

Subject Timeline: Years 9-11 (KS4)

Subject: Graphic Communication

Exam Board: AQA

Year 9 2022-23					
Autumn 1 (A&B)	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill
<p><u>UNDERSTANDING & EXPLORING BOARD DRAWING</u></p> <p>Board drawing module: Students will undertake 12 A3 size board drawings of different designs whereby they will learn to use all the drawing equipment correctly</p>	<p><u>TO CREATE AN A3 POSTER & LOGO CELEBRATING THE WORK OF BLACK DESIGNERS.</u></p> <p>Students will have the opportunity to complete a small design project. The focus will be on Black designers celebrating Black history month. The brief will be to initially design a logo and then a poster to be displayed around school.</p> <p>Students will be using an online design platform called CANVA to design their own logo and poster.</p>	<p><u>EXPLORING 1 & 2 POINT PERSPECTIVE AND ARCHITECTURAL DRAWINGS</u></p> <p>Students will develop an understanding of 1 & 2 point perspective and have the opportunity to create a range of perspective drawings. Students will also experiment with 2d and 3d architectural drawings and create a variety of internal and external views.</p>	<p><u>UNDERSTANDING HOW TO UNDERTAKE A DESIGNER STUDY</u></p> <p>Designer study module: During this module students will develop an understanding of the design process and the assessment process through a graphic designer study. They will create a final outcome based on the research, experimentation and inspiration from the study.</p>	<p><u>UNDERSTANDING & EXPLORING THE THEORETICAL ELEMENTS (Sustained project 1)</u></p> <p>The theory module will allow students the opportunity to explore the 6 theoretical elements – Colour, Typography, Line, Tone, Composition & Imagery. This will give them the knowledge and basis to create their design projects. This will also allow students to explore existing logos and link these to the theoretical elements.</p>	<p><u>UNDERSTAND & EXPLORE THE DESIGN PROCESS</u></p> <p>Students will have the opportunity to complete a small design project. The focus will be on colour and typography. The brief will be to design a logo for a garden centre.</p>

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Students will be able to set up a drawing sheet correctly, neatly draw borders and title blocks, draw vertical, horizontal, and angled lines using T-squares and set squares correctly, follow measurements accurately and present their information in portfolio format to a high standard.	Students will undertake the research process including creating a Mood Board and designer information slides that includes name, picture, brief personal history, their influences, and examples of their work. Students will also create Design ideas, Logo design, a Final design - A3 poster and Evaluation.	Students will create a variety of A3 drawing sheets that demonstrate the skills learnt from Autumn 1. They will develop an understanding of perspective and create both 2d architectural drawings and 1 and 2 point perspective drawings. They will then be able to transfer these skills to generate their own images.	Students will produce a portfolio researching a graphic designer from any genre and then create, an information sheet, theme mind map, replica work, design idea sheets, and a final outcome, annotation and evaluation and finally an amended final outcome (A3) Students will initially create their design ideas by hand however may choose to develop these digitally using either CANVA or PROCREATE	Students will create a page for the 6 theoretical elements – Colour, Typography, Line, Tone, Composition & Imagery. Students will then use the theory aspects and create 6 pages explaining how existing logos incorporate the 6 elements. Students will experiment with hand drawn aspects of the 6 theory elements. Students will then use these in their portfolios for year 10 in preparation for the festival logo brief.	Students will undertake the research process including creating a Mood Board of existing logo ideas. Students will then explore a range of Design ideas using a variety of colour and typography types and create their design pages. The students will then create their final Logo design and evaluate their work thoroughly.
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Formative Assessment Summative assessment	Formative Assessment Summative assessment	Formative Assessment Summative assessment	Formative Assessment Summative assessment	Formative Assessment Summative assessment	Formative Assessment Summative assessment

