



Curriculum Map

Subject: Graphics (Art & Design)

Year Group: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Induction period	Transformation	Transformation	Transformation	Transformation	Beginning or/& End
	<p>Component1 Personal Portfolio</p> <ul style="list-style-type: none"> Develop knowledge, understanding and skills Students given the opportunity to develop their knowledge, understanding and skills, to include: exploring and experimenting with materials, processes, technologies and techniques recording practical and written observations researching and investigating contextual sources drawing / mark-making 	<p>Component1 Personal Portfolio- 'Transformation'</p> <ul style="list-style-type: none"> Develop knowledge, understanding and skills Students given the opportunity to develop their knowledge, understanding and skills, to include: exploring and experimenting with materials, processes, technologies and techniques recording practical and written observations researching and investigating contextual sources Digital media 	<p>Component 1: Thematic response project</p> <ul style="list-style-type: none"> Thematic response project is submitted for the final assessment of the Personal Portfolio Students given the opportunity to develop their knowledge, understanding and skills through their thematic response project, to include: developing and exploring ideas researching primary and contextual sources experimenting with media, materials, 	<p>Component 1: Thematic response project</p> <ul style="list-style-type: none"> Thematic response project is submitted for the final assessment of the Personal Portfolio Students given the opportunity to develop their knowledge, understanding and skills through their thematic response project, to include: developing and exploring ideas researching primary and contextual sources experimenting with media, materials, 	<p>AQA Component 01: Personal Portfolio (60% weighting) of Idea/ Review and Refinement Students reflect upon their portfolio and outcomes so far to develop an idea for a final piece. Students ensure that their portfolios are fully updated and work with teachers to identify areas for improvement in relation to the assessment objectives.</p>	<p>AQA Component 01: Personal Portfolio (60% weighting) of Idea/ Review and Refinement Students reflect upon their portfolio and outcomes so far to develop an idea for a final piece. Students ensure that their portfolios are fully updated and work with teachers to identify areas for improvement in relation to the assessment objectives.</p>

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	<ul style="list-style-type: none"> Digital media Adobe Skill building and tutorials in Computer Design Skills 	<ul style="list-style-type: none"> Adobe Skill building and tutorials in Computer Design Skills 	techniques and processes <ul style="list-style-type: none"> presenting personal response(s) 	techniques and processes <ul style="list-style-type: none"> presenting personal response(s) 		
Skills	Visual Recording Skills In producing a variety of sustained studies students will develop understanding of the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: <ul style="list-style-type: none"> colour line form tone texture 	Visual Recording Skills In producing a variety of sustained studies students will develop understanding of the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: <ul style="list-style-type: none"> colour line form tone texture 	Students explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to their own creative intentions and chosen area(s) of study in relation to the starting point of 'Transformation'.	Students explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to their own creative intentions and chosen area(s) of study in relation to the starting point of 'Transformation'.	Students collect and make studies from visual information to help them develop their own ideas and plan a final piece.	Students collect and make studies from visual information to help them develop their own ideas and plan a final piece.
Key questions	How has movement, change, motion been explored as topics by contemporary designers and artists. What	How have artists experimented with a variety of media to develop personal outcomes?	How can you review and refine your piece to develop it further? How have you developed your ideas in relation to the work of artists	What ideas might you gain from the work you have so far to further develop your personal response?	Reflecting on all of your work so far- which are the pieces that you need to refine and improve?	Reflecting on all of the ideas and artists that you have looked at so far- which are the key artists that you would like to move forward with in

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Character	Elements of Art and Design	Elements of Art and Design	Elements of Art and Design	Elements of Art and Design	Elements of Art and Design	Elements of Art and Design

Introduction to Graphic Design

Students are introduced to the industry, what designers do, and what graphic design actually is. Students will get a taste of what is to come in KS4 by learning and practicing the creation of thumbnail sketches, rough sketches, and comprehensive design, the building blocks of the design process.

2D Design Basics

Students learn the fundamentals of two-dimensional design, the foundation of art, graphic design, and visual communication. This unit focuses on how through simple, yet intentional visual manipulation, points, lines, planes, gestalt, and colour can communicate and create meaning.

Design Process

Students will learn and practice the design process and explore it through a simple five-step plan. Designers practice the design process in order to find solutions to the visual problems they take on. Students will be able to identify each step in the design process, understand the importance of each step, and implement them.

Typography

Students will be introduced to the power of words through typography. After a brief but important history of the alphabet, students learn to use typography as a communication tool—not only to make artful design, but to organize and communicate the meaning of an idea. Students will understand how type can be used to make text more readable and understandable and how it can organize content for ease of use and comprehension.

The design process steps:

- Define the Problem
- Learn
- Generate Ideas
- Design Development
- Implementation