Design and Technology

Statement of intent for Art and Design

Intent

At Tewkesbury C of E, children receive an inspiring, rigorous and practical Design and Technology curriculum. We want our pupils to use their creativity and imagination to design and make products that solve real, relevant problems within a variety of contexts, allowing them to consider their own and others' (users) views. Pupils will also have the opportunity to evaluate the products they create and understand that producing a functional or aesthetically-pleasing product takes time and effort.

All children will acquire the appropriate subject knowledge, skills and understanding that is set out in the National Curriculum; we will ensure pupils make good progress in this subject through the use of our school's progression grids where skills are built upon yearly or bi-annually (depending on the strand). Pupils will also learn about key events throughout history and significant individuals who have helped to shape the world we know today.

Design and Technology naturally has strong cross-curricular links with other subjects, such as Mathematics, Science, Computing and Art and we will make purposeful links to these within our DT lessons. Our main aim is to ensure our Design and Technology curriculum prepares our children, giving them opportunities, responsibilities and experiences, they need to be successful in not only secondary school but in later life.

Implementation

What do we teach?

Our Design and Technology curriculum follows the frameworks of the Early Years Foundation Stage (EYFS) and the National Curriculum and is supported by a clear skills progression grid. This ensures skills and knowledge are built upon yearly and sequenced appropriately to maximise learning opportunities for our pupils.

What does this look like?

All teaching of Design and Technology should follow the process of: design, make and evaluate. Each of these stages should be rooted in technical knowledge.

The ‘design’ process should have a real, relevant context that gives a purpose to the children’s learning. For example, in Year 6, when the children study World War II, they will learn about childhood in the 1940s and the toys children played with. This will link with their history lessons about ‘Make Do and Mend’ before making their own Make Do and Mend teddy bear. During the design process, a success criterion should also be drawn up (with the class) to consider their views and the views of others. Whilst engaged in the design process, children will be given a range of tools to choose freely from. When evaluating, pupils will evaluate their own products against a success criterion. For younger pupils, children may verbally evaluate their product; older pupils will complete evaluation sheets that critically analyse their product.

DT is taught as part of our R.E.A.L Curriculum and, therefore, will taught in blocks of 1-3 weeks (depending on the project). Each year group is given strands to complete and the strands of DT will be taught in alternate years. For example, sewing will be taught in Year 2, Year 4 and Year 6. Axis, wheels and pulleys will be taught in Year 1, Year 3 and Year 5.

As a school, we also promote Design and Technology through our extra-curricular clubs where children have the opportunity to attend a cookery and crafting club.

Our Reception classes (who are taught the EYFS) will explore and use a variety of media and materials through a combination of child-initiated play and adult-directed activities.

During the EYFS pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have the opportunities to learn to:

Use different media and materials to express their ideas

Create their own designs through mark making and construct with a purpose in mind using a range of materials and resources

Develop their confidence in selecting appropriate resources/tools to create their product

Impact

What will this look like?

By the time the children are ready to leave our school, they will:

· Understand and use a range of methods to help them plan out their designs (exploded diagrams, annotated sketches, computer aided design, cross-sectional views, 3D modelling).

· Show an ability to carry out thorough research, show initiative and ask questions to develop a detailed understanding of the users' needs.

· Have a thorough knowledge of which tools, equipment and materials to use to make their product

· Develop an effective analytic approach when evaluating their products.

· Have an extensive base of DT knowledge & vocabulary.

· Work safely with a variety of tools and show an ability to manage risks when manufacturing their products.

· Use time efficiently and work constructively and productively with others.

· Display an excellent approach towards learning and independent working.

· Display good levels of originality, imagination and creativity when designing products.

· Understand that an aspect of DT is about failing and how problem solving will help them overcome the failures.

· Understand how designers, architects, engineers, cooks etc. both present and past have contributed to, and shaped, our society.

"We know good Design and Technology happens in our school when…."

1) We are excited by and understand the importance of DT in the wider world.

2) We see ourselves as designers, engineers or architects and understand that mistakes are part of the DT cycle.

3) We show our creativity, curiosity and originality when designing our products.

4) We make connections between what we have been taught in DT and other subjects (maths, history, art and computing)

5) We can apply our knowledge, vocabulary and skills to solve a range of problems and questions both in and out of the classroom.