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Year 10 2022-23					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill
<p><u>TO EXPLORE THE DESIGN PROCESS & CREATE THEIR LOGO</u> <u>(Sustained project 1)</u></p> <p>Component 1 - Portfolio: Students are to design a logo for a new music festival or music event in their area.</p> <p>Students are to engage with the 6 main components of Graphic Design covered in year 9 during this design process which are colour, typography, line, tone, composition and imagery.</p>	<p><u>TO EXPLORE THE DESIGN PROCESS & CREATE THEIR LOGO</u> <u>(Sustained project 1)</u></p> <p>Component 1 - Portfolio: Students are to design a logo for a new music festival or music event in their area.</p> <p>Students are to engage with the 6 main components of Graphic Design covered in year 9 during this design process which are colour, typography, line, tone, composition and imagery.</p>	<p><u>TO EXPLORE THE DESIGN PROCESS & CREATE THEIR LOGO</u> <u>(Sustained project 1)</u></p> <p>Component 1 - Portfolio: Students are to design a logo for a new music festival or music event in their area.</p> <p>Students are to engage with the 6 main components of Graphic Design covered in year 9 during this design process which are colour, typography, line, tone, composition and imagery.</p> <p>Students will then create their final logo during a 10-hour controlled assessment.</p>	<p><u>TO EXPLORE THE RANGE OF DESIGN DISCIPLINES</u> <u>(Sustained project 2)</u></p> <p>Component 1 continued: Students are to research the 8 different disciplines of design.</p> <p>Illustration Typography UX Design Advertising Interior Design Game design Concept Design Animation</p> <p>Students will describe the characteristics and skills involved in each discipline.</p> <p>Then they are to produce a slide on each work and evaluate the impact they have on the design industry.</p>	<p><u>TO EXPLORE THE WORK OF DIFFERENT DESIGNERS</u> <u>(Sustained project 2)</u></p> <p>Component 1 continued: Students are to create a piece of graphic design work in the style of a graphic designer that they like.</p> <p>This involves students researching graphic designers and finding one who's style they like. Students will then recreate one of the designers' pieces and then produce their own outcome of work based on inspiration from the designer's. They will then analyse and annotate how it is in the style of the graphic designer that they have chosen.</p>	<p><u>TO EXPLORE THE WORK OF DIFFERENT DESIGNERS</u> <u>(Sustained project 2)</u></p> <p>Component 1 continued: Students are to create a piece of graphic design work in the style of a graphic designer that they like.</p> <p>This involves students researching graphic designers and finding one who's style they like. Students will then recreate one of the designers' pieces and then produce their own outcome of work based on inspiration from the designer's. They will then analyse and annotate how it is in the style of the graphic designer that they have chosen.</p>

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<p>Students will produce a portfolio to suit the component 1 Brief.</p> <p>Firstly, students will produce a research page on each of the 6 graphic design components. Then students will produce a logo analysis page of existing company logos under the same 6 headings. Students will then generate music event names before concept designing several potential logos for the event. Once a final logo is developed students will carry out several experiments to their logo following the same 6 headings before ultimately coming to their final design and producing an evaluation as to why they have chosen this logo.</p>	<p>Students will produce a portfolio to suit the component 1 Brief.</p> <p>Firstly, students will produce a research page on each of the 6 graphic design components. Then students will produce a logo analysis page of existing company logos under the same 6 headings. Students will then generate music event names before concept designing several potential logos for the event. Once a final logo is developed students will carry out several experiments to their logo following the same 6 headings before ultimately coming to their final design and producing an evaluation as to why they have chosen this logo.</p>	<p>Students will produce a portfolio to suit the component 1 Brief.</p> <p>Firstly, students will produce a research page on each of the 6 graphic design components. Then students will produce a logo analysis page of existing company logos under the same 6 headings. Students will then generate music event names before concept designing several potential logos for the event. Once a final logo is developed students will carry out several experiments to their logo following the same 6 headings before ultimately coming to their final design and producing an evaluation as to why they have chosen this logo.</p>	<p>Students will produce a portfolio to suit the component 1 Brief.</p> <p>Firstly, students will produce a research page on each of the 6 design disciplines highlighted above. Then students will produce an analysis page of each of the 6 design disciplines under the correct headings. Students will then evaluate the impact each discipline has on the design industry.</p>	<p>Students will produce a portfolio to suit the brief.</p> <p>Firstly, students must research the different types of graphic designers in their chosen discipline and decide which one they would like to become during this module. Once students have decided on their designer (Stan Lee – Comics) (Jacqueline Wilson – Novel Imagery)</p> <p>They will then create their own piece of work to mimic the style of the designer they are studying to make the piece of work look like that of the designer and to appeal to a wide-ranging audience.</p> <p>This must then be evaluated and justified as to how it replicates the work of the chosen designer.</p>	<p>Students will produce a portfolio to suit the brief.</p> <p>Firstly, students must research the different types of graphic designers in their chosen discipline and decide which one they would like to become during this module. Once students have decided on their designer (Stan Lee – Comics) (Jacqueline Wilson – Novel Imagery)</p> <p>They will then create their own piece of work to mimic the style of the designer they are studying to make the piece of work look like that of the designer and to appeal to a wide-ranging audience.</p> <p>This must then be evaluated and justified as to how it replicates the work of the chosen designer.</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<p>Formative Assessment Summative assessment</p>	<p>Formative Assessment Summative assessment</p>	<p>Formative Assessment Summative assessment</p> <p>10 hour-controlled assessment during PPE</p>	<p>Formative Assessment Summative assessment</p> <p>10 hour-controlled assessment during PPE</p>	<p>Formative Assessment Summative assessment</p>	<p>Formative Assessment Summative assessment</p>

