

# Curriculum Content Map

Subject: GCSE Graphics Communications

Year group: 10

	TERM 1		TERM 2		TERM 3	
	Skills Building	Skills Building	Introduction to Coursework	Coursework	Coursework	Coursework
Topic Title & Description	<b>Typography</b> Exploring and understanding typography in products and its use in everything. Through font and visual use of typography.	<b>Typography cont.</b> To understand the development process and creation of typography, looking at examples and developing their own.	<b>Logos</b> To understand and explore how company using branding and logos to promote their product and company.	<b>Logos cont.</b> To develop their understanding and create work following briefs.	<b>Propaganda/ Posters</b> To understand the importance and use of propaganda and posters.	<b>Posters cont.</b> To develop designs for poster design briefs and events posters. To understand how visual language can promote purchase.
Sequencing	Building on drawing skills from KS3. Use of line and perspective, 3D. Experimenting with typography.	Building on analytical skills and presentation skills in sketchbook.	Develop understanding of AO's, through artist /designer research	Start of coursework project, researching and developing	Continuation of coursework, building more evidence for assessment of AO's	Continuation of coursework, building more evidence for assessment of AO's
Sequencing Skills	New learning building on observational drawing skills and typography from KS3	Building presentation of sketchbook skills and analysing the work of others.	Developing sketchbook skills and fulfilling all AO's in a project.	Developing an understanding of the process of sketchbook and fulfilling all AO's in a project.	Understanding how to use the work of others to influence your own work.	Creating a final outcome and analysing own work
Retrieval Practice Put this above knowledge	Linking back to KS3 learning	Recapping typography and design learnt in KS3	Building on skills of analysing and drawing. Designers and product information.	Building on project knowledge and how to record progress developing through brief designs.	Reflect on their knowledge of propaganda and poster design. Record design progression and development.	Developing knowledge in a final outcome poste, using skills learnt throughout year. Using typography and visual understanding.
New Learning	How to draw from close observation. Develop how typography is used and start to experiment.	How to research and analyse the work of Artists and show their influence through your own work.	Sequencing a sketchbook for assessment.	How to record artwork and analysis in a sketchbook for assessment.	How to show artist influence through your own artistic responses.	How to create and present a final outcome.
Literacy	<b>Writing</b> - Using art specific vocabulary to describe an artist's work and their own work. - Being able to use art specific vocabulary to analyse their own work. <b>Reading</b> – Ability to understand art specific	<b>Writing</b> - Using art specific vocabulary to describe an artist's work and their own work. - Being able to use art specific vocabulary to analyse their own work. <b>Reading</b> – Ability to understand art specific	<b>Writing</b> - Using art specific vocabulary to describe an artist's work and their own work. - Being able to use art specific vocabulary to analyse their own work. <b>Reading</b> – Ability to understand art specific	<b>Writing</b> - Using art specific vocabulary to describe an artist's work and their own work. - Being able to use art specific vocabulary to analyse their own work. <b>Reading</b> – Ability to understand art specific	<b>Writing</b> - Using art specific vocabulary to describe an artist's work and their own work. - Being able to use art specific vocabulary to analyse their own work. <b>Reading</b> – Ability to understand art specific	<b>Writing</b> - Using art specific vocabulary to describe an artist's work and their own work. - Being able to use art specific vocabulary to analyse their own work. <b>Reading</b> – Ability to understand art specific language when researching art and artists

