



# The Ribblesdale Federation of Schools Design Technology Curriculum Handbook

(Updated for 2023 Curriculum)

## Design and Technology

### **Aim:**

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook. (2014 N.C)

### **Intent**

At the Ribblesdale Federation of Schools, we intend to build a Design Technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children will know more, remember more and understand more.

We intend to design a design technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study, to fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life

### **Implementation**

Clear and comprehensive scheme of work in line with the National Curriculum. The Design Technology National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. Whilst the EYFS and

National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.

Delivery of design and technology projects with a clear structure. Each class will undertake a construction topic, a textile topic and a food/drink topic.

Projects follow the design process where each project fulfils the following: research, design, make and evaluate.

Each class has a garden plot/ planter and takes ownership and responsibility for cultivating the relevant crops.

A range of skills will be taught ensuring that children are aware of health and safety issues related to the tasks undertaken

Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum giving the children opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context.

Children will undertake design tasks and use skills from across the curriculum to fully explore the design process evaluating work ensuring that it is of the highest possible quality. These project books will be thoroughly assessed against the curriculum objective. Children are also asked to self-evaluate their work.

Design Technology displays in every school alongside the three-dimensional creations. These displays celebrate exceptional practice and exemplify terminology and vocabulary used.

**Independent learning:** In design technology children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Design Technology.

**Collaborative learning:** In design and technology children may well be asked to work as part of a team, learning to support and help one another in order to achieve challenging, yet rewarding goal.

## **Impact**

Children will have a clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum.

Children will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school.

The large majority of children will achieve age related expectations in Design Technology.

As designers' children will develop skills and attributes they can use beyond school and into adulthood

# Reception and Year 1 Topics

# Windmills – Class 1

## In Reception we...

Expressive Arts and Design -Statutory Framework for the EYFS.  
The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Development matters.

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.

## In Year 1 we...

### Structures Skills and knowledge

- Explore how to make structures stronger
- Investigate different techniques for stiffening a variety of materials.
- Test different methods of enabling structures to remain stable.
- Join appropriately for different materials and situation.
- Mark out materials to be cut using a template
- Use a glue gun with close supervision.

### Design

- Model ideas with kits, reclaimed materials.
- Explore ideas by rearranging materials
- Select picture to help develop ideas
- Use drawings to record ideas as they develop.

### Make

- Discuss their work as it progresses.
- Select materials from a limited range that will meet the design criteria.
- Describe what they need to do next
- Name tools and equipment, they are using.

### Evaluate

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

- Note changes made during the making process as annotation to plans/drawings
- Say what they like and do not like about items they have made and attempt to say why.

# Dips and Dippers – Class 1

## In Reception we...

Expressive Arts and Design -Statutory Framework for the EYFS.  
The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

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Development matters.

## In Year 1 we...

### Food Skills and knowledge

- Develop a food vocabulary using taste, smell, texture and feel.
- Cut, peel, grate and chop a range of ingredients.
- Work safely and hygienically.
- Explain where food comes from.

### Design

- Selects appropriate techniques explaining: First...Next...Last....
- Use pictures and words to help convey what they want to make.

### Make

- Discuss their work as it progresses
- Explain what they are making
- Describe what they need to do next.

### Evaluate

- Explore existing products and investigate how they have been made.
- Discuss how closely their finished product meets their design criteria and how it meets the needs of the user.



- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

# Moving Pictures – Class 1

## In Reception we...

### Expressive Arts and Design -Statutory Framework for the EYFS.

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

### Development matters.

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.

## In Year 1 we...

### Mechanisms Skills and knowledge

- Join appropriately for different materials and situations e.g. glue, tape.
- Try out different axle fixings and their strengths and weaknesses.
- Make vehicles with construction kits which contain free running wheels.
- Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.
- Cut dowel using hacksaw and bench hook.
- Attach wheels to a chassis using an axle.
- Use a hole punch

### Design

- Use pictures and words to convey what they want to design/make.
- Propose more than one idea for their product.
- Use kits/reclaimed materials to develop more than one idea.
- Model ideas with kits, reclaimed materials.
- Select appropriate technique explaining: First... Next... Last....
- Select pictures to help develop ideas.
- Use drawings to record ideas as they are developed.
- Add notes to drawings to help explanations.

