

Kettlethorpe High School

‘Together, be the best we can be.’

Present

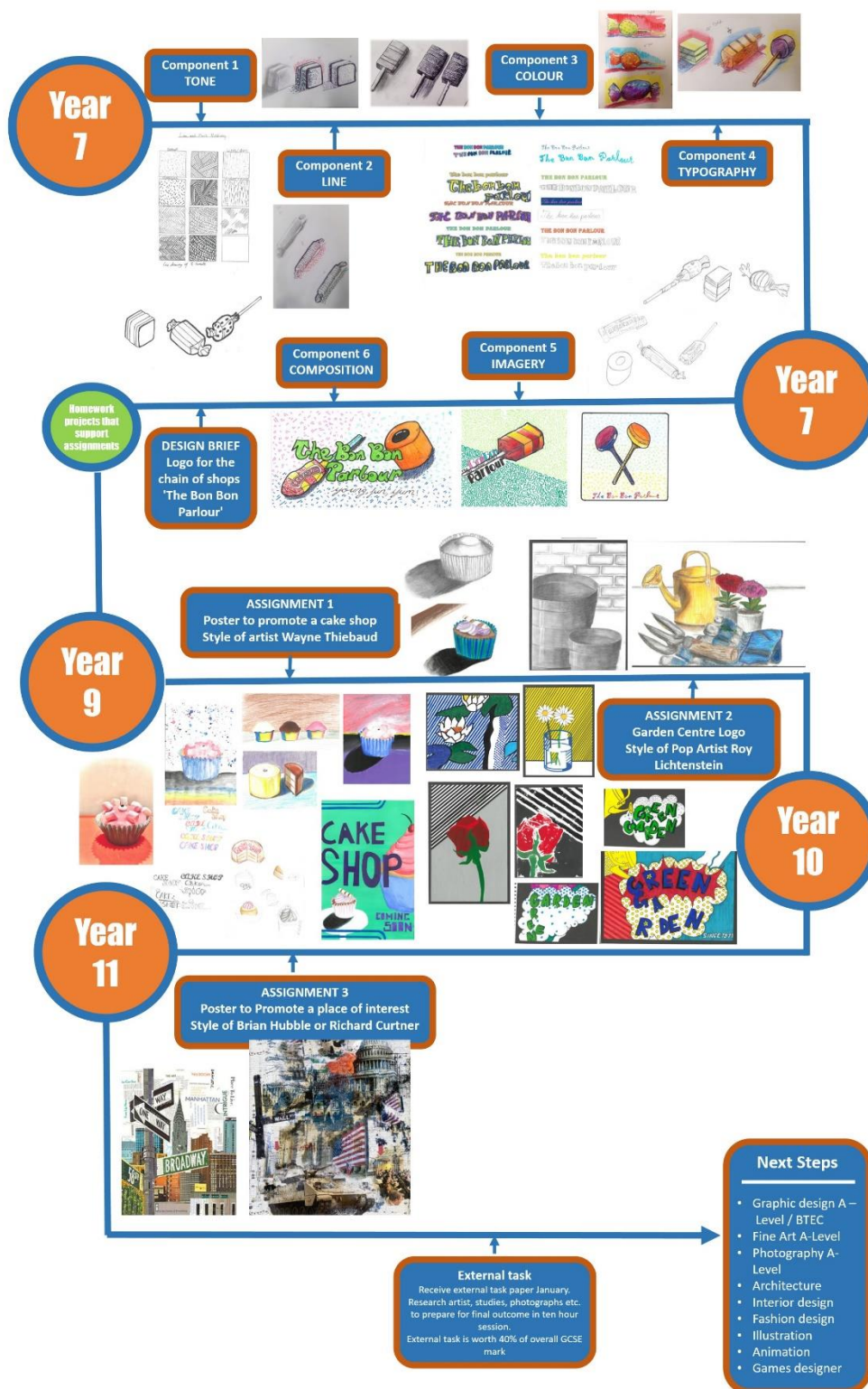
Achieving

Excelling

Graphics Curriculum

Subject Quote	“Design creates culture. Culture shapes values. Values determine the future.” – Robert L. Peters, graphic designer	
Curriculum Summary	At Kettlethorpe High School, we have a whole-school holistic curriculum model which seeks to plan for, teach, and assess progress against our core mission for pupils, our vision and ethos, as well as our cross-curricular ‘golden threads’ and our identified subject-specific knowledge and skills. Through our carefully planned curriculum maps, knowledge and skills are explicitly planned and taught in coherent and progressive steps. As pupils make progress through the curriculum, this is the main measure of success. Graphic Communication is a practical and creative subject that aims to develop the art, design, communication and problem-solving skills and techniques of pupils alongside building their knowledge of different artists’ and designers’ works. The Graphic Communication curriculum commits to fulfilling the 7 whole-school curriculum principles ensuring that what we deliver, and pupils receive is:	
	<ul style="list-style-type: none">• Broad and Balanced• Engaging• Personalised• Transformational	<ul style="list-style-type: none">• Inclusive• Aspirational• Values-Based
Links to Life and Future Destinations (Careers)	Leeds university of art extended diploma in creative art. Fashion designer, graphics designer, Theatre designer, Animator, Video game designer, Illustrator, Museum curator, photographer, Architecture, Product design, textiles design, ceramics, advertising, publishing, interior design, fashion and media journalism, hair and make-up design, retail design, exhibition design, jewellery design, artist, visual media, teaching.	

GRAPHICS curriculum



Graphics – Curriculum Overview

All pupils will study graphics in Year 7 some then choose to study Art and Design (Graphics communication) GCSE.

- Pupils learn to produce a logo design for a sweet shop
- Independent and creative ideas presented showing thought processes
- Show understanding of how artists' work has influenced their own work.
- Pupils learn basic drawing and painting skills and techniques.