6) Our lessons are engaging and fun and carefully sequenced to allow us to have the opportunity to produce our best work.

EYFS links to NC DT

<table>
<tr><th colspan="4">Design and Technology</th></tr>
<tr><th>Development matters links</th><th>Early Learning Goals</th><th colspan="2">How this is achieved in EYFS</th></tr>
<tr><td rowspan="2"><u>3 /4 year olds:</u>
<u>Physical Development (PD) links:</u>
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
<u>Expressive Arts and Design (EAD):</u>
● Explore different materials freely, in order to develop their ideas about how to use them and what to make.
● Develop their own ideas and then decide which materials to use to express them.
● Join different materials and explore different textures.</td><td rowspan="2">(End of Reception Assessment point)

<u>Physical Development:</u>
● Use a range of small tools, including scissors, paintbrushes and cutlery.

<u>EAD: Creating with materials:</u>
● 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.</td><td>Over their time in Pre - School</td><td>In Reception…</td></tr>
<tr><td>● Children explore a range of different techniques over the year.
● Children will know that their movements will make marks and they explore different media and materials for this.
● Children will learn how to control their movements (hand with brush etc) to create their artwork.
● They will be able to talk about what they have created and label it eg ‘This is mummy’.
● Children will learn different techniques to make marks.
● Children will learn and know the names of colours.
● Children will represent their feelings through their artwork.
● Children will begin to mix colours and explore what happens to the colours as they mix them.</td><td>Autumn Term:
● Explore baking
● Design and create Christmas decorations and Christmas cards using different materials
● Look and talk about what they have produced, describing simple techniques and media used

Spring Term:
● Design and create lanterns for Chinese New Year
● Design and build a model of their homes
● Decorate a piece of fabric, showing experience in simple stitch work
● Look and talk about what they have produced, describing simple techniques and media used

Summer Term:
● Explore different joining techniques such as a flange joint, I-brace join, slot join and tab join
● Design and test different ways to make a boat float
● Look and talk about what they have produced, describing simple techniques and media used</td></tr>
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• Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. **Reception** **PD:** • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. **Reception EAD:**			

• 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.			

Year 1 – Art and Design			
	Autumn **Stomp, Chomp, Roar**	**Spring** **Once Upon a Town**	**Summer** **Oh I Do Like to be Beside the Seaside**
Key Questions	What is a moving book? What does the vocabulary lever, slider and pivot point mean? Can you predict which direction the page/ item will move? Can you make a moving Christmas Card?	Can you make a structure? What 3D shape is more secure to stand up? What materials would we choose for specific jobs on our structures? Can you evaluate what a good structure looks like? How can we make a structure stronger? What features would a good structure need to iinclude?	• Can you make a healthy icelolly? • What foods are healthy and unhealthy? • Where does food come from? • How can we make an ice lolly healthier? • Why is it important to eat fruit and vegetables? • How can food be prepared? what are the different techniques used to shape and mix fruit and vegetables?
National Curriculum	**Technical Knowledge** Explore and use mechanisms in their products **Make** Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)	**Technical knowledge:** Build structures, exploring how they can be made stronger, stiffer and more stable **Design** Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** Select from and use a range of tools and equipment to perform practical	**Design** Design purposeful, functional, appealing products for themselves and others based on a design criterion **Make** Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) Select from and use a wide range of materials and components, including

		tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, according to their characteristics **Technical knowledge** Build structures, exploring how they can be made stronger, stiffer and more stable	instruction materials, according to their characteristics **Evaluate** Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria
Skills Grid	**Mechanisms:** ●Explore and talk about books containing flaps and moving pictures ●Construct a simple slider with support ●construct a simple lever with support. **Design** ●take simple products apart and discuss their parts and how they work ●talk about and/or use construction materials, pictures and words to plan and design ●talk about what has been designed in simple terms **Make** ●apply simple finished e.g. paint, PVA glue glaze ●follow procedures for safety and hygiene **Evaluate**	**Axis, wheels and pulleys:** ● Use junk modelling materials to build boxes **Design** ● talk about and/or use construction materials, pictures and words to plan and design ● talk about what has been designed in simple terms **Make** ● apply simple finished e.g. paint, PVA glue glaze ● follow procedures for safety and hygiene **Evaluate** • talk about what has been made and the steps taken to achieve the outcome	**Food Technology** ●Sort fruit and vegetables by taste, shape, size, colour, texture and simple food groups e.g. fruit, vegetables, meat. ●Talk about the changes that take place when food is shaped and mixed. ●Use basic tools to cut, shape and mix e.g. cutters, whisks and spoons. **Design** ●use senses to explore a wide range of familiar products talk about familiar products and what they do- evaluation their purpose ●take simple products apart and discuss their parts and how they work

