



		Weeks 1 – 7	Weeks 8 – 14	Weeks 15 – 20	Weeks 21 – 26	Weeks 27 – 32	Weeks 33 – 39
		Autumn 1 Ass 1 deadline:	Autumn 2 Ass 2 deadline:	Spring 3 Ass 3 deadline:	Spring 4 Ass 4 deadline:	Summer 5 Ass 5 deadline:	Summer 6 Ass 6 deadline:
YEAR 10	Content	Introduction to Illustrator Exploring skills and techniques within Adobe illustrator <ul style="list-style-type: none"> • Pen tool • Shapebuilder • Layers Exploration of an artist/designer.	‘Portraits’ Exploring the work of relevant designers to create a range of different digital portraits. <ul style="list-style-type: none"> • Julian Opie • Geo Law • Maria Rlvens 	Component 1- Independent Brief Students will choose from four different briefs relating to the follow areas of design: <ul style="list-style-type: none"> • Advertising • Branding • Typography • Print 			
	Key vocabulary	Illustrator, illustration, Layers, Pen tool, Recording, design, shapebuilder,	Observation, line, recording, accuracy, Layers, Illustrations, design, composition, Cartoon, Identity, Portrait, Context.	Illustration, Recording, Analyse, Brief, Plan, Develop ideas, Context, Evaluate, Refine			
	Key knowledge	<ul style="list-style-type: none"> • Can I investigate and respond to the work of a range of artist/designers (TADO, Jon Burgerman, Elise Gravel etc) • Can I produce a written analysis of the artist’s work? • Can I evaluate the successes and areas for improvement in my own work? • Can I create an original response? • Can I record accurately from observation? • Can I show competence and control when using the pen tool? • Can I present my work with care and consideration? 	<ul style="list-style-type: none"> • Can I show further refinement when using the pen tool? • Can I show development of ideas through the use of hand rendered illustrations? • Can I present my work with care and consideration? • Can I make appropriate composition choices? • Can I demonstrate knowledge of relationships between colours? • Can I present my work with care and consideration? • Can I create an accurate self portrait in response to an artist? • Can I present my work in context with care and consideration? 	<ul style="list-style-type: none"> • Can I create a range of ideas and outcomes in response to a brief? • Can I develop my ideas successfully? • Can I use a range of different sources to improve my outcomes? • Can I research the work of artists and designers and create accurate studies and responses? • Can I refine my ideas through exploration of media, tools and techniques? • Can I evaluate and comment upon the success and areas for development within my design ideas? • Can I successfully analyse the work of an artist or designer? • Can I reflect critically on my progress? • Can I present my work in context with care and consideration? • Can I refer back to the main Assessment Objectives to ensure I make good or better progress? 			
	Curriculum links (Backwards as well as forwards)	‘The Formal Elements’ - Use of key skills – line, tone, colour, shape, etc.	‘The Formal Elements’ - Use of key skills – line, tone, colour, shape, etc. ‘What’s in a face’ & ‘Picasso and Portraiture’ - How do we accurately draw a face?	‘The Formal Elements’ - Use of key skills – line, tone, colour, shape, etc. Students should be familiar with analysing and evaluating the work of other artists, designers and Illustrators from several projects across KS3			



CURRICULUM OVERVIEW 2022 – 2023: GRAPHICS (CC)