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Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill
<p><u>TO EXPLORE DIGITAL ADVERTISING THROUGH SOCIAL MEDIA</u></p> <p>Students will produce a small portfolio to support the component 1 Brief and include their own logo design within the work.</p> <p>The students will analyse different forms of digital advertising across the social media platforms, considering the different music genres and the information needed for promoting their festival. The students must produce the final design ideas and present them in a social media form.</p>	<p><u>TO EXPLORE DIGITAL ADVERTISING THROUGH SOCIAL MEDIA</u></p> <p>Students will produce a small portfolio to support the component 1 Brief and include their own logo design within the work.</p> <p>The students will analyse different forms of digital advertising across the social media platforms, considering the different music genres and the information needed for promoting their festival. The students must produce the final design ideas and present them in a social media form.</p>	<p><u>TO EXPLORE & UNDERTAKE CONTROLLED ASSESSMENT TASKS</u></p> <p>Preparation for Component 2 - 10 Hour Assessment:</p> <p>Students will be sitting their 10-hour assessment in March so this half term will be preparing for that assessment.</p> <p>Students will complete their creative journey based on one of the briefs issued from AQA.</p>	<p><u>TO EXPLORE & UNDERTAKE CONTROLLED ASSESSMENT TASKS</u></p> <p>Students will be sitting their 10-hour assessment in March so this half term will use their preparation work for that assessment.</p> <p>Students will complete their creative journey based on one of the briefs issued from AQA and create their final design within this controlled assessment period.</p>	<p><u>TO EXPLORE & UNDERTAKE CONTROLLED ASSESSMENT TASKS</u></p> <p>Students to ensure all Assessment Objectives are included in their portfolios.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	

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<p>Students will start by researching numerous digital adverts through social media and music genres.</p> <p>They will also explore what information needs to be included</p> <p>Students will then use CANVA to experiment with design ideas across 4 social media platforms: Instagram, Facebook, twitter, LinkedIn, etc.</p> <p>They will then produce several concept designs to which they will analyse and pick a design to further develop and finally they will produce a final social media advertising campaign for their festival.</p>	<p>Students will start by researching numerous digital adverts through social media and music genres.</p> <p>They will also explore what information needs to be included</p> <p>Students will then use CANVA to experiment with design ideas across 4 social media platforms: Instagram, Facebook, twitter, LinkedIn, etc.</p> <p>They will then produce several concept designs to which they will analyse and pick a design to further develop and finally they will produce a final social media advertising campaign for their festival.</p>	<p>Students will have analysed in detail what exactly the 10-hour assessment is looking for. They will complete some practice sheets in preparation for feedback prior to sitting the assessment.</p> <p>They will complete some sample design briefs in a similar style to the assessment and ultimately complete one full practice run at the assessment in exam style conditions.</p> <p>The assessment will be marked and discussed with each student individually.</p>	<p>Students to ensure all Assessment Objectives are included in their portfolios.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Finalising portfolios for moderate and assessment.</p>	
Assessment	Assessment	Assessment	Assessment		
<p>Formative Assessment</p> <p>Summative assessment</p>	<p>Formative Assessment</p> <p>Summative assessment</p> <p>Exam/PPE tbc</p>	<p>Formative Assessment</p> <p>Summative assessment</p> <p>Exam/PPE tbc</p>	<p>Formative Assessment</p> <p>Summative assessment</p> <p>Test</p>		

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