- They are encouraged to develop these skills in producing pieces of work that reflect their understanding of the world around them.
- Pupils are encouraged to build upon these basic skills and develop them using sculpture, Photoshop and other medium that suit the final outcome.

Key stage 4:

AQA Art and Design (Graphic communication) GCSE

- Pupils are encouraged to develop a portfolio of work based around the three key subjects in art; still-life, portrait and landscape.
- Pupils are given starting points to create pieces of work that show their understanding of different artists' and cultures' work.
- Art skills and techniques are explored, pupils have access to cameras, Photoshop, acrylic paint, inks, pastels etc.
- Pupils are encouraged to be independent and creative in their final outcomes.
- Pupils with complete assignments that fulfil the four assessment objectives set by the AQA assessment criteria.
- Work is mounted and presented with annotation. This is worth 60% of the total marks for the pupil's grade.
- An external task is worth 40%, where the pupils investigate a question using their acquired art skills and techniques and produces a final piece for assessment.

Graphics knowledge and skills

Graphics	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6
Year 7	Imagery: Pupils to understand that photography and drawings are the base of graphics imagery.	Line and pattern: To experiment with line and patterns. To use thick and thin lines and be familiar with the use of fine liners.	Colour: Use colour theory and experiment with water colours, colour blending and ink wash to demonstrate their understanding of the use of colour in their logo.	Tone: Pupils to demonstrate an understanding of how light and shadow and the use of tone in colour effects their final outcome.	Typography: Showing an understanding how different fonts can have an impact on a logo. Exploring and experimenting with different fonts.	Composition: Their layout and design of their final logo design. Putting all the components together to create a creative and meaningful outcome.

Graphics	Assignment 1 Cafe poster	Assignment 2 Garden Centre Logo	Assignment 3 Places and Spaces
GCSE	Links to AO1, AO2, AO3 and AO4 of the GCSE assessment criteria.	Links to AO1, AO2, AO3 and AO4 of the GCSE assessment criteria.	Links to AO1, AO2, AO3 and AO4 of the GCSE assessment criteria.

