



(Enter subject)Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 7	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	RM- please see in DTI’s curriculum documentation	Graphics – Book Covers: An introduction to graphics and illustration. AO1, AO2 & AO3 Research & Investigation. Development of ideas. Graphics techniques- drawing and Photoshop AO4 final outcome- A6 notebook	Food technology- please see in RCO’s curriculum documentation
Key Retainable Knowledge & Skills		<ul style="list-style-type: none"> • Analysis of book covers and illustration, what is the purpose of book cover illustration? • Design range of book covers for a notebook based on their favourite subject. Using art techniques such as drawing and shading. • Develop the designs through the use of Photoshop. Students will scan in the drawings and learn how to digitally colour illustrations • Learn how to create a repeated pattern on Photoshop. • Print and present all work neatly in a sketchbook. • Wrap A6 notebooks in their printed digitally coloured covers. 	
Key Technical Vocabulary		Photoshop, Illustration, digital, sketching, shading, design, book covers, Photoshop tools-move tool, brush tool, gradient fill, paint bucket, layers, blending modes, print, layout, presentation, orientation.	
Opportunities for Reading		Book covers from famous children’s books.	
Developing Cultural Capital		Understanding a broad range of literature and illustrators from all around the world.	
Cross Curricular Links (Authentic Connections)		History of Art & Graphic design styles & movements. Maths accurately measuring when repeating the patterns. English- study of books.	



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Key Assessment		Learning cycle week	
Year 8	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	RM- please see in DTI’s curriculum documentation	Travel Agency Advertisements: students will create a series of advertisements and merchandise for a travel company. AO1, AO2 & AO3 Research & Investigation. Development of ideas. Realising intentions & evaluation. AO4 Final outcome- poster and keyring	Food technology- please see in RCO’s curriculum documentation
Key Retainable Knowledge & Skills		<ul style="list-style-type: none"> • Understanding a design brief. • Understanding the work of the chosen artists (Magdiel Lopez). Produce a study of the artist’s work. Investigation and research skills, looking at the work of others. • Use of different graphic techniques e.g. use of Adobe Photoshop. • To explore ideas, working and experimenting with different media. • Learn how to use a range of different photoshop techniques to design and develop their work. • Typography research design and development. • Produce and develop a range of ideas for the merchandise of the travel agency. • Produce the final idea and create a keyring 	
Key Technical Vocabulary		Investigation, analysis, typography, development, style, Photoshop. Move tool, shape tool, gradient fill, layout, orientation, poster, advertisements, merchandise,	
Opportunities for Reading		Research into Magdiel Lopez, his art and processes.	
Developing Cultural Capital		Knowledge of Art & Design. Knowledge of travel and tourism. Landmarks from around the world and designs from many cultures.	



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Cross Curricular Links (Authentic Connections)		Art, use of media and printing. ICT use of software packages to produce their ideas. Geography studying cities from around the world.	
Key Assessment		Learning cycle week	

Year 9	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	RM- please see in DTI’s curriculum documentation	Graphics: Magazine Cover AO1, AO2 & AO3 Research & Investigation. Development of ideas. Realising intentions & evaluation. AO4 Technical knowledge	Food technology- please see in RCO’s curriculum documentation
Key Retainable Knowledge & Skills		<ul style="list-style-type: none"> • Understand the design brief set. • Understand the work of magazine illustrators Hattie Stewart and Ana Strumpf. • Study and make drawings from the researched images. • Experiment with different media and design a range of illustrations using Posca Paint Pens. • Develop the illustrations by scanning them into Photoshop and using digital techniques to manipulate the image. • Produce a range of final magazine covers. 	
Key Technical Vocabulary		Research, Contextual Study, Illustration, Function, Manipulation, experiment, Photoshop, Investigate, Analyse, Annotate, , Develop, explore, organise, identify and present.	



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Opportunities for Reading		Through the study of magazines and their range of subjects.	
Developing Cultural Capital		Looking at magazine images from multiple cultures.	
Cross Curricular Links (Authentic Connections)		Links can be made with Art, ICT and media.	
Key Assessment		Learning Cycle	

Year 10 Graphics	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	AO1 Developing ideas through investigation 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	AO1 Developing ideas through investigation 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	AO1 Developing ideas through investigation 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
Key Retainable Knowledge & Skills Working independently on the personal study How to write a brief from given topic names	<ul style="list-style-type: none"> Festivals project- demonstrate critical understanding of the brief. Research graphic designers and artists work given with the topic headings. This can be secondary research or primary Make studies of the graphic designers/artists work using Photoshop- this project is designed to work through the key features of Photoshop to prepare students for independent work in their personal investigation project. Present the studies and annotate the work discuss the work of the chosen graphic designers. Extend the research look at other designers not given on the list that will inspire your work 	<ul style="list-style-type: none"> Skills continued Adobe software skills- Photoshop Working on initial ideas for the graphic product, present ideas and annotate Research into relevant artists and designers Further research into existing through primary and or secondary research Advertising Brand identity Illustration/book cover Poster 	<ul style="list-style-type: none"> Begin working on the personal investigation Rebrand Developing ideas and further experimentation using one or more media Making sure the work links to the chosen graphic designers and artists Presentation of work Annotation, annotation must evidence how the work has been inspired by a particular artist, explain how media has been used to develop the ideas.



