

Y10 & 11 GRAPHICS CURRICULUM

Curriculum Intent:

This qualification is part of a suite of technical award qualifications that have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications that have appropriate content for the learner to acquire core knowledge and practical skills, allow the qualification to be graded, provide synoptic assessment and enable progression to a range of study and employment opportunities.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Main Topic / Focus	Components of graphic design 1.1 Components 1.1.1 Line 1.1.2 Colour 1.1.3 Tone 1.1.4 Composition 1.1.5 Typography 1.1.6 Imagery 1.2 Visual language of graphic design 1.3 Graphic design principles Work of graphic designers 2.1 Types of graphic design work 2.2 Employment opportunities in graphic design	Requirements of a graphic design brief 3.1 Types of graphic design briefs 3.2 Graphic design brief requirements 3.3 Design constraints Planning, development and experimentation 4.1 Planning and development processes 4.1.1 Stages of the development process 4.1.2 Techniques, components and properties 4.2 Experimenting with tools, materials and techniques 4.2.1 Components of graphic design 4.2.2 Tools 4.2.3 Materials 4.2.4 Techniques 4.3	Graphic design production 5.1 Digital technical skills 5.2 Effective use of resources 5.3 Summative evaluation Display, present and promote graphic design work 6.1 The purpose of displaying, presenting and promoting graphic design work 6.2 Ways to display, present and promote graphic design work 6.3 Self-promotion 6.4 Considerations when displaying, presenting and promoting work
Secondary Topics (if applicable)	It is recommended that the elements of this content area are delivered together at the start of the qualification. It is also recommended that this section is delivered separately to other sections as it focuses on learners being introduced to the fundamentals of graphic design and allows learners to undertake independent experiment using appropriate physical and digital techniques. Content could be formatively assessed using one or more internal assessment tasks or a mock assignment, such as a mini brief, in preparation for the NEA. It is recommended that the 2 elements of this content area are delivered together at the start of the qualification. It is also recommended that this section is delivered after section 1. The content could be formatively assessed using one or more internal assessment tasks or a mock assignment in preparation for the non-exam assessment.	It is recommended that the elements of this content area are delivered together after sections 1 and 2 to ensure learners have the sufficient understanding of fundamentals of graphic design, and also have some insight to the different types of graphic design work in the creative industries. It is recommended that these content areas are combined and delivered as a practical project. The same design brief should be used as in section 3, section 5 and section 6. All areas of content should be taught; however, learners should select the most appropriate planning processes, development methods and techniques based on the discipline they are working in as well as the intended design solution. Learners should be encouraged to include evidence of all of the following areas in the practical activity in an appropriate format (such as a sketch book or blog): components of graphic design, tools, materials, and techniques.	It is recommended that these content areas are combined and delivered as a practical project. The same design brief should be used as in sections 3 and 4. All areas of content should be taught to learners; however, they should select the most appropriate production processes, methods and techniques based on the discipline they are working in as well as the intended design solution. It is recommended that the elements of this content area are delivered together, following sections 3, 4 and 5, as this will allow learners to purposely present a final graphic design they have previously created. A project approach for delivery is also recommended, therefore, sections 3, 4, 5 and 6 should use the same vocational scenario and design brief. Content could be formatively assessed using one or more internal assessment tasks.
Cross-curricular links	Art and Design – Elements of the content delivered will cross-over. Maths – measurements, scale, tessellations and nesting. The following GCSE subject areas will complement this qualification by further broadening the application of skills in the context of graphic design: • design and technology • art and design • creative design	Art and Design – Elements of the content delivered will cross-over. The following GCSE subject areas will complement this qualification by further broadening the application of skills in the context of graphic design: • design and technology • art and design • creative design	Art and Design – Elements of the content delivered will cross-over. The following GCSE subject areas will complement this qualification by further broadening the application of skills in the context of graphic design: • design and technology • art and design • creative design
Interleaving of skills	graphic design components (line, colour, tone, composition, typography, imagery) • the use of visual	decision making • observation • resourcefulness • independent working • problem solving • adapting own ideas	

	language and graphic design principles • graphic design roles, graphic design work and employment opportunities available in the industry • types of graphic design briefs, the requirements of a brief and the constraints a graphic designer may encounter • the stages involved in planning and developing a graphic design and experimentation with tools, materials and techniques • digital technical skills and resources used in graphic design production • displaying, presenting and promoting graphic design work and the considerations to be made	and responding to feedback • planning • evaluation • reflection • communication • professional behaviour • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills	
Cultural capital	Objective: cultural goods, books, works of art. Embodied: language, mannerisms, preferences. Institutionalised: qualifications, education credentials. Technical: marketable skills, e.g. IT. Emotional: empathy, sympathy (things businesses might look for in employees in management positions)	The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement	The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement
STEM Opportunities	Maths – technical drawings, 2D, 3D drawing, orthographic drawing, perspective drawing Proportion, measuring with precision, Kerning.	Maths – technical drawings, 2D, 3D drawing, orthographic drawing, perspective drawing Proportion, measuring with precision, Kerning.	
Gatsby Benchmark 4 - Linking Curriculum to Careers	Routes of progression after Weaverham discussed with class: A-Level, BTEC, apprenticeship. Past pupils who studies at Weaverham visit to explain working as a graphic designer in industry for a company. Industry situation, live brief for the Non-Exam Assessment (NEA) Benefits and negatives of working in in-house for a company of working as a freelancer.	Career links: Graphic designer, architect, illustrator, web designer, interior designer, fashion designer, animator, prop design, freelance artist, photography, automotive design, product design, corporate identity/brand design, set design, industrial design, art director,	
Assessment	60% of the technical award 120 marks. The completion time for the NEA is 17 hours 30 minutes. The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The NEA will target the following assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5.	40% of the technical award Written examination: • 80 marks • 1 hour 30 minutes • a mixture of multiple choice, short answer and extended response questions. The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3	Exam Paper: 1 hour 30 minutes