

BMAT KS3 Level Descriptors: Textiles

BMAT KS3 Level 1- 8

Level	Level Descriptor
1	<p><i>Students are meeting the criteria below, significant support needed.</i></p> <ul style="list-style-type: none"> • Students can develop some ideas using techniques and modelling, including blending different materials/ processes together as appropriate. In these activities they show a beginner's understanding. • Students can show some independence in following a design brief. • Students can show a beginner's development of partial making/modelling/finishing skills and can select appropriate tools, requiring assistance for use. • Students require some understanding of quality control throughout some parts of the project. • Students can evaluate, showing a beginner's understanding of how to fulfil user experience, using reasonably clear communication and use of some keywords within the context of the project. • Simplistic final practical outcome.
2	<ul style="list-style-type: none"> • Students have minimal understanding of different fibre and fabrics. • Students can show some progress in developing ideas that demonstrate some creativity. • Students use some techniques including blending different materials/ processes together to their practical work. • Students can independently respond to a set design brief. • Students can show some progress in making/modelling/finishing skills and select appropriate tools and equipment when prompted. • Beginners ability to recognise the need to apply quality control throughout parts of the project. • Students can show some progress on understanding how to fulfil user experience and have the basic ability to refine original design ideas, using reasonably clear communication. • Simplistic final practical outcome.
3	<ul style="list-style-type: none"> • Students understand where different fibre and fabrics are from. • Students can adequately produce imaginative ideas with some connection to research, using a variety of decorative techniques, blending different materials/ processes together as appropriate. • Students can adequately respond to a growing number of given situations/user needs and can independently respond to a given set brief. • Students can show some adequate making/modelling/finishing skills, using the appropriate tools and equipment to do so, taking health and safety into account. • Some acknowledgment towards quality control throughout the project. • Students can adequately understand how to fulfil user experiences/needs and can reflect on some aspects of the design brief using clear communication and use of some keywords within the context of the project.
4	<ul style="list-style-type: none"> • Students can moderately understand different fibre and fabrics. • Students can produce unique and imaginative ideas showing connection to research. • Students are demonstrating capability in creative thinking through using a variety of decorative techniques, blending different materials/ processes together, to design and manufacture a standard quality final product. • Students can independently respond to a set brief by responding to a variety of given user experiences/needs and respond accordingly to the set brief. • Students can show a developing competence in making/modelling/finishing skills. • Students can use appropriate tools and equipment independently, considering health and safety.

	<ul style="list-style-type: none"> • Students can show a developing competence in applying quality control throughout the project. • Students can demonstrate a developing competence in their understanding of how to fulfil user experience and can competently evaluate and reflect on their own designs and product.
5	<ul style="list-style-type: none"> • Students develop a growing understanding of different fibre and fabrics. • Students can capably produce unique and imaginative ideas that demonstrate a variety of techniques, drawing inspiration from collated research. • Students can show competence towards responding to a variety of given situations/ user needs and have independently responded to the set brief. • Students can show they have a secure level of practical making/modelling/finishing skills and can independently use appropriate tools and equipment to produce a satisfactory practical outcome within the time frame. • Quality control is evident throughout the project at a competent level. Health and safety guidelines have been adhered to. • Students can evaluate showing they understand how to fulfil user experience and can reflect upon and analyse their own design and practical work.
6	<ul style="list-style-type: none"> • Students can competently express knowledge and understanding of different fibre and fabrics. • Students can show they are highly competent at producing unique and imaginative ideas that demonstrate creativity and flair. A wide variety of decorative techniques have appropriately been selected. • Research has been used to inform design decisions. • Students can show they are highly competent at responding to a variety of given situations/ user needs and can independently respond to a set brief. • Students can show they are now highly competent and therefore complete practical making/modelling/finishing techniques to a good level. • Students can use appropriate tools and equipment and finishing techniques to a good level of accuracy; within the designated time frame; in line with health and safety procedures. • Quality control is evident throughout the project. • Students can show they are able to confidently fulfil user experience through their reflections and evaluations, using key words within the context of the project.
7	<ul style="list-style-type: none"> • Students have excellent knowledge and understanding of different fibre and fabrics and their characteristics. • Students are confident when demonstrating their design thinking. Their ideas are unique, imaginative, and innovative, and show understanding of suitable application of decorative techniques in line with the given design brief. • Thorough research has been used to inform design decisions. • Students can show in a confident manner how they are able to respond to a variety of given situations/ user needs and are able to independently respond to a set brief. • Students can show they are now highly developed in their practical skills and can complete practical work to a very high level. Tools and equipment have been selected appropriately. Making/modelling/finishing techniques have been completed to a high level of accuracy. • Students can show a highly developed ability to apply quality control throughout the project, and it is clear how accuracy has been achieved on every step. • Students can show ability to evaluate and understand how to fulfil user experience at a highly developed level. There is evidence of written and visual language used to record and annotate work, including the use of keywords within the context of the project.
8	<ul style="list-style-type: none"> • Students can show sophisticated knowledge and understanding of different fibre and fabrics and their characteristics. • Students confidently demonstrate ease when facilitating design thinking. They have comprehensive skills when producing unique, imaginative, and innovative ideas that demonstrate creativity, flair, and originality. They use a highly comprehensive variety of techniques.

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| | <ul style="list-style-type: none">• Students can confidently develop and refine their ideas showing sophisticated knowledge and understanding.• Students can show they have a comprehensive ability to respond to a variety of given situations/ user needs and can innovatively respond to a set brief.• Students can show they have built a progressive practical skillset and can produce work to a very high level of making/modelling/finishing. The student has confidently used appropriate tools and equipment with ease, producing a high level of accuracy within their final practical outcome. Product is produced well within the time frame.• Students can show they are able to apply quality control throughout the project comprehensively, and it is clear how a high level of accuracy has been achieved on every step.• Students can show they are able to evaluate outcomes and understand how to fulfil user experience in a manner that is highly comprehensive, using clear communication including the use of keywords within the context of the project. Their design journey had been evaluated sophisticatedly. |
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