



# CURRICULUM PLAN

GRAPHIC COMMUNICATION

BRAMHALL HIGH SCHOOL

## **Curriculum Intent**

### **YEAR 10**

Projects that help students to develop skills, knowledge and understanding to design and make high quality 2D images /products and to communicate their design journey.

### **YEAR 11**

Projects that help students to develop skills, knowledge and understanding to design and make high quality 2D images /products and to communicate their design journey.

**Academic Year: 2023-2024**

**Review Date: September 2024**

**Author: Mr S Connick – Head of Design and Technology & Art**

## YEAR 10

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
<b>Term 1a &amp; 1b</b>	<p><b>Postcard mini-project</b></p> <p><b>Power Words</b></p> <p>Students create a bound booklet for Graphic Communication students to help them to understand the 12-Power Words from the Art &amp; Design specification. Students experiment with a variety of media and select an appropriate media to demonstrate their understanding of each power word. Students research famous artists and select an artist associated with each power word. Students then create snapshots of different media demonstrating how each power-word is displayed.</p>	<p>AQA Art &amp; Design Graphic Communication Full coverage</p> <p>A01: Develop Ideas through Investigations, demonstrating critical understanding of sources. A02: Refine work by exploring Ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions as work progresses. A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Front cover photo-contrast photo-filters postcard- design final postcard</p> <ul style="list-style-type: none"> <li>• Front cover</li> <li>• Contents page</li> <li>• Introduction</li> <li>• 12 individual Power Word pages including a definition and 4 image examples</li> <li>• 12 pages demonstrating</li> </ul>	<p>Use of personal holiday photos</p> <p>Students in pairs – teach the rest of the class what a specific power word means.</p>	<p>Download</p> <p>Trace</p> <p>Crop</p> <p>Place</p> <p>Baby Bear (slang)</p> <p>Power-Words</p> <ul style="list-style-type: none"> <li>• Colour</li> <li>• line</li> <li>• form</li> <li>• tone</li> <li>• texture</li> <li>• shape</li> <li>• pattern</li> <li>• composition</li> <li>• stylisation</li> <li>• scale</li> <li>• structure</li> <li>• simplification</li> </ul> <p>layout, media, abstract</p>

	Eventually these folders are bound as a book.		the use of each power  word in 3 different media		
<b>Term 2a &amp; 2b</b>	<p><b>Album Design</b></p> <p>Students design and make a 1:2 scale album and remake an iconic album from history. Brief: Due to the resurgence of interest in vinyl as a way of buying and selling music and the artwork associated with the traditional 12-inch square album cover, in all its formats – gatefold, and so on – has involved unique and expressive design. This will often, but not always involve text and some kind of imagery. Your boss wishes you to select an album cover and</p>	<p>A01: Develop Ideas through Investigations, demonstrating critical understanding of sources. A02: Refine work by exploring Ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions as work progresses. A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p><b>Task 1 – All on one A3 sheet</b> Analysis of existing album designs – 3 contrasting album designs <b>Task 2 – All on one A3 sheet</b> Research 12-inch album covers (minimum 5) <b>Task 3</b> Look at the work of some recognised professional album designers – <b>Task 4 – Produce</b> a series of design ideas. Work through the design process with your selected album; consider how</p>	<p>Famous designers and artists are explored. Real albums are brought into school and investigated.</p> <p>Cad &amp; Cam opportunities to raise that standard of the final products.</p>	<p>Brief Client Download  Trace  Crop Colour  Place  Baby Bear (slang)  Double-click  Right &amp; Left click  Ungroup  Target market</p>

