Year 7 Graphics at Temple Moor

Y7	Topic	Programme of Study
	Joe Simon, Jack Kirby's character, Captain America. Written analysis of Joe Simon, Jack Kirby's work Drawing using graphite pencils and coloured crayons. Serif and sans serif typefaces. Logos. Developing compositional ideas and outcomes. Using Microsoft, Photoshop and OneDrive. Page layout & design.	**Key Knowledge:** The relevance of graphic design to learners' lives in terms of globalisation, propaganda and media bias. How graphic designers produce comic book covers and construct lettering using mathematics. **Key Vocabulary** Analysis, contemporary, monochrome, three-dimensional, composition, proportion, perspective, propaganda, graphic design, typeface, logo, illustration, serif, sans serif. **Curriculum Assessments** Students will be assessed against the 4 graphics assessment objectives, developing ideas, experimenting with different media, recording ideas and producing a personal final outcome. Low stakes tests will be conducted throughout the scheme assessing key knowledge and skills. Students will be assessed against their demonstration of the school's learning qualities. **Personal Development** How graphic designs connect to our lives in terms of politics and comic book characters like Captain America. Studying issues such as media bias, propaganda, and globalisation. Links to different curriculum areas: maths, Science & Geography, English, i-media and ICT. Links to industry such as printed publications, comics, character design, film, gaming and digital media. **Why Now?** All students will need to learn the formal elements and digital aspects of graphic design. This knowledge will be further developed in the Year 8 Structures scheme which advances learners' understanding of both traditional and digital graphics. **Helpful Resources** https://www.scienceandmediamuseum.org.uk/

Year 8 Graphics at Temple Moor

Y8	Topic	Programme of Study
	Written analysis of Adrian Brannon's photocollage graphics. Drawing using graphite pencils. Colour selection. Photography. Lino printing. Developing compositional ideas and outcomes. Using Microsoft, Photoshop and OneDrive. Page layout & design.	**Key Knowledge:** Understand how graphic designers use architectural repetitive and abstract shapes in their designs. Understanding the concept of repeat pattern and symmetrical designs. Why graphic designers often opt to use harmonious colours. Understand how and why graphic designers use right angles, parallel lines, geometric shapes, symmetry and pattern in their designs **Key Vocabulary** Perspective, geometric, architectural, contemporary art, analysis, photocollage, graphic design, vanishing point, layers, quadrilateral, angular, primary photos, cityscape, environment, rule of thirds, repetition, symmetry. **Curriculum Assessments** Students will be assessed against the 4 graphics assessment objectives, developing ideas, experimenting with different media, recording ideas and producing a personal final outcome. Low stakes tests will be conducted throughout the scheme assessing key knowledge and skills. Students will be assessed against their demonstration of the school's learning qualities. **Personal Development** How health and safety connect to the classroom & employment. Links to different curriculum areas: maths, English, Technology. ICT and i-media. Links to industry such as architecture, carpentry, commercial pattern design (carpets, fabric, and wallpaper). Develop an awareness of how our local environment can inspire designs and affect our mental health. **Why Now?** Students continue to develop their understanding of the traditional and digital areas of graphic design. This knowledge will be further developed in the Year 9 Leeds Culture scheme. **Helpful Resources** https://youtu.be/ArnhltrVuFM