	●talk about what has been made and the steps taken to achieve the outcome explore and talk about products made by famous inventors, designers, engineers and manufacturers				●talk about and/or use construction materials, pictures and words to plan and design ●talk about what has been designed in simple terms **Make** ●follow procedures for safety and hygiene ●use their sense to explore tools and materials with support (using scissors for cutting, tape and glue for sticking) **Evaluate** ●use senses to explore a wide range of familiar products ●talk about familiar products and what they do- evaluation their purpose talk about what has been made and the steps taken to achieve the outcome		
Key Vocabulary	Design/ draw Make/ build Evaluate Product Material names Cut/ saw Glue/ join Inventor/ designer	Vehicle Model Structure Construct Mechanic Mechanism	Wheel Axel Axle holder Chassis Model Test	Structure build rigid stability fasten free standing design build construct join evaluate	Design, evaluate, products	Imperative verbs: blend, chop, cut, mash, squeeze, pulp, hull, peel, grate, slice	freeze

Year 2 – Design and Technology			
	Autumn **Victorians**	**Spring** **Lost in London**	**Summer** **Eco Warriors**
Key Questions			
National Curriculum			
Skills Grid			
Vocabulary			

Year 3 – Design and Technology			
	Autumn **Savage Stone Age**	**Spring** **Romans – Veni, Vidi, Vici!**	**Summer** **Rainforest Rangers**
Key Questions	Design and make model of Skara Brae dwellings. Bishops Wood Trip: Chn will work towards passing 'Survival School' in order to earn their 'Right of Passage' and experience a real day in the life of a Stone Age/Neolithic Hunter Gatherer. Fire making & lighting, Den building, make a stretcher, weaving using willow branches, making a stone age spear (willow, bar of soap and thread/string)	**Design and make a Celtic Hillfort in teams.** What are the main features of a Hillfort? How were Hillforts designed and made to ensure that they were protected and well defended? What would need to be within (inside) a Hillfort and what would need to be around the perimeter (around the outside)? What would make the worst Hillfort (reverse brainstorming)? What features would make the best Hillfort? Each child makes their own Roundhouse then as a team the defensive features are added. **CHARIOT making:** Make a Roman Chariot for a race at the Circus Maximus! Link to D & T with teams making a chariot with specific features like the chassis, axle and wheels.	NA for this topic
National Curriculum	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks accurately	**Design** • Generate, develop, model and communicate their ideas through discussion, annotated sketches, mock-ups and prototypes. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and	

	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	ingredients, according to their functional properties and aesthetic qualities **Evaluate** ● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	
Skills Grid	Use knowledge of a range of products to inform plans and designs. Talk about and disassemble products and describe their functions. Use simple prototypes, labelled sketched and instructions in their plans and designs. Talk in depth about their ideas and plans and reasons for these choices. Select materials and components according to known characteristics and functions. Select and use an increasing range of tools to cut, shape and join materials and components. Use a ruler to measure and mark lines for cutting. Make and use gluing tabs. Make simple paper models, mock-ups and templates. Select an appropriate way to improve the appearance of a product. Follow procedures for safety and hygiene.	**Chariots:** Talk about and disassemble products and describe their functions. (Toy cars) Use simple prototypes, labelled sketched and instructions in their plans and designs. (Prototype of chariot with cotton reels) Use a ruler to measure and mark lines for cutting. (for the axle size compared to the chassis) Select and use an increasing range of tools to cut, shape and join materials and components. (sawing axle, glue gun & duct tape). Make and use glueing tabs. (adding the front of the chariot on) Select an appropriate way to improve the appearance of a product. (decorate wheels, chassis, front of chariot & add flags for race). Follow procedures for safety and hygiene. Compare and contrast the similarities and differences of products with the same function. (race chariots against each other & see most successful & why)	