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

#### Make

- Discuss their work as it progresses.
- Select materials from a limited range that will meet the design criteria.
- Select and name the tools needed to work the materials.
- Explain what they are making.

#### Evaluate

- Explore existing products and investigate how they have been made.
- Talk about their design as they develop and identify good and bad points.
- Note changes made during the making process as annotation to plans/drawings.
- Say what they like and do not like about items they have made and attempt to say why

# Year 2 and 3

# Topics

# Puppets Class 2

## In Year 2 we...

### Textiles Skills and knowledge

- Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape.
- Decorate fabric with attached item e.g. buttons, beads, sequins, braids, ribbons.

### Design

- Use pictures and words to convey what they want to make.
- Propose more than one idea for their product
- Select pictures to help develop ideas.
- Add notes to drawing to help explanations.

### Make

- Discuss their work as it progresses
- Explain which materials they are using and why.
- Describe what they need to do next.

### Evaluate

- Note changes made during the making process as annotations on plans/drawings.

## In Year 3 we...

### Textiles Skills and knowledge

- Develop vocabulary for tools, materials and their properties.
- Use prototypes to make patterns
- Use appropriate decoration techniques
- Join Fabrics using **running stitch**, over sewing or blanket stitch.

### Design

- Develop more than one design or adaption of an initial design.
- Plan a sequence of actions to make a product.
- Record the plan by drawing using annotated sketches
- Propose realistic suggestions as to how they can achieve their design ideas.
- Consider aesthetic qualities of materials chosen.

### Make

- Use tools with accuracy
- Select from techniques for different parts of the process
- Plan the stages of the making process
- Use appropriate finishing techniques.

### Evaluate

- Investigate similar products to the one being made to give starting points for a design.

- Talk about their design as they develop and identify good and bad points.

- Draw or sketch products to help analyse and understand how products are made.
- Decide which design idea to develop
- Discuss how well the finished product meets the design criteria of the user.

# Packed Lunch – Class 2

## In Year 2 we...

### Food Skills and knowledge

- Develop a food vocabulary using taste, smell, texture and feel.
- Cut, peel, grate and chop a range of ingredients.
- Work safely and hygienically.
- Understand the need for a variety of foods in a diet.

### Design

- Selects appropriate techniques explaining: First...Next...Last....
- Use pictures and words to help convey what they want to make.
- Purpose more than one idea for their product.

### Make

- Discuss their work as it progresses
- Explain what they are making
- Describe what they need to do next.

### Evaluate

- Explore existing products and investigate how they have been made.
- Discuss how closely their finished product meets their design criteria and how it meets the needs of the user.

## In Year 3 we...

### Food Skills and knowledge

- Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.
- Analyse the taste, texture, smell and appearance of a range of foods (Predominantly savoury).
- Explore seasonality of vegetables and fruits.

### Design

- Plan a sequence of actions to make a product.
- Think ahead about the order of their work and decide upon tools and materials
- Consider aesthetic qualities of materials chosen.

### Make

- Select from techniques for different parts of the process.
- Plan the stages of the making process.

### Evaluate

- Investigate similar products to the one to be made to give starting points for a design.
- Consider and explain how the finished product could be improved.
- Discuss how well the finished product meets the design criteria of the user.

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# Frames – Class 2

## In Year 2 we...

### Structure Skills and knowledge

#### Design

- Use pictures and words to convey what they want to design/make.
- Propose more than one idea for their product.
- Select appropriate technique explain: First...Next...Last....
- Explore ideas by rearranging ideas
- Add notes to drawings to help explanations.