Graphics – Golden Threads Mapping

SMSC			
Year 7	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Values of graphics and advertising in society. Working to a brief, research into existing logos. 	<ul style="list-style-type: none"> Understanding the artist, social and historical context. 	<ul style="list-style-type: none"> Understanding the artist, they choose context to social, emotional wellbeing. How their spiritual/moral compass effects their work. 	<ul style="list-style-type: none"> Understanding the artist, they choose context to social, emotional wellbeing. How their spiritual/moral compass effects their work.
Personal Development			
Year 7	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Being independent in development their creative ideas. Responding to feedback and acting upon it. 	<ul style="list-style-type: none"> Poster assignment. Understanding how a business relies on successful advertising and communication. Being independent in development their creative ideas. Responding to feedback and acting upon it. 	<ul style="list-style-type: none"> Being independent in development their creative ideas. Responding to feedback and acting upon it. 	<ul style="list-style-type: none"> Independent studies and learning to create their own response to an external task starting point.
Numeracy			
Year 7	Year 9	Year 10	Year 11
Use of ruler and measurements Paper sizes Pencil grades	Scaling and sizing of work. Paper Sizes Use of ruler and measurements. Spatial awareness in design.	Depending on chosen artists the numeracy element may be advanced mathematical skills needed.	AS year 10
Cultural Capital			
Year 7	Year 9	Year 10	Year 11
Understanding the social links to advertisement. How to design for specific audience needs.	<ul style="list-style-type: none"> Understanding the social links to advertisement. How to design for specific audience needs, not excluding audiences. 	<ul style="list-style-type: none"> Understanding the social links to advertisement. How to design for specific audience needs 	<ul style="list-style-type: none"> External task allows pupils to link their work to any culture.

Substantive Knowledge			
Year 7	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Brand ID, advertising and raising awareness through successfully communicating a brand and it's values. 	<ul style="list-style-type: none"> The knowledge of the artists' work that they have chosen to interpret for their portrait assignment 	<ul style="list-style-type: none"> The knowledge of the artists' work that they have chosen to interpret for their portrait assignment 	<ul style="list-style-type: none"> The knowledge of the artists' work that they have chosen to interpret for their landscape assignment
Disciplinary Knowledge			
Year 7	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Reworking and improving pieces Understanding different types of shading. Practicing painting skills using painting exercises in colour theory lessons Practicing drawing skills Use of videos and teacher demonstration to support this, Creating a logo / brand id for a sweet shop. 	<ul style="list-style-type: none"> Reworking and improving art pieces Perspective Acrylic painting skills Mounting and displaying work Ink wash Pen work Watercolours Pastels Charcoal Photography set up and composition Editing photography Canvas painting 	<ul style="list-style-type: none"> Reworking and improving art pieces Perspective Acrylic painting skills Mounting and displaying work Ink wash Pen work Watercolours Pastels Charcoal Photography set up and composition Editing photography Canvas painting 	<ul style="list-style-type: none"> Applying the knowledge and skills to their external task.
Subject-specific Skills			
Year 7	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Observational drawing skills Shading techniques Cylinder shaped structures Composition Colour theory lessons Painting with powder paints Artist research 	<ul style="list-style-type: none"> GCSE graphic communication assessment objectives Artist research and understanding Developmental work and use of different mediums Direct observation in drawing, photographic and written form 	<ul style="list-style-type: none"> GCSE graphic communication assessment objectives Artist research and understanding Developmental work and use of different mediums Direct observation in drawing, photographic and written form 	<ul style="list-style-type: none"> GCSE graphic communication assessment objectives Artist research and understanding Developmental work and use of different mediums Direct observation in drawing, photographic and written form

	<ul style="list-style-type: none"> Personal and meaningful response to a starting point. 	<ul style="list-style-type: none"> Personal and meaningful response to a starting point. 	<ul style="list-style-type: none"> Personal and meaningful response to a starting point
British Values			
Year 7	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Looking at the effects of advertising in different ways and contexts on society. 	<ul style="list-style-type: none"> Looking at the effects of social values and discrimination in the design world. 	<ul style="list-style-type: none"> Pupils encouraged to look at artists social and historic context. How discrimination and lack of democracy can affect how a designer presents and communicates their work. 	
Life Skills			
Year 7	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Peer feedback, sharing ideas, discussion. Helping each other to tidy up resources Independent learning 	<ul style="list-style-type: none"> Organisational skills Independent learning 	<ul style="list-style-type: none"> Organisational skills Independent learning 	<ul style="list-style-type: none"> Organisational skills Independent learning
Careers			
		Start to show pupils the extended diploma courses and Leeds arts university. Promote open days.	Help pupils with applications to Leeds arts university.
Literacy			
Year 7	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Oracy group work researching existing logos Peer assessment 	<ul style="list-style-type: none"> Annotation Peer assessment Artist research Using the photocopier to enlarge images and drawings. How to scan images to computer. 	<ul style="list-style-type: none"> Annotation Peer assessment Artist research 	<ul style="list-style-type: none"> Annotation Peer assessment Artist research
Digital Literacy (to engage confidently with technology, the various digital platforms, and the vast amount of online information which now exists)			

