

	Year 10 Curriculum					
	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Topic	Introduction to music festival	Music festival	Drinks Can project	Drinks Can project	Collections	Collections
Essential knowledge, skills and understanding	<ul style="list-style-type: none"> • Introduction to the Graphic communication title. • Explain the meanings and conventions underpinning visual communication. • Introduction to the language and terms associated with graphic communication and design. • Development of practical skills, techniques, and processes to record ideas and observations. • Continuation of research into artists to inspire development of ideas. 	<ul style="list-style-type: none"> • Explore a variety of sources and analyse existing logo • develop initial ideas using personal sketches, drawings, own photographs and collected sources • experiment with hand-rendered media and techniques • experiment using software programs such as Photoshop and Illustrator • explore layering opportunities • edit images and/or experiment with combinations of image and type 	<ul style="list-style-type: none"> • Students respond to a design brief requesting promotional material to advertise a natural drinks can • They investigate and respond to the work of a range of designers through written analysis and visual interpretation using a variety of materials. • They consider intended audience and the ways in which the graphics are used to communicate 	<p>Students look at styles and genres of drinks can logos and patterns (this could cover some of AO1). The activity could include reference to the use of shape, pattern, texture, line, colour, stylisation, scale and composition.</p> <ul style="list-style-type: none"> • Students analyse sources visually using a variety of materials and in written form using correct terminology (evidence for AO2 and AO3). • They develop ideas for a drinks can informed by their study of sources and experiments with materials and techniques such as drawing, painting, 	<p>Students investigate and respond to the work of a range of collection designers through written analysis and visual interpretation using a variety of materials. They consider intended audience and the ways in which the graphics are used to communicate ideas and information (evidence for AO1 and AO3). They consider suitable locations for the end piece, perhaps in the form of a mind map and in the development of an increasingly personal and independent creative journey. They visit potential locations to collect primary research and</p>	<p>Students could start to develop their ideas by investigating the work of graphic designers and other sources relevant to their starting point. They can analyse the sources visually and through written annotation. They could undertake research into primary sources such as existing graphics and through site visits and trips to museums, galleries and consumer outlets. Students could also access secondary sources such as books, magazines and the internet. Students experiment with materials, techniques and processes. These can</p>

	<ul style="list-style-type: none"> • Work in the style of artist influences, adopting their subject matter/media/ techniques/ processes. • Introduce students to both digital and non-digital ways of working. • Focus on the personality of type and its use in logo design. • Students respond to a brief to design a logo that includes type and graphic approach. 	<ul style="list-style-type: none"> • consider the use of colour and investigate how graphic designers use it to create emotion, impact or association • consider brand identity, intended message and target audience • consider the relationship of text to image. • Each starting point could allow students to; • observe and record from a range of natural and manufactured sources • focus on visual qualities of chosen subject matter • explore and respond to a variety of contextual sources such as work by graphic designers Clive 	<p>ideas and information</p> <ul style="list-style-type: none"> • They explore different formats and platforms for the communication of their work. 	<p>printmaking, Photoshop and Illustrator (evidence for AO1, AO2 and AO3).</p> <p>Students develop a personal response and produce and present their final logo and can, building on their development, refinement and recording of ideas (evidence within AO4).</p>	<p>produce relevant drawings, sketches photographs and written notes. (evidence for AO3). They develop skills using a variety of materials and techniques both digital and/or non-digital in response to the collected research. (evidence for AO2 and AO3). Students produce designs, initially through drawing activity. They look at the combination of image and type and take account of the intended impact on the chosen audience. (evidence for AO2 and AO3). They produce written annotations documenting thought processes, amendments and changes that have taken place (evidence for AO3). They experiment with composition and media as they refine and develop the initial</p>	<p>be in digital and/or non-digital forms. When students produce their final design, they should evaluate the choices and decisions made and make connections with the sources employed. Students should evaluate the success of the overall response and how the project might be further developed.</p>
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		a personal response to the brief.				
Assessments and assessment focus	<p>Retrieval testing of subject specific formal elements.</p> <p>SLOP of practical techniques. Research skills, written, verbal and practical evidence of formal elements through recording tasks.</p> <p>AO1-Deveopment of ideas AO2-Experiment & Refine AO3-Recording</p>	<p>Retrieval testing of subject specific formal elements.</p> <p>SLOP of practical techniques. Research skills, written, verbal and practical evidence of formal elements through recording tasks.</p> <p>AO1-Deveopment of ideas AO2-Experiment & Refine AO3-Recording</p>	<p>Retrieval testing of subject specific formal elements.</p> <p>SLOP of practical techniques. Research skills, written, verbal and practical evidence of formal elements through recording tasks.</p> <p>AO1-Deveopment of ideas AO2-Experiment & Refine AO3-Recording AO4- Presenting</p>	<p>Retrieval testing of subject specific formal elements.</p> <p>SLOP of practical techniques. Research skills, written, verbal and practical evidence of formal elements through recording tasks.</p> <p>AO1-Deveopment of ideas AO2-Experiment & Refine AO3-Recording AO4- Presenting</p>	<p>Retrieval testing of subject specific formal elements.</p> <p>SLOP of practical techniques. Research skills, written, verbal and practical evidence of formal elements through recording tasks.</p> <p>AO1-Deveopment of ideas AO2-Experiment & Refine AO3-Recording AO4- Presenting</p>	<p>Retrieval testing of subject specific formal elements.</p> <p>SLOP of practical techniques. Research skills, written, verbal and practical evidence of formal elements through recording tasks.</p> <p>AO1-Deveopment of ideas AO2-Experiment & Refine AO3-Recording AO4- Presenting</p>