw views from above, side and front, before making product (orthographic drawings)	5. Draw views from any angle and in 3D (isometric drawings)
Generating Ideas (GI)	1. Listen, discuss and offer ideas	1. Listen to and offer ***sensible*** ideas	
	2. Use modelling and trial and error to help produce ideas	2. Consider some factors affecting the design eg materials, function, user preferences,	2. Consider more factors affecting the design
			3. Generate a range of initial ideas
Modelling (M)	1. Use reclaimed materials to try out designs	1. Use cheap materials to try designs, and suggest improvements	1. Use cheap materials to try designs, and modify appropriately
	2. Try out simple mechanisms eg levers using reclaimed materials and appropriate kits, e.g. Start Gear	2. Try out circuits away from final product including the use of ICT, e.g. Crocodile Clips Elementary.	2. Try out aspects of designs e.g. computer modelling/simulations, crocodile clips, science explorers.

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Research (R)	1. Look at books, products and CD Roms	1. Use index and contents pages to find information	1. Use skimming and scanning techniques eg books, CD Roms, internet
	2. Follow a pre-designed questionnaire to discover preferences of users Produce a tally chart	2. Produce a questionnaire with teacher help to discover preferences of users	2. Produce a questionnaire independently to discover preferences of users, analysing and presenting results graphically
	3. View results of internet research by teacher	3. Use search engines to discover relevant websites and analyse the information to extract what is relevant	3. Make complex searches, image searches and use the find tool to locate specific text. Bookmark relevant pages and select relevant information.
	4. With teacher assistance formulate questions for expert/visiting speakers	4. Formulate more complex questions for experts/visiting speakers	
	5. ***List*** attributes or features of existing products	5. ***Discuss*** the attributes or features of existing products	***5. Challenge and evaluate*** the attributes or features of existing products
Planning (P)	1. Talk about what they are making as they are working, **using** the language of trial and error. 2. Suggest how they might do things.	1. Plan the tools and materials necessary to make their product. 2. ***After*** making, write an account of the processes they used.	1. Plan the processes, materials and tools necessary to make their product ***before*** construction. 2. Produce a time- chart.
Evaluation (E)	1. Use a trial and error approach to making their design and say what they think about what they have made. 2. Talk about simple products with their teacher.	1. Offer opinions about how well their product meets the design brief, what went well and how they would do things differently. 2. Discuss products with their teacher and in pairs recording their observations using text and drawings.	1. Analyse how well their design meets the detail of the design brief and specification, possibly by including tests. 2. Suggest changes for improvement. 3. Canvas the views of users of the product, and interpret and present results in appropriate forms. 4. Carry out independent product analysis.