Year 7	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> • Understanding how to collect images from the internet that are the right size and copy and paste. • Understand how to access and use office365. 	<ul style="list-style-type: none"> • Research artists using the correct search engines. • Collecting images. • Using digital art software to produce pieces • Manipulating images • Use of digital cameras 	<ul style="list-style-type: none"> • Research artists using the correct search engines. • Collecting images. • Using digital art software to produce pieces • Manipulating images • Use of digital cameras • 	<ul style="list-style-type: none"> • Research artists using the correct search engines. • Collecting images. • Using digital art software to produce pieces • Manipulating images • Use of digital cameras •

Graphics– KS3 Assessment

ASSESSMENT KS3

Pupils will have a baseline assessment at the beginning of year 7 for their DT rotation.

Graphics is 15 hours. 5 weeks of the 10 week rotation. The other 5 weeks is with DT.

Pupils regularly give written feedback for self and peer assessment. Teacher written feedback is on the same sheets. Pupils must act upon advice given and this is reflected in their work. Use of purple zone for pupils to act upon advice given.

Lessons built into the curriculum for pupils to rework and improve pieces of work.

Pupils are encouraged to use their portfolio of work and assessment sheets in aiding their independent learning. A major part of this is verbal feedback that is given to the pupils.

Pupils' projects are assessed on their logo design for the 'Bon Bon parlour.' This is marked as a percentage.

At the end of each 5 week rotation pupils' percentage marks are placed on the departmental tracker to establish the progress the pupils when compared with their peers.

Graphics – KS4 Assessment

Students must demonstrate the ability to:

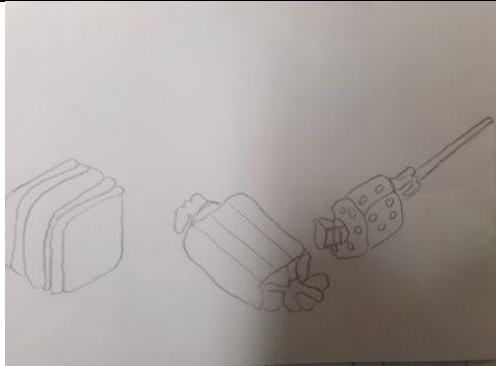
- develop their ideas through investigations informed by selecting and critically analysing sources
- apply an understanding of relevant practices in the creative and cultural industries to their work
- refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:
 - media
 - materials

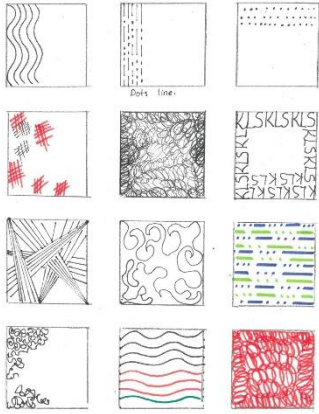

- techniques
- processes
- technologies
- use drawing skills for different needs and purposes, appropriate to context
- realise personal intentions through sustained application of the creative process.



Pupils are then assessed against these four assessment objectives:

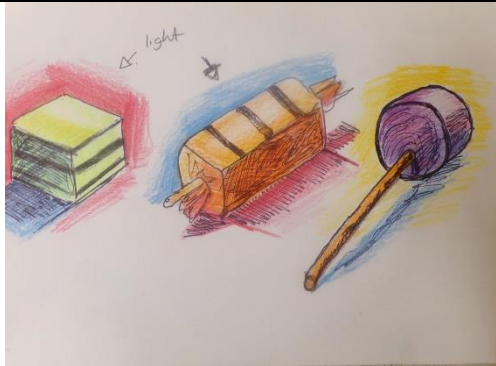


- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Graphics Curriculum Plan

Purpose of study: To produce a logo design for the Bon Bon parlour. Pupils being introduce to the six components of graphics based on the theme of sweets and to finally produce their own logo design after the investigative work using all six components.					
Skills, techniques and knowledge	Learning intentions and Steps to success	lessons	Homework	AFL TEACHER PEER	Exemplar
Introduce the six components to graphics. Use of computers to use word and the internet appropriately to collect images. Component 1 images. Observational drawing skills, Line skills. To introduce the challenge of producing a logo design for the shop 'The Bon Bon parlour'	Show pupils how to log onto office 365. Demonstrate how to create a folder in their OneDrive. Then show them how to collect large images and copy and paste them into a word document. To show an understanding of the six components to graphics by challenging them to find logos of various products: Mobile phones, cars, bikes, make up, fast food etc. Observational drawing of three sweets in pencil. This needs photocopying 4 times onto cartridge paper.	1/2	Drawing of three sweets from home		