#### Make

- Discuss their work as it progresses
- Select and name the tools needed to work the materials
- Explain which materials they are using and why.
- Describe what they need to do next

#### Evaluate

- Decide how existing products do/do not achieve their purpose.
- Note changes made during the making process as annotation to plans/drawing.
- Discuss how closely their finished product meets their design criteria and how well meets the needs of the user.

## In Year 3 we...

### Structure Skills and knowledge

#### Design

- Develop more than one design or adaptation of an initial design
- Plan a sequence of actions to make a product.
- Begin to use cross-sectional and exploded diagrams.
- Think ahead about the order of their work and decide upon tools and materials

#### Make

- Prepare pattern piece as templates for their design.
- Cut internal shapes.
- Use tools with accuracy
- Select from techniques for different parts of the process
- Use appropriate finishing techniques.

#### Evaluate

- Investigate similar products to the one to be made to give starting points for a design.
- Research needs of user.
- Decide which design idea to develop.

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|  | <ul style="list-style-type: none"><li>• Consider and explain how the finished product could be improved.</li></ul> |
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# Year 4, 5 and 6 Topics

# Stuffed Toys – Class 3

In Year 4 we...	In Year 5 we...	In Year 6 we...
<p><b>Textiles</b> Skills and knowledge</p> <ul style="list-style-type: none"> <li>• Develop vocabulary for tools, materials and their properties.</li> <li>• Use prototypes to make patterns</li> <li>• Use appropriate decoration techniques</li> <li>• Join Fabrics using running stitch, over sewing or blanket stitch.</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Develop more than one design or adaption of an initial design.</li> <li>• Plan a sequence of actions to make a product.</li> <li>• Record the plan by drawing using annotated sketches</li> <li>• Propose realistic suggestions as to how they can achieve their design ideas.</li> <li>• Consider aesthetic qualities of materials chosen.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Use tools with accuracy</li> <li>• Select from techniques for different parts of the process</li> </ul>	<p><b>Textiles</b> Skills and knowledge</p> <ul style="list-style-type: none"> <li>• Use the correct vocabulary appropriate to the project.</li> <li>• Create 3D products using patterns pieces and seam allowance.</li> <li>• Understand pattern layout.</li> <li>• Decorate textiles appropriately (often before joining components).</li> <li>• Join fabrics using over sewing, back stitch, blanket stitch.</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Record ideas using annotated diagrams.</li> <li>• Devise step by step plans which can be read / followed by someone else.</li> <li>• Sketch and model alternative ideas.</li> <li>• Decide which design idea to develop.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Develop one idea in depth.</li> <li>• Produce detailed lists of materials and tools.</li> <li>• Cut accurately and safely to a marked line.</li> </ul>	<p>Skills and knowledge</p> <ul style="list-style-type: none"> <li>• Use the correct vocabulary appropriate to the project.</li> <li>• Create 3D products using patterns pieces and seam allowance.</li> <li>• Understand pattern layout.</li> <li>• Decorate textiles appropriately (often before joining components).</li> <li>• Pin and tack fabric pieces together.</li> <li>• Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision).</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Record ideas using annotated diagrams.</li> <li>• Devise step by step plans which can be read / followed by someone else.</li> <li>• Sketch and model alternative ideas.</li> <li>• Decide which design idea to develop.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Develop one idea in depth.</li> <li>• Produce detailed lists of materials and tools.</li> </ul>

