

## 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 Graphics

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
<b>9</b>	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.			
<b>10</b>	Contextual research into design styles and designers	Project drawing ideas	Illustrator skills & developments	Illustrator skills & developments	Photoshop skills & developments	Photoshop skills & developments
<b>11</b>	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
<b>12</b>	<i>Skills Workshops</i>	<i>Project 1 Project 2</i>	<i>Project 2 Project 3</i>	<i>Component 1 Introduction to Personal Investigation</i>	<i>Component 1 Personal Investigation</i>	<i>Component 1 Personal Investigation</i>
<b>13</b>	<i>Component 1 Personal Investigation</i>	<i>Component 1 Personal Investigation</i>	<i>Component 2 Externally Set Assignment</i>	<i>Component 2 Externally Set Assignment</i>	<i>Component 2 Externally Set Assignment</i>	

<b>Medium Term Overview Graphics</b>			
<b>Year 12</b>	<i>Autumn Terms 1 &amp; 2 Spring Term 1</i>	<b>Unit Title: Introduction to A Level</b>	<b>No of Lessons:</b>
<b>Overview</b>	<p>Students will begin YR12 focusing on skills, techniques and processes to develop their understanding of A Level expectations. Work will be presented in a mixture of formats including sketchbooks, sheets and other forms of practical work.</p>		
<b>Assessment</b>	<p>Throughout YR12 students will be assessed on their practical ability considering all four assessment objectives. These will take place during the academic year outlined on the assessment calendar. Students will undertake a mock exam to develop independent skills and producing work in a timed manner.</p>		
<p><b><u>Essential Knowledge (what must students know):</u></b>  <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information</li> <li>explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements</li> <li>use knowledge and understanding of the work of others to develop and extend thinking and inform own work</li> <li>generate and explore potential lines of enquiry using appropriate media and techniques</li> <li>apply knowledge and understanding in making images and artefacts; review and modify work; and</li> </ul>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p>Students will apply and develop skills in the following specialisms (this is not an exhaustive list but an example of what students can use dependent on resources and project intentions)</p> <ul style="list-style-type: none"> <li>Fine art: for example drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography.</li> <li>Graphic communication: for example interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics,</li> </ul>	<p><b>Lessons:</b>  <b>1-20:</b> Students will be introduced to skills, techniques, media, materials and processes appropriate for their chosen specialism and pathway. Through a series of lessons students will undertake workshops to enable students to apply core skills and techniques through mock project and sample sheets.</p> <p><b>PORTFOLIO WORK</b>  <b>PROJECT 1 21-43</b>  <b>PROJECT 2 44-66</b>  <b>PROJECT 3 67-88</b></p> <p>During a set period of time students will be asked to respond to a starting point provided by staff. They will be asked to develop a project idea through the incorporation of contextual sources, inspiration and research to develop independent thinking. Through the</p>	

<p>plan and develop ideas in the light of their own and others' evaluations</p> <ul style="list-style-type: none"> <li>organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.</li> </ul> <p><b>Terminology:</b>          Design          Evaluate          Develop          Media          Colour scheme          Illustrate          Shape          Tone          Composition          Texture          Draw          Record          Analyse</p>	<p>branding, multimedia, motion graphics, design for film and television.</p> <ul style="list-style-type: none"> <li>Textile design: for example fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabrics and materials, domestic textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles.</li> <li>Photography: for example portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film, animation)</li> </ul>	<p>application of this students will be promoted to become analytical and creative thinkers in the classroom and through their independent study. In response to the starting point students will create a visual body of work that through a given theme showing their creative skills and application of techniques.</p> <p>Each project that students undertake will start with a different idea or brief for students to develop. The skills taught in the 3 projects of YR12 will underpin the Personal Investigation and Externally Set Assignment that students respond to as they work through YR12 and into YR13.</p>
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<b>Medium Term Overview Graphics</b>			
<b>Year 12</b>	<i>Spring 2</i>	<b>Unit Title: PERSONAL INVESTIGATION</b> <b>60% of A Level Grade</b>	<b>No of Lessons:</b>
<b>Year 13</b>	<i>Summer 1 &amp; 2</i> <i>Autumn 1 &amp; 2</i>		
<b>Overview</b>	<b>Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.</b>		
<b>Assessment</b>	<b>Student work is assessed and moderated in school at the end of YR 13. The personal investigation is worth 60% of students' overall grade and is externally moderated by a moderator provided by AQA.</b>		
<b><u>Essential Knowledge (what must students know):</u></b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information</li> <li>explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements</li> <li>use knowledge and understanding of the work of others to develop and extend thinking and inform own work</li> <li>generate and explore potential lines of enquiry using appropriate media and techniques</li> <li>apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations</li> <li>organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.</li> </ul>		<b><u>Essential Skills (what must students be able to demonstrate):</u></b> Students will apply and develop skills in the following specialisms (this is not an exhaustive list but an example of what students can use dependent on resources and project intentions) <ul style="list-style-type: none"> <li>Fine art: for example drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography.</li> <li>Graphic communication: for example interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics, design for film and television.</li> <li>Textile design: for example fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabrics and materials, domestic</li> </ul>	
		<b>Lessons:</b> <b>PERSONAL INVESTIGATION 60%</b> Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople WRITTEN ELEMENT	

