Biddulph High School Curriculum Intent

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential.

Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society.

Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges.

We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

Curriculum Intent for Graphic Design:

Our aim in the Design and Technology department is to encourage students to produce creative work which explores, records and reflects on ideas and experiences in their own and others' lives. We aim to encourage open minded, creative, critical, reflective thinkers who have the courage and confidence to contribute to the world around them. We provide a safe and respectful atmosphere where their creativity can flourish, they can problem solve and are not afraid to make mistakes. The curriculum in Design and Technology allows students to experience a range of different areas in design including Product Design and Graphic Design. We aim for students to realise the relevance of design in our modern culture whilst raising the awareness of career choices and engendering a love of the subject.

All teachers will follow the schemes of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced.

Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

Graphics **Long Term Overview**						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
9	This unit introduces students to Graphic design which teaches a range of essential digital techniques using Adobe Illustrator & Photoshop, to build and develop fundamental skills to be used throughout the curriculum. Students will follow a range of teacher led tutorials experiencing specific tools in Illustrator concluding with a mini logo design project.			This unit introduces students to Graphic design practical based skills using Design Software. It teaches a range of essential digital design techniques in Adobe Photoshop and Illustrator allowing students to engage and explore the subject though Graphic Design briefs. Students will become designers and work in a specific Graphic style to create their own piece of design work. They will create a project based around App Design.		
10	Contextual research into design styles and designers	Project drawing ideas	Illustrator skills & developments	Illustrator skills & developments	Photoshop skills & developments	Photoshop skills & developments
11	mixed media skills & developments	Producing formal outcomes to project/Final Piece	Exam Project released- developing ideas, starting points, research and drawings	Developing exam project with designer inspiration, experiments and trials	Exam preparation/Return to Portfolio project to make improvements	N/A

Graphic Design: Medium Term Overview

Year 10	Autumn Term 1 and Spring 1, Spring 2	Unit Title: Component 1 Coursework Portfolio 60%	No of Lessons: 97
Overview/Intent	**Graphic Design is a broad-based course promoting learning through various digital: processes, tools, techniques, materials and resources to generate different kinds of evidence of working and personal outcome(s).**		
Assessment	**Component 1 Coursework Portfolio 60%**		

Essential Knowledge (what must students know):	Essential Skills (what must students be able to demonstrate):	Lessons: Lessons (time frames of lessons are a guide)
Learners are required to demonstrate the knowledge and understanding listed below through practical application of skills to realise personal intentions relevant to their chosen area(s) of Graphic Communication. Learners are required to know and understand how sources inspire the development of their ideas. Reference should be made to the following: • the work and approaches of graphic communication from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues • other relevant sources researched by the learner in their chosen area(s) of graphic communication • the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour line form tone texture • the characteristics, properties and effects of using different media, materials, techniques and	learners will be required to demonstrate skills in all of the following: • develop ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant graphic communication practices in the creative and cultural industries to their work using image and typography • renew their ideas as work progresses through researching, selecting, editing and presenting graphic communication artefact(s)/product(s)/personal outcome(s) • record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Graphic Communication title such as, drawing, photographing or applying collected material • use appropriate specialist vocabulary through either visual communication or written annotation, or both, within Graphic Communication	Album cover art work project: Lessons 1-7: Initial research and plan of project (Mind Map, Mood Board, Theme Boards) Lessons 8- 21: Contextual research (Artist research, design timeline) Lessons 22-32: Initial sketched design ideas of album covers, planning and developing style, contextual links and themes / subject. Lessons 33-43: Illustrator workshops Lessons 44-65: Illustrator design developments 66-76: Photoshop workshops 77-97: Photoshop design developments

processes, and the ways in which they can be used in relation to learners' own creative intentions and chosen area(s) of Graphic Communication
 	
• the different purposes, intentions and functions of Graphic Communication in a variety of contexts and as appropriate to learners' own work.
 	
Terminology:
Design
Evaluate
Develop
media
Colour scheme
Illustrate
Shape
Tone
Composition
	• use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:
	
	   o media
	   o materials
	   o techniques
	   o processes
	   o technologies
	
	• use drawing skills for different needs and purposes, appropriate to the area(s) of study used. Drawing may take the form of illustrations, layout and typography using appropriate media and materials
	
	• realise personal intentions in Graphic Communication, through the sustained application of the graphic communication process.	

Careers Links: Graphic Designer Surface Pattern Designer Web Designer In house designer	**Enrichment:**	**My Personal Best:** **Creativity, Innovation, Self-Motivated, Self-Management, Active Listening**

Graphic Design: Medium Term Overview

Year 11	Summer 1 & 2, Spring 1 & 2	Unit Title: Component 1 Coursework Portfolio 60% and ESA 40%	No of Lessons: 65
Overview/Intent Assessment		**Graphic Design is a broad-based course promoting learning through various digital: processes, tools, techniques, materials and resources to generate different kinds of evidence of working and personal outcome(s).**	

Essential Knowledge (what must students know):	Essential Skills (what must students be able to demonstrate):	Lessons:
Learners are required to demonstrate the knowledge and understanding listed below through practical application of skills to realise personal intentions relevant to their chosen area(s) of Graphic Communication. Learners are required to know and understand how sources inspire the development of their ideas. Reference should be made to the following: • the work and approaches of graphic communication from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues • other relevant sources researched by the learner in their chosen area(s) of graphic communication • the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour line form tone texture	learners will be required to demonstrate skills in all of the following: • develop ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant graphic communication practices in the creative and cultural industries to their work using image and typography • renew their ideas as work progresses through researching, selecting, editing and presenting graphic communication artefact(s)/product(s)/personal outcome(s) • record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Graphic Communication title such as, drawing, photographing or applying collected material • use appropriate specialist vocabulary through either visual communication or	Component 1 Lessons 1-9: Mixed Media Skills workshops Lessons 10-18: Mixed media album cover developments Lessons 19-36: Final outcome of album cover in chosen media Component 2 12 weeks – Exam project and exam Week 1 – Exam project selection and mind map Week 2-4 – Research, drawing and recording Week 5-6 – Artist inspiration Week 6-12 – Design ideas and exam preparation 10 hours – Examination – final outcome

• the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions and chosen area(s) of Graphic Communication
 	
• the different purposes, intentions and functions of Graphic Communication in a variety of contexts and as appropriate to learners' own work.
 	
Terminology:
Design
Evaluate
Develop
media
Colour scheme
Illustrate
Shape
Tone
Composition
	written annotation, or both, within Graphic Communication
	
	• use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:
	
	   o media
	   o materials
	   o techniques
	   o processes
	   o technologies
	
	• use drawing skills for different needs and purposes, appropriate to the area(s) of study used. Drawing may take the form of illustrations, layout and typography using appropriate media and materials
	
	• realise personal intentions in Graphic Communication, through the sustained application of the graphic communication process.	

Careers Links: Graphic Designer Surface Pattern Designer Web Designer In house designer	**Enrichment:**	**My Personal Best:** **Creativity, Innovation, Self-Motivated, Self-Management, Active Listening**