



# KESTEVEN AND SLEAFORD HIGH SCHOOL

## GCSE Graphic Communication Scheme of Learning

### Year 10 Term 1 & 2 2020

#### Intent – Rationale

*Graphic Design students have now developed their knowledge of the fundamentals of design and have created successful projects that challenge the given brief, following specific guidelines and format. They will now use this knowledge and develop a project from the given starting points. This project will differ from their previous components as the given brief is only a starting point and students will have to develop their own project and show more independence. The brief comprises of six different starting points that are key areas of Graphic Design, students will select a starting point and follow the guidance given. There will be a model of how the students should approach the project with the assessment objectives also made clear. The brief starting points will encourage students to look at cultural, social and moral issues that are apparent at this time.*

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> <li>Fundamentals of design work – continuing to develop knowledge of the core components of graphic design.</li> <li>Development of hand-based skills through media exploration.</li> <li>Development of digital skills through exploration of Adobe Creative Suite. (Photoshop &amp; Illustrator)</li> <li>Continue to develop spoken language and graphic design terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Typography</li> <li>Digital skills through Photoshop and Illustrator</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>English – use of key words and terminology. How to respond to artists and designers.</li> <li>History – Looking at past/present world issues that would become the stimulus of the project.</li> <li>EFP – Racism, discrimination, world issues.</li> <li>Computing – Use of digital media to develop and refine final outcomes. Research purposes and responses to artists/designers.</li> </ul>	<ul style="list-style-type: none"> <li>Problem-solving real-life briefs/scenarios.</li> <li>Campaigns for justice and awareness of world issues</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>Responses to artworks and artists</li> <li>Use of key words</li> <li>Self-learning through online tutorials</li> </ul>	<ul style="list-style-type: none"> <li>Rulers and measuring in hand based and digital media.</li> <li>Paper sizes and guides.</li> </ul>



# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Graphic Comms Scheme of Learning

### Year 10 – Terms 1 & 2

#### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><b><u>Know</u></b></p> <p>Ss taught foundation mini project of the course. Providing students with opportunities to explore and investigate different ways of working in response to typography. Students explore and experiment with a variety of materials, processes and techniques, and investigate different kinds of sources gaining skills and knowledge about their properties and what techniques and processes they can explore. Students explore a variety of approaches to typography and written annotation.</p> <p><b><u>Apply</u></b></p> <p>Ss will apply their knowledge in workshops and when approaching the project brief. Ss will be encouraged to apply their knowledge in a range of media to show their learning and promote individuality and skill.</p> <p><b><u>Extend</u></b></p> <p>Ss will be able to build on their project work and will have ample opportunities to take their ideas and outcomes further. Ss will have the opportunities to develop their ideas through more challenging media and the use of programmes such as Photoshop and Illustrator.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"><li>• Key elements of graphic design – image, colour, layout, typography, genre</li><li>• Photoshop, illustrator – key words such as selections, layers, editing, adjustments</li></ul>	<ul style="list-style-type: none"><li>• 1:1 sessions</li><li>• Interim assessment</li><li>• Target sheets</li><li>• Tracking</li></ul>



## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
<b>What is Graphic Design?</b>	<p><b>A01</b> <b>WHAT IS GRAPHIC DESIGN?</b></p> <p>In groups students are asked the question...What is Graphic Design? How is it used and where do we see it? What are the key elements to graphic design? What kind of materials does it use? How long has it been around for? Has technology played its part in Graphic Design?</p> <p>Ss have 10minutes to discuss and write down their findings/thoughts ready to feed back to the class. They will have A3 sheets and pens to fill the sheet with their thoughts/findings. Each group will stick their sheet up at the front of the classroom.</p> <p>Teacher talks to the group about the student's findings and goes into more detail about graphic design and how it has evolved and shaped the world we live in today, with examples shown and discussed. (refer to Pinterest board)</p> <p>Examples of design agencies and designers' websites shown and discussed. Works through the decades that students will recognise and associate with.</p> <p>Videos and sites in resources.</p>	<p>Further use of key words and terminology</p> <p>More visual and exciting outcomes</p> <p>The use of more media</p>	<p><a href="http://www.designcouncil.org.uk/news-opinion/video-what-graphic-design">http://www.designcouncil.org.uk/news-opinion/video-what-graphic-design</a></p> <p><a href="http://www.graphicthoughtfacility.com">http://www.graphicthoughtfacility.com</a></p> <p><a href="https://www.iuxtapoz.com/news/design/graphic-means-a-history-of-graphic-design-production/">https://www.iuxtapoz.com/news/design/graphic-means-a-history-of-graphic-design-production/</a></p> <p><a href="http://www.designhistory.org">http://www.designhistory.org</a></p> <p>Students can work in sketchbooks or A3 paper to then stick into sketchbooks.</p>
<b>Obs Drawing</b>	<p><b>A03</b></p> <p>Drawings of type found of bottles, packets, packaging etc. Students to begin with observing lettering through pencil drawing.</p>	<p>Explore more media or draw more complex type</p>	<p>Pencil 2B</p> <p>Packaging containing lettering.</p> <p>Paper</p>
<b>Obs Drawing Type</b>	<p><b>A02 &amp; A03</b></p> <p>Students to carry on observing lettering but will now work in a range of different media. Teacher example to be shown. Students will be shown a range of methods such as ink, water colour, pencil crayon, fine liner, biro...</p>	<p>Observational studies in a range of media</p>	<p>All materials available:</p> <p>ink, water colour, pencil crayon, fine liner, biro...</p> <p>Teacher example needed</p>
<b>Lino</b>	<p><b>A02 &amp; A03</b></p> <p>Students to work from photographs. Ss will create a lino print and will select an</p>	<p>More detailed and complex lino cutting that explores multiple layers</p>	<p>Lino, inks, photographs from hwk.</p> <p>WHAT IS A PRINT – MOMA Website</p> <p><a href="https://www.moma.org/interactives/projects/2001/whatisaprint/flash.html">https://www.moma.org/interactives/projects/2001/whatisaprint/flash.html</a></p>



	appropriate photograph of type to work from. Students will be shown how to work with lino and a supporting sheet given. Example of good lino prints shared and discussed.		
<b>Good vs bad typography – how to spot the differences</b>	Students are shown a range of slides that have good and bad typography. Students are to discuss the work shown and will take notes on 'dos & don'ts'.	Understanding of typographic practice	Examples of good/bad typography Pinterest examples
<b>Artist Study</b>	<b>A01 Artist</b> Alan Kitching How to respond to artists and what makes a good artist study? T to discuss with class and show good practice. Students to take notes and begin researching Alan Kitching. What is letterpress? Students to create a research page into how what letterpress is and how it works. A3/A4 in books with visual examples.	Discussion and contribution to class response to artworks – Q&A etc	Alan Kitching resources, ss to use computers
<b>Intro to the brief</b>	<b>A02 &amp; A03</b> Students are introduced to the brief. They are to make a typographic poster from famous movies quotes or song lyrics. They will create an A2/A3 Poster that explores fonts, layout, balance, mixed media...	Students to understand brief and begin to explore quotes and lyrics	Students to work on brief given in lesson Computers to research
<b>Design Ideas</b>	<b>A02 &amp; A03 &amp; A04</b> Students to work on designs for their typographic poster and will draw and experiment with design ideas in books. Students will be encouraged to explore media and make references to the work of Alan Kitching and other typographers they have studied.	Students to develop ideas and come up with compositional plans for poster	Students to draw and explore independently. A2/A3 Paper, card.
<b>Outcome</b>	<b>A04</b> <b>Completion of final A2/A3 poster.</b> <b>Evaluation</b>	Completion of final poster to be submitted by End of Term 2	Students to draw and explore independently. A2/A3 Paper, card. Evaluation guidance sheet