	language when researching art and artists.	language when researching art and artists	language when researching art and artists	language when researching art and artists	language when researching art and artists	
Numeracy	Looking at dates of artists work Using line and shape Looking at proportion Using rulers and compasses to make accurate shape Ratios of how to mix paint	Looking at dates of artists work Using line and shape Looking at proportion Using rulers and compasses to make accurate shape Ratios of how to mix paint	Looking at dates of artists work Using line and shape Looking at proportion Using rulers and compasses to make accurate shape Ratios of how to mix paint	Looking at dates of artists work Using line and shape Looking at proportion Using rulers and compasses to make accurate shape Ratios of how to mix paint	Looking at dates of artists work Using line and shape Looking at proportion Using rulers and compasses to make accurate shape Ratios of how to mix paint	Looking at dates of artists work Using line and shape Looking at proportion Using rulers and compasses to make accurate shape Ratios of how to mix paint
Independent Learning	Homework- help to build resilience and presentation of work knowledge. KO – exemplars, artist examples	Homework – builds artist knowledge and presentation skills. KO – Exemplars, analysis guide	Homework – building artist knowledge and understanding, resilience and independent practice. KO – exemplars, analysis guide, layout guide, process tick list	Projects are pupil led and independent by nature. Homework- help to build resilience and presentation of work. KO – exemplars, artist examples	Projects are pupil led and independent by nature. Homework- help to build resilience and presentation of work. KO – exemplars, artist examples	Projects are pupil led and independent by nature. Homework- help to build resilience and presentation of work. KO – exemplars, artist examples
Super curricular activities	Kew Gardens	Dunstable Downs	Saatchi Gallery	National Gallery	British Museum	Gallery Visit
British values and SMSC	Social – viewing each other’s work and being inspired by others. Cultural –showing respect for equipment provided by the school	Social – looking at the work of others Cultural – be tolerant of each other’s views and opinions	Social – understanding how to follow a process from start to finish Cultural – responsibility for quality of own work	Social – viewing each other’s work and being inspired by each other. Cultural – responsibility for quality of own work	Social – viewing each other’s work and being inspired by each other and the work of others Cultural – responsibility for quality of own work and equipment provided by the school.	Social – viewing and discussing the work of others Cultural – be tolerant of each other’s views and opinions and being respectful of their work.
Links to skills and virtues	(Sept) <b>Listening</b> level 12– I can identify underlying themes, implications and issues when listening. (Sep) <b>Friendliness and civility</b> – Thinking about how we can evaluate the work of others in a constructive way and how we can support each other in the classroom.  (Oct) <b>Leadership</b> level 11 – I can explain some different ways to motivate	(Nov) <b>Problem Solving</b> Level 10 -I can evaluate different solutions for a complex problem to pick the best one. <b>Courage</b> – to prepare a final outcome bringing all of your project ideas together.  (Dec) <b>Creativity</b> Level 12 I can reflect on how I have used creative tools. <b>Generosity</b> – reflecting on the generosity of those who have gone above and beyond to support you through your coursework.	(Jan) <b>Staying Positive</b> level 11 – I’m not afraid to take risks where I might make mistakes as I can say how I might learn from them. <b>Gratitude</b> – Considering the skills you have learned over the GCSE course and those who have helped you develop as a young artist.  (Feb) <b>Speaking</b> level 9 - I can adapt my language, structure and gesture to engage my audience. <b>Good Speech</b> – Being able to explain your ideas and	(March) <b>Staying Positive</b> level 11- I’m not afraid to take risks where I might make mistakes as I can say how I might learn from them. This is part of the process of developing skills and experimenting. <b>Good Temper &amp; Good Humour</b> – Responding to feedback in an appropriate manner.  (April) <b>Aiming High</b> level 12 - I seek out feedback, including constructive criticism, to support me in achieving my goals.	(May) <b>Aiming High</b> level 11 - I can motivate myself to work autonomously to fulfil my plans and to achieve SMART targets to reach my goal. <b>Self mastery</b> – taking the lead on your own project and managing your own work and progress.	(June) <b>Speaking</b> level 10 - I am able to modify my language, tone and expression according to the listeners’ reaction and response. <b>Compassion</b> – I can help those around me who are having difficulty grasping new skills or concepts. Or, support those who need a confidence boost with their work.  (July) <b>Teamwork</b> level 10 - I can spot when others might be getting into an argument and make suggestions to avoid it.

	my team/ those on my work table. (Oct) <b>Truthfulness and Justice</b> – Analysing and evaluating the work of others and your own work in a truthful way to understand the strengths and weaknesses in the work.		thoughts for your project in a mature way using art specific language.	<b>Self mastery</b> – taking the lead on your own project and managing your own work and progress.		<b>Good Sense</b> – I can use my good sense when planning achievable outcomes.
Careers	Illustrator Artist Designer	Print maker Textile designer illustrator Sculptor Artist	Animator Graphic designer Illustrator Artist Designer Curator	Animator Graphic designer Illustrator Artist Designer Curator	Illustrator Graphic novels Prop Maker Set Design Fashion Textiles	Advertising marketing Prop maker Fashion design Costume maker
Formative assessment	Baseline test, observational drawing of an object.	Detailed analysis of an Artist and their work	Analysis of brands and logos, development of using critical analysis.	Development of ideas, through briefs and design concepts.	Analysis of propaganda artist and designs.	Refined Composition – showing development of project. Pulling core skills through past project in.
Summative assessment		Visual Study of one Artists work.		Visual Study of one Artists work		Final Project Piece
Personalised Challenge for LA	Demonstrations 1:1 support Guide sheet for line drawing Tonal key Exemplars	Demonstrations 1:1 support Exemplars Guide sheet for analysis	Demonstrations 1:1 support Exemplars Process tick sheet Analysis guide	Demonstrations 1:1 support Exemplars Process tick sheet Analysis guide	Demonstrations 1:1 support Exemplars Process tick sheet Analysis guide	Demonstrations 1:1 support Exemplars
HA Challenge	Extension: Create realism through use of tone and colour	Extension: Complete a whole visual study rather than a section.	Extension: Complete a visual study on a larger scale demonstrating a critical understanding of the artists techniques used.	Extension: Write a detailed critical analysis on one work of your chosen artist demonstrating a deeper understanding of their work in a social, political and economic context	Extension: Write a detailed critical analysis on one work of your chosen artist demonstrating a deeper understanding of their work in a social, political and economic context	Extension: Detailed evaluation and analysis of completed final outcome for your project.