<p>Component 2 Line. To understand line and pattern</p>	<p>To show an understanding of LINE and patterns. Using fine liners and clear rulers. Use exemplar sheet copy six and then create six of their own and name them.</p>	<p>3</p>			
<p>To use tone line and pattern on sweets</p>	<p>To understand how line and pattern can make a drawing have impact. They are to use their patterns onto their sweets. Extension task. Start a copy of Wayne Theibaud's sweet treats. Use coloured pencils.</p>	<p>4</p>			

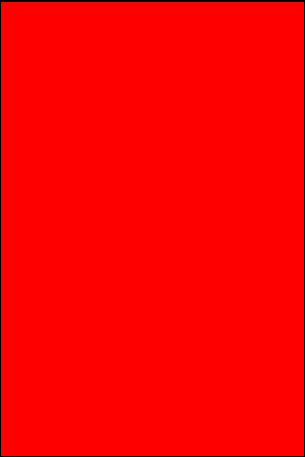
<p>Component 3 colour.</p> <p>To understand the techniques of inkwash, watercolours and colour blending.</p>	<p>To produce the three sweets in the new techniques.</p> <p>Use the starter of the colour wheel. Explain primary, secondary and complementary colours.</p> <p>Ink wash sweets in the secondary colours with complementary colour background.</p> <p>Water colours sweets in any colours, but show them how to layer different colours and tones and think about the complementary colours on the background.</p> <p>Once dried pupils are to use black fineliners for thin lines and cross hatching and black markers for thick lines.</p>	<p>5/6/7</p>			 
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Component 3 colour	Final photocopy of sweets is the coloured pencil sweets. Demonstrate how to tonal shade and layer colours for 3 dimensional effect. Thick and thin black lines using black coloured pencils	8			
To understand Typography	To use word and be shown how to select the correct fonts for producing a logo design. To then experiment with different coloured fine liners to produce the fonts as a drawing.	9/10	To complete the tasks from lesson. #To research different types of typography.		
Design sheets	To plan their initial design using their portfolio of work for their logo design.	11/12			

Logo design and
assessment







To start their final logo
design using the six
components.
This to be assessed and
given feedback to rework
and improve.




13/14/15








Purpose of study:

To introduce the four assessment objects to the pupils using a design brief of a poster to promote a cake shop or cafe. Pupils will choose Wayne Thiebaud, Seasons of Victory, Genna Blackburn or Tomoko Kuboi for inspiration.









Skills, techniques and knowledge	Learning intentions and Steps to success	Weeks	Homework	AFL TEACHER PEER / SELF	Exemplar
Introducing the GCSE course Start an observational drawing	Observational drawings of cakes. Demonstration done first. Tonal shaded	1	Photography of cakes 2 weeks		
COLOUR Use of Ink wash and blending of coloured pencil	Demonstrate the use of ink wash, liquid paper and fine liner. Also shown colour pencil blending so the pupils can work on both.	2/3	Photography of cakes complete week 2 Rework tonal shaded cake week 3		
Water colours	To use water colours for cakes from their own photography	4	Re-work coloured pencil cake drawing		
Introduce Wayne Thiebaud	To do a copy of Wayne Thiebaud's work using acrylic paint	5	Homework project – artist copy Wayne Thiebaud, own interpretation, any medium. 4 week project		 
Introduce the design brief A poster to advertise a cake shop. Look at typography	Look at different use of fonts and typography. Print and draw out.	6	Homework project		






	Complete work in portfolio.				
Wayne Thiebaud x2 in acrylics and colour pencil	Obs drawing in the style of Wayne Thiebaud – acrylics and colour pencil	7/8	Homework project		
Reworking	Use of feedback in assessment booklet to re-work / complete portfolio so far.	9/10	Copy of Thiebaud colour pencil		
Start to plan poster design	Using learnt techniques and reference to chosen artist - start to design the poster.	11 - 13	Draft annotation – obs drawings, artist copies.		
Experimentation and development of typography physical and digital	Using Adobe Photoshop to experiment with and develop typography on images. Use of line, shadows, emboss tool. Use of hand drawn typography which can be photocopied to further experiment or scanned in to work on digitally.	14 -15	Improve / re-work portfolio		
Main poster design	Understand that the 6 graphic design components link and work together in a graphic design. Demonstrate a clear understanding of the 6 graphic design	16 -18	Draft annotation development		

	components and how they work and link together.				
Mounting work in sketch books Annotating.	Use guides to help with annotation...show examples of sketch pads . How to annotate.	19 -20	Improve / re-work portfolio		