<p><b>Terminology:</b></p> <p>Design Evaluate Develop Media Colour scheme Illustrate Shape Tone Composition Texture Draw Record Analyse</p>	<p>textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles.</p> <ul style="list-style-type: none"> <li>• Photography: for example portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film, animation)</li> </ul>	<p>To support students' practical work they must submit a written element that supports the project development The written material must:</p> <ul style="list-style-type: none"> <li>• be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.</li> <li>• include specialist vocabulary appropriate to the subject matter</li> <li>• include a bibliography that, identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit</li> <li>• be legible with accurate use of spelling, punctuation and grammar so that meaning is clear. Students can present the written material as a single passage of continuous prose or as a series of shorter discrete, but linked, passages of continuous prose incorporated within the practical work.</li> </ul>
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<p><b>Medium Term Overview Art Textiles, Photography and Graphics</b></p>			
<p><b>Year 13</b></p>	<p><i>Spring 1 &amp; 2</i> <i>Summer 1</i></p>	<p><b>Unit Title: EXTERNALLY SET ASSIGNMENT</b> <b>40% of A Level Grade</b></p>	<p><b>No of Lessons:</b></p>
<p><b>Overview</b></p>	<p><b>Separate question papers will be provided for each title. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with exam papers on 1 February, or as</b></p>		

<p><b>Assessment</b></p>	<p>soon as possible after that date and must select one of the starting themes to create a body of work from. The final outcome is produced under timed and supervised conditions of 15 hours.</p> <p>Student work is assessed and moderated in school at the end of YR 13. The externally set assignment is worth 40% of students' overall grade and is externally moderated by a moderator provided by AQA.</p>	
<p><b>Essential Knowledge (what must students know):</b>  <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information</li> <li>explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements</li> <li>use knowledge and understanding of the work of others to develop and extend thinking and inform own work</li> <li>generate and explore potential lines of enquiry using appropriate media and techniques</li> <li>apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations</li> <li>organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.</li> </ul> <p><b>Terminology:</b></p> <p>Design          Evaluate          Develop</p>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p>Students will apply and develop skills in the following specialisms (this is not an exhaustive list but an example of what students can use dependent on resources and project intentions)</p> <ul style="list-style-type: none"> <li>Fine art: for example drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography.</li> <li>Graphic communication: for example interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics, design for film and television.</li> <li>Textile design: for example fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabrics and materials, domestic textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles.</li> <li>Photography: for example portraiture, landscape photography, still life</li> </ul>	<p><b>Lessons:</b></p> <p><b>EXTERNALLY SET ASSIGNMENT 40%</b>          Preparatory period – from 1 February</p> <p>Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.          Supervised time – 15 hours          Following the preparatory period, students must complete 15 hours of unaided, supervised time. The first three hours of the supervised time must be consecutive.          In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.          Students must stop work on their preparatory work as soon as the first period of supervised time starts. Students may refer to their preparatory work in the supervised time, but it must not be added to or amended.          The work produced during the supervised time must be clearly identified as such. Students must identify and acknowledge sources which are not their own.          Annotation and/or notes should use appropriate</p>

Media Colour scheme Illustrate Shape Tone Composition Texture Draw Record Analyse	photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film, animation)	specialist vocabulary and be legible with accurate use of language so that meaning is clear.
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