

Subject Identification Criteria for More Able Pupils (MAPs)

DT

More able learners in DT may display a selection of the following characteristics:

- High levels of technological understanding and application
- High-quality making and precise practical skills
- Readily accept and discuss new ideas; beyond the information given
- Have flashes of inspiration and highly original or innovative ideas
- Demonstrate different ways of working or different approaches to issues
- Identify the simple, elegant solution from complex, disorganised data
- Reflective and constructively self-critical
- Link the familiar with the novel
- See application in 2D or 3D
- Transfer and adapt ideas from the familiar to a new problem
- Sensitive to aesthetic, social and cultural issues when designing and evaluating
- Capable of thorough analysis and interpretation of existing products
- Conduct independent research to solve problems
- Work comfortably in contexts beyond their own experience and empathise with users' needs and wants
- Be quick to understand and utilise new techniques, tools, and machinery.
- Work with a high level of independence and show initiative in managing next steps and problem-solving.

Activities that MAPs should do:

- When creating at home, try to make labelled sketches of what you are trying to achieve (initial design ideas) and write a plan of how you are going to make it ('thinking forward sheet'). When finished, think about what parts went well, and what you could do to make it even better. (Reflect and Evaluate)
- When visiting new places, look at the buildings, parks, transport etc. What do you like/dislike about them.

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How parents can support MAPs:

- Encourage conversation about products around the home. What's their function? Do they like how they look? What materials have been used? Who is the user? How do they think they could be improved? (ACCESSFMM)
- If/when products get broken, allow their children to disassemble them (with supervision, depending on their age) How many parts were there? What materials were used? Can they put them back together?
- Visit museums with their children, e.g., the Design Museum, the Tate and the V&A. Encourage conversation about how different products look from different eras. Why do they think this is? What has influenced them? What do they like/dislike about them?