		Students should be familiar with analysing and evaluating the work of other artists, designers and Illustrators from several projects across KS3.	Students should be familiar with analysing and evaluating the work of other artists, designers and Illustrators from several projects across KS3 Students will study digital portraits in greater depth at KS5.	Students will draw upon knowledge gained within the first two projects to improve their understanding of the skills and techniques available within the adobe Software package. Moving forwards students will further develop and refine their chosen idea to produce a final piece and realise their intentions.		
	Cultural Capital	Developing an understanding of the origins of design and value of codes and conventions. Respect for the environment, equipment and individuals. Use of subject specific vocabulary. Knowledge of another artist and their impact on Digital techniques	Developing an understanding of the origins of design and value of codes and conventions. Respect for the environment, equipment and individuals. Use of subject specific vocabulary. Knowledge of another artist and their impact on Digital techniques	Developing an understanding of the origins of design and value of codes and conventions. Respect for the environment, equipment and individuals. Use of subject specific vocabulary. Knowledge of another artist and their impact on Digital techniques Verbal communications used during demonstrations, introductions, and end of lesson evaluations.		
		Weeks 1 – 7	Weeks 8 – 14	Weeks 15 – 20	Weeks 21 – 26	Weeks 27 – 32
		Autumn 1 Ass 1 deadline:	Autumn 2 Ass 2 deadline:	Spring 3 Ass 3 deadline:	Spring 4 Ass 4 deadline:	Summer 5 Ass 5 deadline:
						Summer 6 Ass 6 deadline:
Y E A R 1 1	Content	‘Component 1- Independent Brief Students will choose from four different briefs relating to the follow areas of design: <ul style="list-style-type: none"> Advertising Branding Typography Print 	Review of Component 1/ Presenting a portfolio Students will review their work within Component 1 and successfully develop and present a portfolio of work that is ready for submission. Students may use this half term to develop further digital skills through the use of Photoshop and InDesign.	Controlled assessment (‘Exam’) Investigate a chosen theme from a paper issued in January. Select, research and record information / analyses on several established Graphic designers(or styles) associated with this theme. Experiment and begin to plan a response to these investigations, according to the 4 AOs on the GCSE Art and Design assessment criteria. They will use the Spring term to produce the necessary sheet work in preparation for the 10 hour exam.	Controlled assessment (‘Exam’) Finish Investigations on chosen theme from paper issued in January. Plan and produce appropriate outcomes in response to these investigations, according to the 4 AOs on the GCSE Graphic Communications assessment criteria. Execute plan: complete digital drawings, edit; present; evaluate outcomes. They will use the Spring term to produce the necessary sheet work in preparation for the 10 hour exam.	GCSE 10 HOUR EXAMINATION BEGINS.
	Key vocabulary	Illustration, Recording, Analyse, Brief, Plan, Develop ideas, Context, Evaluate, Refine	Illustration, Recording, Analyse, Brief, Plan, Develop ideas, Context, Evaluate, Refine, Portfolio, Present.	Independent, Observational, Assessment, Objectives, Media, Experiment, Detail, Digital, Refinement, Intentions, Media, Investigate, Analyse, Respond.	Independent, Observational, Assessment, Objectives, Media, Experiment, Detail, Digital, Refinement, Intentions, Media, Investigate, Analyse, Respond.	
	Key knowledge	<ul style="list-style-type: none"> Can I create a range of ideas and outcomes in response to a brief? Can I develop my ideas successfully? Can I use a range of different sources to improve my outcomes? 	<ul style="list-style-type: none"> Can I carefully select a range of work that shows the full breadth of Assessment objectives. Can I evaluate and comment upon the success and areas for development within my design ideas? 	<ul style="list-style-type: none"> Can I investigate and record appropriate information on selected artists, designers and Illustrators? Can I select an appropriate theme for my final assessment? Can I successfully plan and realise intentions? 	<ul style="list-style-type: none"> Can I investigate and record appropriate information on selected artists, designers and craft makers? Can I select an appropriate theme for my final assessment? Can I successfully plan and realise intentions? 	



		<ul style="list-style-type: none"> • Can I research the work of artists and designers and create accurate studies and responses? • Can I refine my ideas through exploration of media, tools and techniques? • Can I evaluate and comment upon the success and areas for development within my design ideas? • Can I successfully analyse the work of an artist or designer? • Can I reflect critically on my progress? • Can I present my work in context with care and consideration? • Can I refer back to the main Assessment Objectives to ensure I make good or better progress? 	<ul style="list-style-type: none"> • Can I develop a theme that highlights my style as a Graphic Designer? • Can I provide written analysis and evaluation of my work? • Can I refine and improve my work? 	<ul style="list-style-type: none"> • Can I review, refine and adapt my work? • Can I evaluate my own work? 	<ul style="list-style-type: none"> • Can I review, refine and adapt my work? • Can I evaluate my own work? 		
	<p>Curriculum links (Backwards as well as forwards)</p>	<p>The Formal Elements' - Use of key skills – line, tone, colour, shape, etc.</p> <p>Students should be familiar with analysing and evaluating the work of other artists, designers and craftspeople from several projects across KS3</p> <p>Students will draw upon knowledge gained within the first two projects to improve their understanding of the skills and techniques available within the adobe Software package.</p> <p>Moving forwards students will further develop and refine their chosen idea to produce a final piece and realise their intentions.</p>	<p>Moving forwards students will use skills and techniques explored to help them develop ideas and final outcomes within the Exam unit.</p>	<p>To complete a rich and exciting exam portfolio students will draw upon the following skills that they have learnt throughout the course:</p> <ul style="list-style-type: none"> • Self-organisation skills. • Experimentation with media. • Compositional choices. • Making further connections to the work of other artists and designers. • Time management. 	<p>To complete a rich and exciting exam portfolio students will draw upon the following skills that they have learnt throughout the course:</p> <ul style="list-style-type: none"> • Self-organisation skills. • Experimentation with media. • Compositional choices. • Making further connections to the work of other artists and designers. • Time management. 		



	<p>Cultural Capital</p>	<p>Developing an understanding of the origins of design and value of codes and conventions.</p> <p>Respect for the environment, equipment and individuals.</p> <p>Use of subject specific vocabulary.</p> <p>Knowledge of another artist and their impact on Digital techniques</p> <p>Verbal communications used during demonstrations, introductions, and end of lesson evaluations.</p>	<p>Developing an understanding of the origins of design and value of codes and conventions.</p> <p>Respect for the environment, equipment and individuals.</p> <p>Use of subject specific vocabulary.</p> <p>Knowledge of another artist and their impact on Digital techniques</p> <p>Verbal communications used during demonstrations, introductions, and end of lesson evaluations.</p>	<p>Creating artwork from looking at a variety of cultures.</p> <p>Looking at Artist backgrounds and cultures and how this may affect their work.</p>	<p>Creating Illustrations and designs whilst looking at a variety of cultures.</p> <p>Looking at Artist backgrounds and cultures and how this may affect their work.</p>		
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