Y9	Topic	Programme of Study
	Charlie Anderson's collage work and James Gulliver Hancock's graphic illustration. Drawing the Leeds skyline using a fine liner. Collage using cultural images of Leeds. Applying abstract colour. Using Microsoft, Photoshop and OneDrive. Page layout & design.	**Key Knowledge:** How Graphic designers use visual language (text and imagery) to communicate their ideas. Understanding composition using a focal point, positioning text and placement of colour. Understand how and why we conduct artist research. **Key Vocabulary** Equality, diversity, ethnic, modernity, contemporary, typography, analysis, composition, advertising, graphic design, still-life, illustration, response, typeface, symmetry, repetition, outcome. **Curriculum Assessments** Students will be assessed against the 4 graphics assessment objectives, developing ideas, experimenting with different media, recording ideas and producing a personal final outcome. Low stakes tests will be conducted throughout the scheme assessing key knowledge and skills. Students will be assessed against their demonstration of the school's learning qualities. **Personal Development** Understand how graphic designers address issues in Leeds such as modernity, culture, ethnicity, women's rights. Links to different curriculum areas such as i-media, English, Technology, History, and ICT. Links to industry: advertising, graphics, public relations, photography and the media. **Why Now?** Students continue to develop their understanding of the traditional and digital areas of graphic design. This knowledge will be further developed in Year 10 if students pick a GCSE Graphic Design option. **Helpful Resources** https://helpx.adobe.com/uk/photoshop/how-to/graphic-design-basics.html

Y10 & 11 GCSE Graphics	Topic	Programme of Study
	Written analysis of other graphic designers' work. Collage. Operating an SLR camera. Using Adobe Photoshop, OneDrive & Microsoft. Page design and layout. Watercolour & acrylic painting. Drawing with graphite pencils, fine liners, and coloured crayons. Printing.	**Key Knowledge:** In Years 10 and 11, learners take decisions about the focus of their study. Students will: develop an understanding of contemporary and historic graphic designers; understand why designers conduct research; understand why designers use the formal elements to record their ideas; understand the importance of experimentation and how these disciplines can lead to designers producing innovative designs. **Key Vocabulary** Context, record, evaluation, concepts, composition, perspective, contemporary, proportion, artist analysis, monochrome, primary photographs, design brief, digital media, scale, illustration, typography, layers, rule of thirds, development of ideas. **Curriculum Assessments** Students will be assessed against the 4 AQA graphics assessment objectives, developing ideas, experimenting with different media, recording ideas and producing a personal final outcome. Low stakes tests will be conducted throughout the scheme assessing key knowledge and skills. Students will be assessed against their demonstration of the school's learning qualities. **Personal Development** Links to other curriculum areas: i-media, English, Technology. History, Geography, and ICT. Links to industry: advertising, graphics, public relations, photography, and the media. **Why Now?** Students continue to develop their understanding of the traditional and digital areas of graphic design. Knowledge and skills will be further developed if students decide to take Post 16 creative courses. **Helpful Resources** https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206

Y12 & 13 A Level Graphics	Topic	Programme of Study
	Component 1: Personal Investigation, containing sketchbook graphic design work and informal annotations. Personal Study (formally written document of approximately 3000 words. At least 3 compositional designs. Recording using the formal elements. Producing several personal and meaningful responses. **Component 2:** Sketchbook graphic designs and informal annotations. Compositional designs. Recording using the formal elements. Producing a personal and meaningful response under exam conditions.	**Key Knowledge:** In Years 12 and 13, learners take decisions about the focus of their Personal Investigation. Students will develop an understanding of contemporary and historic graphic designers. Students will: understand why designers conduct research; understand why designers use the formal elements to record their ideas; understand the importance of experimentation and how these areas can lead to designers producing a personal and meaningful response. **Key Vocabulary** Context, contemporary, proportion, perspective, composition, concepts, record, evaluation, rule of thirds, primary photographs, media, artist analysis, monochrome, illustration, scale, abstract art, realism, experimentation, development. **Curriculum Assessments** Students will be assessed against the 4 Edexcel art assessment objectives, developing ideas, experimenting with different media, recording ideas and producing a personal final outcome. Low stakes tests will be conducted throughout the scheme assessing key knowledge and skills. Students will be assessed against their demonstration of the school's learning qualities. **Personal Development** Visit art galleries and exhibitions. Undertake work experience in the creative sector. Have knowledge of potential graphics-based university courses and creative career pathways. **Why Now?** Students continue to develop their understanding of the formal elements of design using the knowledge and skills developed throughout Key Stage 4. Knowledge and skills will be further developed if students decide to take Post 18 university creative courses. **Helpful Resources** https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html