<ul style="list-style-type: none"> <li>• Plan the stages of the making process</li> <li>• Use appropriate finishing techniques.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• Investigate similar products to the one being made to give starting points for a design.</li> <li>• Draw or sketch products to help analyse and understand how products are made.</li> <li>• Decide which design idea to develop</li> <li>• Discuss how well the finished product meets the design criteria of the user.</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wide range of materials.</li> <li>• Use appropriate finishing techniques for the project.</li> <li>• Refine their product – review and rework/improve.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• Consider user and purpose.</li> <li>• Identify the strengths and weaknesses of their design ideas.</li> <li>• Give a report using correct technical vocabulary.</li> <li>• Consider and explain how the finished product could be improved related to design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Cut accurately and safely to a marked line.</li> <li>• Select from and use a wide range of materials.</li> <li>• Use appropriate finishing techniques for the project.</li> <li>• Refine their product – review and rework/improve.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• Consider user and purpose.</li> <li>• Identify the strengths and weaknesses of their design ideas.</li> <li>• Give a report using correct technical vocabulary.</li> <li>• Consider and explain how the finished product could be improved related to design criteria.</li> <li>• Discuss how well the finished product meets the design criteria of the user. Test on the user!</li> <li>• Understand how key people have influenced design.</li> </ul>
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# Moving Toys – Class 3

In Year 4 we...	In Year 5 we...	In Year 6 we...
<p><b><u>Mechanisms</u></b> Skills and knowledge</p> <ul style="list-style-type: none"> <li>• Develop vocabulary related to the project.</li> <li>• Use mechanical systems such as gears, pulleys, levers and linkages pneumatic systems.</li> <li>• Use lolly sticks/card to make levers and linkages.</li> <li>• Use linkages to make movement larger or more varied.</li> </ul> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>• Develop more than one design or adaptation of an initial design.</li> <li>• Plan a sequence of actions to make a product.</li> <li>• Record the plan by drawing using annotated sketches.</li> <li>• Use prototypes to develop and share ideas.</li> <li>• Think ahead about the order of their work and decide upon tools and materials.</li> </ul> <p><b><u>Make</u></b></p>	<p><b><u>Mechanisms</u></b> Skills and knowledge</p> <ul style="list-style-type: none"> <li>• Develop a technical vocabulary appropriate to the project.</li> <li>• Use mechanical systems such as cams, pulleys and gears.</li> <li>• Use electrical systems such as motors.</li> </ul> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>• List tools needed before starting the activity.</li> <li>• Record ideas using annotated diagrams.</li> <li>• Use models, kits and drawings to help formulate design ideas.</li> <li>• Devise step by step plans which can be read / followed by someone else.</li> <li>• Sketch and model alternative ideas.</li> <li>• Decide which design idea to develop.</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>• Make prototypes.</li> <li>• Develop one idea in depth.</li> <li>• Use researched information to inform decisions.</li> </ul>	<p><b><u>Mechanisms</u></b> Skills and knowledge</p> <ul style="list-style-type: none"> <li>• Develop a technical vocabulary appropriate to the project.</li> <li>• Use mechanical systems such as cams, pulleys and gears.</li> <li>• Use electrical systems such as motors.</li> </ul> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>• List tools needed before starting the activity.</li> <li>• Record ideas using annotated diagrams.</li> <li>• Use models, kits and drawings to help formulate design ideas.</li> <li>• Combine modelling and drawing to refine ideas.</li> <li>• Devise step by step plans which can be read / followed by someone else.</li> <li>• Use exploded diagrams and cross-sectional diagrams to communicate ideas.</li> <li>• Sketch and model alternative ideas.</li> <li>• Decide which design idea to develop</li> </ul>

