



INDEPENDENCE		KNOWLEDGE / LITERACY / NUMERACY / ORACY / AGENCY		Year 10		Year 11	
				CONTENT / TOPICS / CONCEPTS			
				1) What is Graphic design?: Students have the opportunity to explore what graphic design is and produce creative responses to this in their sketchbooks and on computers. They study the history of graphic design producing a creative timeline and begin to use Adobe alternative software to create their own responses. 2) Charity/Cause Poster design: Students respond to a previous D&AD Brief where they analyse what a brief looks like and completes tasks to help them develop a final poster design. They get to choose a cause or charity of their choice and create a poster design using typography, colour, their own photography, digital drawings and image making. Album cover project: Develop skills in colour theory and typography in order to re design a album cover of their choice. They produce using both digital processes and more traditional processes of graphic design such as collage and printing in order to learn how to communicate different styles and genres of music. Branding Project: To design a branding project and learn the basics of the process in branding in the wider contexts and experiment with packaging. Students will learn how to creatively respond to a branding brief and create a brand from scratch using research of their target audience in a professional and collaborative environment. 3) Initial ideas—Research work for Sketchbook: To develop critical understanding through investigational, analytical, experimental, practical, technical n& expressive skills. Development and refine idea's and proposals, personal outcomes or solutions.		Portfolio: acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent • develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures • develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries • develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learners' own work Externally set task: to respond to a choice of themes, written and visual starting points and stimuli. Gives learners an opportunity to provide an extended practical response(s). Allows learners to demonstrate their ability to construct and develop a sustained line of reasoning which is of sufficient length to be coherent, relevant, substantiated and logically constructed this specification is designed. learners may work entirely in digital media or entirely in non-digital media or a combination of both.	
				VOCABULARY			
				Emphasis, Balance, Unity, Contrast, Rhythm, Proportions, Variety, Communication, Colour, Target Audience, Style, Typography, Brief, Industry, Primary research, Secondary research, Idea development.		Supervised time, component, externally set assessment, Brief, subject matter, stimulus, portfolio, sustained project, evaluate, alignment, annotation.	
				SKILLS			
				Graphics pupils investigate designers through drawing, painting, printmaking, photography, sculpture, textiles, graphic design, architecture from ancient times to present day. Make: Pupils develop skills to investigate and explore ideas through different techniques to record observations in sketchbooks. They are taught to use their imagination, from direct experience and to select and record from first - hand experience. In order to modify, refine and plan work further. Evaluate: Pupils develop skills to evaluate work in order to help strengthen visual impact. They learn to refine their work as it progresses in order to express their ideas/feelings. Through: Pattern. Colour. Line/tone. Shape, form and space. The selection should include work in a variety of genres and styles from: The locality. The past, and present and a variety of cultures, Western/ non- Western. Pupils are taught to use materials, tools and techniques for practical work, safely and in accordance with health and safety as well as digital work.		Develop ideas through investigations, demonstrating critical understanding of sources. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Record ideas, observations and insights relevant to intentions as work progresses.	
				ASSESSMENT			
				By analysing students work as information can be learned where they are in their learning. Through strategic questioning/think paired shared. We do 3 assessments a year in terms 2, 4 and 6. By the end of Key Stage 3, Pupils are expected to know, apply and understand basic skills and processes specified in the programme of study. Evidence is shown: Work is assessed by moderating and marking their sketchbooks/digital sketchbook tasks to assess design process: students - Develop, Refine, Record and Personal response. Pupils' understanding and enjoyment of graphics is developed through activities that bring together requirements from both Investigating /Making and Knowledge/Understanding, wherever possible.		Formative Assessments 3 assessments in terms 2, 4 and 6. Art and Design: Graphic Communication (J172) . Portfolio (01). 120 marks - non-exam assessment (internally assessed and externally moderated). Externally set task (02). 80 marks - 10 hours. non-exam assessment (internally assessed and externally moderated) This specification builds the knowledge, skills and understanding for all art, craft and design specification titles and is designed to contribute to the quality, breadth of choice and coherence of national provision. It is designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination. Learners show this through their responses to a range of visual and written stimuli.	
ATTITUDE							
Understanding others, behaviour and attitudes, SMSC, PHSE				Pupils are encouraged to be resilient, learn from mistakes and recognise that as part of their growing development it is okay not to be able to do everything straight away. We build confidence through getting students to perform and show work in a safe and supportive environment. Students grow in character through work they do in the Creative technology and this impacts on their wider school experience. The Creative technology faculty provide an important outlet for students to expressive themselves and push themselves to be the best they can be. We as a faculty provide students with opportunities to show what they can do which raises their self belief and confidence.			
RESILIENCE							
Character, personal Development, wellbeing and CIAG						In the Creative technologies there are many opportunities to create, develop and build positive attitudes. We work and build on a culture of independence and collaboration with our pupils. They are encouraged to be independent and work in rooms outside the main teaching classroom be it in the Art studio room, Gallery space, Computer suite, taking drama and dance into other practical areas or within music using the different rehearsal rooms. They learn how to behave toward each other and collaborate successfully. We offer lots of opportunity for cultural capital through SOL and trips and events. Positive attitudes are developed as students learn how to appraise their own and others work critically but positively. Creative tech raise questions about self and the wider world and we enable students to explore these in are Creative tech disciplines.	