

Curriculum Content Map

Subject: GCSE Graphic Communications

Year group: 11

	TERM 1		TERM 2		TERM 3	
	Extended Coursework Project 1	Extended Coursework or small short project	ESA	ESA	Refine coursework projects following feedback	
Topic Title & Description	Culture/Interiors Exploring different drawing and colour techniques	Culture/Interiors Recording how the work of others has influenced your own work to develop.	Students begin their ESA, choosing their theme and creating a sketchbook of work developing.	Students continue to work on their ESA project concluding in an exam over 10 hours, producing an outcome based on the theme chosen.	Coursework Projects Responding to feedback to refine projects	
Sequencing	Building on skills from year 10 to develop project going forward	Building on visual and critical analytical skills and presentation in log book with a final outcome.	New short project using all the skills that have been developed through their coursework projects.	Developing short project working towards a final outcome for this project.	Continuation of coursework, building more evidence for assessment of AO's	
Sequencing Skills	Developing sketchbook skills and fulfilling all AO's through experimentation and refinement.	Presenting physical and critical analysis work in sketchbook showing a journey and development. Creating a final outcome.	Creating research pages on main theme including written and visual maps Learning how to develop their initial concept through artist and conceptual research Producing artist and subject research pages with more detail, narrowing down their ideas.	Experimenting with outcome ideas and compositions for final piece Narrowing down ideas further to experiment and plan a final piece Plan for time management in exam conditions Reflecting on sketchbook against checklist	Using the AO's to evaluate work and ensure that all objectives have been met to a high standard.	
Retrieval Practice Put this above knowledge	Recording processes in sketchbook, evaluating work. Exploring graphic knowledge and skills from yr10.	Recapping presentation in sketchbook to clearly show development of project.	Putting in to practise all the skills learned through coursework projects in line with: AO1: Developing ideas through investigations, demonstrating critical understanding of sources AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Putting in to practise all the skills learned through coursework projects in line with: AO3: Recording ideas, observations and insights relevant to intentions as work progresses AO4: Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language	How to respond to feedback to refine work and presentation.	

New Learning	Choosing a new artist, designer, art movement, technique to explore, practise and understand and use as influence for pupils own work.	Creating a final outcome based on guided independent new learning of a chosen artist.	Choosing a new artist, designer, technique to explore, practise and create inspired work of their own.	Creating a final outcome based on guided independent new learning of a chosen artist, designer, technique and graphics styles.	Refining work based on focused feedback.	
Literacy	Writing - - Being able to use art specific vocabulary to analyse their own work. Reading – Ability to understand art specific language when researching art and artists.	Writing - 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. Reading – Ability to understand art specific language when researching art and artists.	Writing - 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. Reading – Ability to understand art specific language when researching art and artists.	Writing - 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. Reading – Ability to understand art specific language when researching art and artists.	Writing - 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. Reading – Ability to understand art specific 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	
Independent Learning	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 – 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	Homework – completing practical tasks and managing independent working. KO – exemplars, analysis guide, layout guide, process tick list	Homework – completing practical tasks and managing independent working. KO – exemplars, analysis guide, layout guide, process tick list	
Super curricular activities	V & A Museum	Warner bros trip	Design museum	Graphic artist visit	Tate Modern	
British values and SMSC	<ul style="list-style-type: none"> Encouraging a space for sharing views and opinions Creating a culture of equal opportunity through art Collaboration through peer review on work 	<ul style="list-style-type: none"> Encouraging a space for sharing views and opinions Creating a culture of equal opportunity through art Collaboration through peer review on work 	<ul style="list-style-type: none"> Encouraging a space for sharing views and opinions Creating a culture of equal opportunity through art Collaboration through peer review on work 	<ul style="list-style-type: none"> Social – Encouraging a space for sharing views and opinions Creating a culture of equal opportunity through art Collaboration through peer review on work 	<ul style="list-style-type: none"> Social - Encouraging a space for sharing views and opinions Creating a culture of equal opportunity through art Collaboration through peer review on work 	

Links to skills and virtues	<p>(Sept)Listening level 10– I can ask probing and relevant questions to check and build my understanding.</p> <p>(Sep)Friendliness and civility – Thinking about how we can evaluate the work of others in a constructive way and how we can support each other in the classroom.</p> <p>(Oct) Leadership level 11 – I can explain some different ways to motivate my team/ those on my work table.</p> <p>(Oct)Truthfulness and Justice – Analysing and evaluating the work of others and your own work in a truthful way to understand the strengths and weaknesses in the work.</p>	<p>(Nov) Problem Solving Level 10 -I can evaluate different solutions for a complex problem to pick the best one. Courage – to prepare a final outcome bringing all of your project ideas together.</p> <p>(Dec) Creativity Level 13 I can select the most effective creative tools for my way of working and explain why.</p> <p>Generosity – reflecting on the generosity of those who have gone above and beyond to support you through your coursework.</p>	<p>(Jan)Staying Positive level 15 – In the challenge and added pressure of the ESA I can choose appropriate positive actions when I am feeling negative emotions, in unfamiliar contexts, and reflect on the effect of this.</p> <p>Gratitude – Considering the skills you have learned over the GCSE course and those who have helped you develop as a young artist.</p> <p>(Feb)Speaking level 13 - I explore different styles of presenting and consider their effectiveness. By presenting you concept to others, you can test your own knowledge and check if you can pass this on to others effectively.</p> <p>Good Speech – Being able to explain your ideas and thoughts for your project in a mature way using art specific language.</p>	<p>(March)Staying Positive 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.</p> <p>Good Temper & Good Humour – Responding to feedback in an appropriate manner.</p> <p>(April)Aiming High level 12 - I seek out feedback, including constructive criticism, to support me in achieving my goals.</p> <p>Self mastery – taking the lead on your own project and managing your own work and progress.</p>	<p>(May) Aiming High level 12 - I seek out feedback, including constructive criticism, to support me in achieving my goals.</p> <p>Self mastery – taking the lead on your own project and managing your own work and progress.</p>	
Careers	Graphic designer Product designer Events and media designer	Graphic novelist Illustrator	Animator Prop designer Architect	Character designer Marketing manger	Creative director Web designer Set designer	
Formative assessment	Baseline test	Book analysis	Verbal and written assessment of coursework	Exam	Verbal feedback of all coursework.	
Summative assessment		Final Outcome of project		Moderator	Moderator	
Personalised Challenge for LA	Demonstrations 1:1 support Guide sheet for line drawing 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	

HA Challenge	Extension: Write a detailed critical analysis on one work of your chosen designer/product demonstrating a deeper understanding of their work in a social, political and economic context.	Extension: Complete a visual study on a larger scale demonstrating a critical understanding of the graphic techniques used.	Extension: Write a detailed critical analysis on one work of your chosen designer/product demonstrating a deeper understanding of their work in a social, political and economic context.	Extension: More exploration and experimentation influenced by chosen designer/product	Extension: Refine presentation in sketchbook	
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