<ul style="list-style-type: none"> <li>• Prepare pattern pieces as templates for their design.</li> <li>• Cut slots.</li> <li>• Cut internal shapes.</li> <li>• Select from a range of tools for cutting shaping joining and finishing.</li> <li>• Use tools with accuracy.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• Investigate similar products to the one to be made to give starting points for a design.</li> <li>• Draw/sketch products to help analyse and understand how products are made.</li> <li>• Identify the strengths and weaknesses of their design ideas in relation to purpose/user.</li> <li>• Decide which design idea to develop.</li> <li>• Consider and explain how the finished product could be improved.</li> <li>• Discuss how well the finished product meets the design criteria of the user.</li> </ul>	<ul style="list-style-type: none"> <li>• Cut accurately and safely to a marked line.</li> <li>• Refine their product – review and rework/improve.</li> </ul> <p>.</p> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• Research and evaluate existing products (including book and web-based research).</li> <li>• Consider user and purpose.</li> <li>• Identify the strengths and weaknesses of their design ideas.</li> <li>• Understand how key people have influenced design.</li> </ul>	<p><u>Make</u></p> <ul style="list-style-type: none"> <li>• Make prototypes.</li> <li>• Develop one idea in depth.</li> <li>• Use researched information to inform decisions.</li> <li>• Produce detailed lists of ingredients / components / materials and tools.</li> <li>• Use a computer to model ideas.</li> <li>• Cut accurately and safely to a marked line.</li> <li>• Use appropriate finishing techniques for the project.</li> <li>• Refine their product – review and rework/improve.</li> <li>•</li> </ul> <p>.</p> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• Research and evaluate existing products (including book and web-based research).</li> <li>• Consider user and purpose.</li> <li>• Identify the strengths and weaknesses of their design ideas.</li> <li>• Understand how key people have influenced design.</li> </ul>
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# Pizza – Class 3

In Year 4 we...	In Year 5 we...	In Year 6 we...
<p><b><u>Food</u></b> Skills and knowledge</p> <ul style="list-style-type: none"> <li>• Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.</li> <li>• Analyse the taste, texture, smell and appearance of a range of foods (Predominantly savoury).</li> <li>• Explore seasonality of vegetables and fruits.</li> </ul> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>• Plan a sequence of actions to make a product.</li> <li>• Think ahead about the order of their work and decide upon tools and materials</li> <li>• Consider aesthetic qualities of materials chosen.</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>• Select from techniques for different parts of the process.</li> <li>• Plan the stages of the making process.</li> </ul> <p><b><u>Evaluate</u></b></p>	<p><b><u>Food</u></b> Skills and knowledge</p> <ul style="list-style-type: none"> <li>• Prepare food products considering the properties of ingredients and sensory characteristics.</li> <li>• Weigh and measure using scales.</li> <li>• Work safely and hygienically.</li> <li>• Show awareness of a healthy diet (using the eatwell plate).</li> <li>• Know where and how ingredients are grown and processed.</li> </ul> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>• Devise step by step plans which can be read / followed by someone else.</li> <li>• Decide which idea to develop.</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>• Develop one idea in depth.</li> <li>• Produce detailed lists of ingredients / components / materials and tools.</li> <li>• Use appropriate finishing techniques for the project.</li> <li>• Refine their product – review and rework/improve.</li> </ul>	<p><b><u>Food</u></b> Skills and knowledge</p> <ul style="list-style-type: none"> <li>• Prepare food products considering the properties of ingredients and sensory characteristics.</li> <li>• Weigh and measure using scales.</li> <li>• Work safely and hygienically.</li> <li>• Show awareness of a healthy diet (using the eatwell plate).</li> <li>• Know where and how ingredients are grown and processed.</li> </ul> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>• Devise step by step plans which can be read / followed by someone else.</li> <li>• Decide which idea to develop.</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>• Develop one idea in depth.</li> <li>• Produce detailed lists of ingredients / components / materials and tools.</li> <li>• Use appropriate finishing techniques for the project.</li> <li>• Refine their product – review and rework/improve.</li> </ul>



<ul style="list-style-type: none"> <li>• Investigate similar products to the one to be made to give starting points for a design.</li> <li>• Consider and explain how the finished product could be improved.</li> <li>• Discuss how well the finished product meets the design criteria of the user.</li> </ul>	<p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• Consider user and purpose.</li> <li>• Identify the strengths and weaknesses of their ideas.</li> <li>• Give a report using correct technical vocabulary.</li> <li>• Discuss how well the finished product meets the design criteria of the user. Test on the user!</li> </ul>	<p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• Consider user and purpose.</li> <li>• Identify the strengths and weaknesses of their ideas.</li> <li>• Give a report using correct technical vocabulary.</li> <li>• Discuss how well the finished product meets the design criteria of the user. Test on the user!</li> </ul>
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