	<p>to completely redesign it with your own creative twist. <b>However, in order for your album cover to be considered 'iconic' it must be created between 1<sup>st</sup> January 1960 and 1<sup>st</sup> January 1989.</b></p>		<p>you will generate the image?  <b>Task 5 Album Development Sheet – One A3 Sheet</b>          Produce the final album cover  <b>Task 6</b> Create an A3 sheet with the 'Original Album Design' next to your 'New Design'          Fix your printed album cover (front &amp; back) onto a card 6-inch (single) for final assessment.</p>		<p>Silhouette          Line-Art          Scan ( PNG File )          Edit          Colour          Layer          Rasterise          Ideas          Specification          Place inside container          Filter gallery          Save-as          Specification</p>
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<p><b>Term 3a &amp; 3b</b></p>	<p><b>STAMPS</b></p> <p>Students have to design and make a range of 4 – commemorative stamp designs for the 4 ancient tribes of Britain.</p> <p>Brief: Your company 'Head Logo' has been asked to create a set of stamps (4, 6 or 8) to commemorate the ancient tribes of Great Britain. In addition to the stamps you also need to design and a poster advertising the new range. CELTS, PICKS, ANGLO SAXONS, VIKINGS</p>	<p>A01: Develop Ideas through Investigations, demonstrating critical understanding of sources. A02: Refine work by exploring Ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions as work progresses. A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p><b>SHEET 1 – All on one A3 sheet</b> Research existing stamp designs You must include where you found these stamps (prove with a screen save/ photo) Look at UK stamps specifically, refine your search (B&amp;W, block printed, themes) Size in mm of UK stamps Any rules with stamps (visit royalmail.com and investigate) – prove you have looked Include a specification of what makes a successful stamp</p> <p><b>SHEET 2 – All on one A3 sheet</b> <b>Research Celts &amp; Picts &amp; Saxons &amp; Vikings</b> History, people, language, beliefs, images, art, jewellery, artefacts, features,</p>	<p>Opportunities to explore the cultures if these different tribes.</p> <p>Videos and YouTube clips</p>	<p>Ideas Client Development Specification Celt Culture language history beliefs religion Imagery Ancient primary &amp; secondary media evaluation annotation layout specification filter gallery place baby bear stamp 1:4 scale scalloped edge queens head explanation</p>
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			<i>(colour, line, form, shape, tone, texture) - what feelings or emotions did their work evoke? Start sketching???</i>		
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Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
<b>Term 1a &amp; 1b</b>	<p><b>STAMPS – Major Project</b></p> <p>Students have to design and make a range of 4 – commemorative stamp designs for the 4 ancient tribes of Britain.</p> <p>Brief: Your company ‘Head Logo’ has been asked to create a set of stamps (4, 6 or 8) to commemorate the ancient tribes of Great Britain. In addition to the stamps you also need to design and a poster advertising the new range. CELTS, PICKS, ANGLO SAXONS, VIKINGS Ideas, experimentation, ICT CS6 work to turn the images into viable stamp designs – all made X4 as</p>	<p>AQA Art &amp; Design Graphic Communication</p> <p>CATCH UP SESSION – COMPLETION OF GAME PROJECT AFTER SCHOOL OR WEEKEND</p> <p>A01: Develop Ideas through Investigations, demonstrating critical understanding of sources. A02: Refine work by exploring Ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions as work progresses. A04: Present a personal and meaningful response</p>	<ul style="list-style-type: none"> <li>• Four mood board A3 sheets – one for each tribe</li> <li>• Media for each tribe – A3 x 4</li> <li>• Primary nature photos – homework</li> <li>• Media for Nature element of project</li> <li>• Filter page for scanned media – NATURE</li> <li>• Filter page for scanned media – PICTS</li> <li>• Filter page for scanned media – CELTS</li> <li>• Filter page for scanned media – A - SAXONS</li> <li>• Filter page for scanned media</li> <li>• Stamp development for</li> <li>• Stamp</li> </ul>	<p>Photography opportunities</p> <p>Photoshop effects session</p> <p>Photoshop filters session</p> <p>Additional products for the most able: • t-shirts • mugs • etc</p>	<p>Celt Culture language history beliefs religion Imagery Ancient primary &amp; secondary media evaluation annotation layout specification filter gallery place baby bear stamp 1:4 scale scalloped edge queens head explanation</p>



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	<p>real stamps in industry are created.</p> <p><b>CATCH UP SESSION – COMPLETION OF GAME PROJECT AFTER SCHOOL OR WEEKEND.</b></p>	<p>that realises intentions and demonstrates understanding of visual language.</p>	<p>development for PICTS</p> <ul style="list-style-type: none"> <li>• Stamp development for – CELTS</li> <li>• Stamp development for – A-SAXONS</li> <li>• Stamp development for VIKINGS</li> <li>• Final stamps printed</li> <li>• Stamp Display Poster (additional products)</li> </ul>		
<b>Term 2a</b>	<b>CONTROLLED ASSESSMENT</b>				

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<b>Term 2b</b>	<b>Submission of Controlled Assessment.</b> <b>EASTER EXAM</b>				
<b>Term 3a</b>	End of practical work				