	Investigate and compare a range of similar existing products. Compare and contrast the similarities and differences of products with the same function. Evaluate ideas and products against design criteria; and suggest ways in which products can be improved. Gain an understanding of the way in which the work of famous inventors, designers, engineers, chefs and manufacturers have impacted on the development of product design and function, e.g. Dyson.	Evaluate ideas and products against design criteria; and suggest ways in which products can be improved. (evaluate chariot &if fit for purpose) Children race their team's chariot in the 'Circus Maximus' with magnets as their 'horses' (4 bar magnets per chariot fastened by strong elastic bands) and use another 4 magnets as the 'power source' vis the force of repulsion – the charioteers cannot touch the chariot and can only move by the force of magnetism. The chariot that goes furthest or reaches the finish line (3 x PE mats) is the winner. Races are head to head and we record the distances and time for rankings after all have raced twice.	
Vocabulary	Stone Age, Palaeolithic, Mesolithic, Stone, Flint, Cave, Shelter, Warmth, Survival, Food, Hunter, Gatherer, Fire, Kindling, tools, weapons, pre-historic, water filter, shelter, jewellery.	Roundhouse, Hillfort, Iron Age,	

Year 4 –Design and Technology			
	Autumn **Tomb Raiders**	**Spring** **Secrets of the Saxons**	**Summer** **Extreme Earth**
Key Questions	How did a Shaduf help the ancient Egyptians with their farming? What techniques will I need to use to design, build and evaluate my own replica Shaduf?	What did the Anglo-Saxon swords and shields look like? What materials, tools and techniques could be used? How are products evaluated after they have been made?	How can structures be strengthened to be earthquake resistant?
National Curriculum	Select from and use a wider range of tools and equipment to perform practical tasks accurately (e.g. cutting, shaping, joining and finishing). Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Apply their knowledge of how to strengthen, stiffen and reinforce more complex structures.	N/A	
Skills Grid	Use annotated sketches and cross sectional diagrams Support discussions about ideas, plans and designs with relevant information.	N/A	Insert paper fasteners for card linkages. Select the most effective finish to enhance the appearance of a product.

	Select a wide range of materials and components according to functional qualities. Select and use tools and equipment to measure, mark out and shape materials and components. Use a hack saw and bench hook safely. Make increasingly complex paper models, mockups and templates. Follow procedures for safety and hygiene. Evaluate ideas against their own design criteria, taking into account the views of others. Vary the position of the pivot point to lift a load using a lever. Join 2D frames to create 3D structures Make rectangular frames, reinforcing with cross braces		Create simple circuits, incorporating batteries, bulbs, buzzers, switches and wires. Explore how a motor works within a circuit Identify key features of electrical safety.
Vocabulary	Hacksaw G-Clamp Bench hook Shaduf Doweling Pivot Structure Counterbalance Fulcrum Load	N/A	Circuit Buzzers Cell/Battery Motor Bulbs Crocodile Clips Switch Electricity Current/Amp

Year 5 - Geography			
	Autumn **It's all Greek to me!**	**Spring** **We have Lift Off!**	**Summer** **Roses, Rivers, Religion**
Key Questions	How did the Greeks show emotion? How can you use a range of materials to construct an aesthetic Greek theatre mask, using a range of techniques.	What are moon buggies and how are they designed? What mechanical systems can be used to create a moving vehicle? What impact can electrical systems have on designs for a consumer? How can designs be improved?	Can I design a device to stop people invading Tewkesbury Abbey? Which materials are best for creating a catapult/trebuchet?
National Curriculum	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	
Skills Grid	Generate plans and design based on research and ideas that take into account the user' view and the intended purpose. Link discussions and ideas about their product. Produce a well-finished product that fulfils the functional and aesthetic design criteria. Follow procedures for safety and hygiene. Investigate and use analysis of existing products to inform your own work.	Generate plans and designs based on research and ideas that take into account the users' view and the intended purpose. Produce detailed designs and plans using prototypes, commentary and designs which include accurate measurements. Link discussions about ideas, plans and designs to their investigation, disassembly and evaluation of a range of products, describing in detail their parts and functions. Select a range of appropriate tools to cut, shape and join materials and components effectively. Select and use tools and equipment to measure, mark out and shape materials and components accurately. Join and combine materials and components in permanent and temporary ways. Produce a well-finished product that fulfils the functional and aesthetic design criteria.	