Purpose of Study: To cover all four assessment objectives. Introduce new skills of photoshop illustrator and lino printing. Design brief is a logo design for a garden centre inspired by either Roy Lichtenstein, Yinka Ilori or Se Jong Cho.					
Observational drawing of a plant pot.	Observe a plant pot. To be shown use of ellipse, light and dark tonal shading and graduated blending. Adding shadows.	1	Photography of garden equipment and plants. (2 weeks).		
Plants in coloured pencil	Pupils shown how to use coloured pencils for plants and flowers.	2	Photography		 
Composition of a still life of garden equipment	A set still life of garden equipment / plants / flowers sketched out initially and painted using acrylic paint. Demonstrate what good composition looks like.	3/4	Drawing from own photography completed in choice of medium. (2 weeks)		
Reworking and improving	Rework and improve any class or homework	5	Artist Research Roy Lichtenstein (2 weeks)		

Introduce the artist Lichtenstein	Copy of Lichtenstein. Coloured pencil.	6	Artist Research Roy Lichtenstein		
Copy of artist in acrylic	Artist copy in acrylic	7	Homework project own interpretation of a Lichtenstein still life featuring plants. (4 weeks)		
Introducing the design brief	Experiment with changing observational drawings into Pop art style. Complete 2; choice of appropriate medium – paint, colour pencil, sharpie, fineliner, montages / layering.	8, 9	Homework project		
Digital image development	Use of Adobe Illustrator to digitally draw an observational drawing and change into the style of Lichtenstein. Use scanned observational drawing to work from.	10, 11	Homework project		
Assessment homework project.	Assessing Lichtenstein project, circulate the room leaving feedback on peers' work. Teacher also circulates and leaves feedback.	12	Draft annotation for all observational drawings		
Lino Print	Experiment with observational drawings pop art style using lino printing technique. Demonstrate how to create a lino print. Health	13, 14	Logo Analysis – existing garden centre logos. How are the 6 components used? What is successful and not in the logos found. (2 weeks)		 

	and safety using cutting tools.				
Typography Development	Experiment with suitable fonts for use on the final logo. Hand drawn.	15	Copy of pop art style typography choice of medium / media		 
Digital development	Use of Adobe Photoshop to develop previous digital work and scanned physical work – combining image and typography.	16, 17	Draft annotation for images created in the style of Lichtenstein.		
Development of logo / plan	Logo choice of medium / media	18 - 21	Draft annotation of all development work		  
Final Logo design	Choice of media / medium	22 - 24	Draft annotation of development work		  
Reworking improving	Rework and improve portfolio where appropriate using feedback in assessment booklet.	27-29	Draft annotation of development work		
Mounting and annotating		30/31			

Purpose of Study: To cover all four assessment objectives. Emphasis on use of own photography. Design brief is 'Places and Spaces'. Inspiration could be Catherine Freshley, Mid 20 th Century holiday posters, Richard Curtner or an appropriate own choice. Outcome could be a poster to advertise, a set of postcards / greetings cards.					
Introduce the design brief. Choose designer.	Online research to make choice of designer. Artist Research.	1	Own photography of own choice of place of interest.		  
Artist copy	Choose designers work to copy. Use of appropriate images / photography / medium / media.	2 - 4	Own photography		 

Development of typography	Appropriate typography / font choice for a poster and to represent chosen designer.	5	2 nd artist copy, choice of medium / media.		
Development of poster to promote a place of interest.	Experiment with own photography – appropriate techniques and medium / media. Focus on the style of the chosen artist / designer.	6 - 8	6 – artist copy 2 7, 8 draft annotation own photography and artist copies.		
Final Poster	appropriate techniques and medium / media. Focus on the style of the chosen artist / designer. Can see that it has come from development. Include typography.	9 - 11	Draft annotation of all development work		
Reworking & Improving		12 - 14	Annotation		
Mounting and annotating	On study sheets (A2)	15, 16			