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<p>Understanding and working from a brief</p> <p>Working with different media and techniques</p> <p>How to develop ideas to reach a final piece</p> <p>How to show artists links throughout the personal study</p>	<ul style="list-style-type: none"> • Primary research linked to your chosen theme E.G photograph people, places and products. • Skills how to use the photographs as starting points for ideas? teacher demonstrations • Use of photoshop, direct from photographs, or making drawings from photographs and scanning then in. to cover colour fills, effects, use of layering, repeat pattern and typography. • Print making from photographs using lino, mono-printing and stencils. 	<ul style="list-style-type: none"> • Packaging • Present research and annotate • Research typography • Design ideas and development using typography • Development of ideas using typography and images working with the chosen media 	
<p>Key Technical Vocabulary</p>	<p>Brief, primary research, secondary research, graphic designers / artist links, media, experimenting, photo-shop, print making, oil pastels, chalk pastels, composition, style, influence, lino cutting, silk screen printing, lithography inspiration, annotation, CAD CAM 2D design, laser cutter, techniques</p>	<p>Brief, primary research, secondary research, graphic designers / artist links, media, experimenting, photo-shop, Illustrator, print making, oil pastels, chalk pastels, composition, style, influence, lino cutting, printing, annotation, techniques, typography, evaluate</p>	<p>Brief, primary research, secondary research, graphic designers / artist links, media, experimenting, photo-shop, print making, oil pastels, chalk pastels, composition, style, influence, lino cutting, silk screen printing, lithography inspiration, annotation, CAD CAM 2D design, laser cutter, techniques, typography, evaluate</p>
<p>Opportunities for Reading</p>	<p>Research the work of graphic designers and artists to help with understanding and the annotation of work</p>	<p>Research the work of graphic designers and artists to help with understanding and the annotation of work</p>	<p>Research the work of graphic designers and artists to help with understanding and the annotation of work</p>



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Developing Cultural Capital	Personal investigation could include: Visiting galleries, photographing subject matter and places, individual to the needs of the students, Skate parks, Yorkshire sculpture park, Hepworth Gallery, Industrial areas etc	Personal investigation could include: Visiting galleries, photographing subject matter and places, individual to the needs of the students, Skate parks, Yorkshire sculpture park, Hepworth Gallery, Industrial areas etc	Personal investigation could include: Visiting galleries, photographing subject matter and places, individual to the needs of the students, Skate parks, Yorkshire sculpture park, Hepworth Gallery, Industrial areas etc
Cross Curricular Links (Authentic Connections)	Art, looking at artists work as a form of inspiration, history looking at graphic designers in a historical context, photography	Art, looking at artists work as a form of inspiration, history looking at graphic designers in a historical context, photography	Art, looking at artists work as a form of inspiration, history looking at graphic designers in a historical context, photography
Key Assessment	AO1	AO2 AO3	AO1 AO2 AO3

Year 11 Graphics	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	AO1 Developing ideas through investigation 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.	AO1 Developing ideas through investigation 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.
Key Retainable Knowledge & Skills Working independently on the personal study How to write a brief from given topic names	<ul style="list-style-type: none"> Completion of development of ideas and experimentation Producing the final piece Presentation of the final piece Evaluation Complete Wjec coursework document 	<ul style="list-style-type: none"> EXAM PREPARATION Choose an area for study from the exam paper given Write a brief demonstrate critical understanding of the brief. Choose an end product from the following list: <ul style="list-style-type: none"> Advertising Brand identity Illustration/book cover Poster Packaging Research graphic designers and artists work given with the topic headings. This can be secondary research or primary 	<ul style="list-style-type: none"> Ten-hour exam Completion of final piece Evaluate Complete externally set Wjec exam document



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<p>Understanding and working from a brief</p> <p>Working with different media and techniques</p> <p>How to develop ideas to reach a final piece</p> <p>How to show artists links throughout the personal study</p>		<ul style="list-style-type: none"> • Make studies of the graphic designers/artists work using a range of different media that is appropriate, pastel, oil pastel, paint, print making, coloured pencil • Present the studies and annotate the work discuss the work of the chosen graphic designers. • Extend the research look at other designers not given on the list that will inspire your work • Primary research linked to your chosen theme E.G photograph people, places and products. • Design ideas and development • Typography research • Design and development of typography • Final development 	
<p>Key Technical Vocabulary</p>	<p>media, experimenting, photo-shop, print making, oil pastels, chalk pastels, composition, style, influence, lino cutting, silk screen printing, lithography inspiration, annotation, CAD CAM 2D design, laser cutter, techniques, typography</p>	<p>Brief, primary research, secondary research, graphic designers / artist links, media, experimenting, photo-shop, print making, oil pastels, chalk pastels, composition, style, influence, lino cutting, silk screen printing, lithography inspiration, annotation, CAD CAM 2D design, laser cutter, techniques</p>	<p>Brief, primary research, secondary research, graphic designers / artist links, media, experimenting, photo-shop, print making, oil pastels, chalk pastels, composition, style, influence, lino cutting, silk screen printing, lithography inspiration, annotation, CAD CAM 2D design, laser cutter, techniques, typography, evaluate</p>
<p>Opportunities for Reading</p>		<p>Research the work of graphic designers and artists to help with understanding and the annotation of work</p>	



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Key Assessment	AO4	AO1 AO2 AO3	AO4