		Follow procedures for safety Evaluate Give reasons, supported by factual evidence for the success of aspects of a product.	
Vocabulary			

Year 6 - Geography			
	Autumn **Friend or Foe**	**Spring** **Inspirational Inventors**	**Summer** **Around the World in 80 Days**
Key Questions	<u>Make and Do (Textiles)</u> When were clothes rationed during World War II? Why were clothes rationed and how did this affect people during the war? What was the 'Make Do and Mend' campaign? Can we repair clothing items using a variety of stitches? Can we create our own teddy bears from clothing material? <u>Cooking wartime meals (Food technology)</u> What is seasonality and why was it important to know about this during World War II? Why is it as important to know about it today? Which wartime meals could be created during 1940 based on the seasonality of UK fruit and vegetables? What was Dig for Victory and how did it boost morale amongst UK civilians? What wartime dishes were created and how did seasonality and the lack of importing many foods affect the UK? What was rationing and what was its impact on civilians during World War II? Why did people have to ration during the war and what items were rationed?	<u>Electronic Board Games</u> What electronic board games are on the market currently? What is market research and how will this help us to design and develop our own games? How can we use our recent knowledge of electrical circuits and apply this to help us create an electronic board game?	

National Curriculum	Select from and use a wider range of equipment (ingredients) , according to their functional and aesthetic qualities. Select from and use a wider range of materials and components, (including textiles), according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand and apply the principles of a healthy and varied diet to prepare dishes. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed,	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion and annotated sketches. Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately. Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand and use electrical systems in their products (for example, series circuits and incorporating switches, bulbs, buzzers and motors).	

Skills Grid	Make ● Make and adapt, where necessary, complex mock-ups and templates. ● Identify and apply an appropriate finishing technique to ensure a high-quality product which meets the design criteria. ● Follow procedures for safety and hygiene. Food technology ● Convert, measure and weigh standard and imperial units. ● Understand the source, seasonality and characteristics of a broad range of ingredients. ● Become competent in a range of cooking techniques e.g. selecting and preparing ingredients, application of heat, seasoning dishes and combining ingredients. (Y5 statements) ● Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. ● Understand and apply the principles of nutrition and health including the implications of excess and deficiency. Textiles ● Make and use a paper pattern that includes a seam allowance. ● Cut and join fabric using a range of stitches including the over stitch. ● Identify the most effective finishing	Design and technology Design ● Generate and justify plans, designs and ideas by drawing upon a range of relevant sources of information (including users' views). ● Produce detailed designs and plans from a range of viewpoints (including annotated sketches, 3D sketches). ● Discuss ways in which ideas, plans and designs are formed and modified to ensure the design criteria is being met effectively. Make ● Select from and use a wider, more complex range of materials and components, taking account of their properties. ● Use an increasing range of tools and equipment to measure, mark out and shape materials and components accurately. ● Join and combine a range of materials and components using the most effective permanent and temporary way. ● Follow procedures for safety and hygiene. Evaluate ● Test, evaluate and refine ideas and products against a specification, considering the views of intended users. ● Use analysis of existing products supported by accurate factual information to inform own work. ● Give reasons supported by factual evidence for the success of aspects of products and provide considered solutions to resolve those parts that could be improved. Electrical Components	

	techniques in order to maximise the aesthetic value of the product. ● Cut and join fabric using the backward stitch. (y5) ● Cut and join fabrics using running stitch, buttons and bond web. (y4) ● Decorate fabric by applying beads and sequins (y4)	● Discuss hazards and safety issues associated with electricity. ● Explore and describe how switches can be used in a range of circuits to control components. Apply appropriate safety measures when constructing circuits.	
Vocabulary	rationing ration book coupons backstitch needle cotton fabric running stitch overstitch pin needle eye thread rationing rations ration book slice dice chop/cut peel sauté boil mix fry fold sieve cool seasonality core. quarter ripe grease produce	Market research, product, feedback, create, design, annotate, evaluate, evaluation	