

Curriculum Content Map		Subject: Graphic Communications Yr10		
Month		Term 1	Term 2	Term 3
Cultural Transmission	Units of Work	<p>Typography</p> <p>Exploring and understanding typography in products and its use in everything. Through font and visual use of typography.</p> <p>To understand the development process and creation of typography, looking at examples and developing their own.</p>	<p>Logos and Branding</p> <p>To understand and explore how company using branding and logos to promote their product and company.</p> <p>To develop their understanding and create work following briefs.</p>	<p>Propaganda/ Posters</p> <p>To understand the importance and use of propaganda and posters.</p> <p>To develop designs for poster design briefs and events posters. To understand how visual language can promote purchase.</p>
	National Curriculum area - KS3	<p>Building on drawing skills from KS3. Use of line and perspective, 3D. Experimenting with typography.</p> <p>Building on analytical skills and presentation skills in sketchbook.</p>	<p>Developing an understanding of the process of sketchbook and fulfilling all AO's in a project.</p> <p>Start of coursework project, researching and developing</p>	<p>Understanding how to use the work of others to influence your own work.</p> <p>Creating a final outcome and analysing own work</p>
	Substantive Knowledge	<p><i>The What!</i></p> <p>In Year 10, we aim to develop the substantive skills of our students by encouraging them to become investigative, independent and passionate learners with originality to redesign and solve problems. In the first term, we challenge students to think about branding developments and drawing skills to communicate their ideas. We encourage our students to become knowledgeable about the resources needed to help them create even better solutions. Accordingly, students will begin to understand how to use the design process effectively. In term 2, students will begin their coursework NEA unit where they will write a design brief and develop an independent project through research and exploration of existing work. The students will lead the development of their projects and perfect their work through practice and the guidance of their teacher. At the end of Year 10 students will present an outcome based on their research. An educational trip to Warner Bros. Studios demonstrates to our students the wide and varied range of careers open to them in the creative industries from prop design, posters, newspapers and product packaging through ,to prop building and costume design and is planned to inspire our students to think creatively.</p>		
	Disciplinary Knowledge	<p><i>The How!</i></p> <p>Students will build their disciplinary skills through examining the work of graphic artists, posters, propaganda and advertisements. They will create visual studies to discover the different elements which work together to create a piece of graphic art. They will build on their prior learning of typography, illustration and layout to create high quality outcomes. Each student will independently research new disciplinary skills and will be guided by their teacher to perfect these.</p>		
	Sequencing (flow)	<p>Linking back to KS3 learning Recapping typography and design learnt in KS3</p> <p>Extension: Complete a whole visual study rather than a section.</p>	<p>Develop understanding of AO's, through artist /designer research Start of coursework project, researching and developing</p> <p>Extension: Complete a visual study on a larger scale demonstrating a critical understanding of the artists techniques used.</p>	<p>Continuation of coursework, building more evidence for assessment of AO's</p> <p>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</p>
Summative Assessment	AP1 - Visual study of designers work	AP2 - Practical outcome influenced by chosen designer	AP3 -Final Project Piece	
Personal Empowerment	Virtue	<p>Friendliness and Civility Justice and Truthfulness Courage Generosity</p>	<p>Gratitude Good speech Good Temper & Good Humour Self Mastery</p>	<p>Self mastery Compassion Good sense</p>
	Link to Virtue	<p><i>The opportunity to reflect, think deeply and critically about an issue.</i></p> <p>Friendliness and Civility – Being aware of what language we use when giving feedback to our peers. Justice and Truthfulness – Understanding how colours can make you feel or act in a particular way. Problem Solving – understanding how knowledge of the colour wheel can be used to create depth through complementary colour. Generosity – Looking at how you can help your peers through sharing knowledge.</p>	<p>Gratitude - Considering the skills you have learned over the GCSE course and those who have helped you develop as a young artist. Good Speech – Being able to explain your ideas and thoughts for your project in a mature way using art specific language. Good Temper & Good Humour Responding to feedback in an appropriate manner. Self mastery – taking the lead on your own project and managing your own work and progress.</p>	<p>Self mastery – taking the lead on your own project and managing your own work and progress. Compassion – 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.</p>
Preparation for Work	Skill	<p>Listening Leadership Problem Solving Creativity</p>	<p>Staying Positive Speaking Aiming High</p>	<p>Aiming High Speaking Teamwork</p>
	Link to Skill	<p><i>Transferable skills</i></p> <p>Listening - I can ask probing and relevant questions to check and build my understanding. Leadership – I can explain some different ways to motivate my team/ those on my work table. Problem Solving - can evaluate different solutions for a complex problem to pick the best one. Creativity - I can select the most effective creative tools for my way of working and explain why.</p>	<p>Staying Positive – In the challenge and added pressure of the ESA I can choose appropriate positive actions when I am Speaking - 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. Aiming High I seek out feedback, including constructive criticism, to support me in achieving my goals.</p>	<p>Aiming High - motivate myself to work autonomously to fulfil my plans and to achieve SMART targets to reach my goal. Speaking - to modify language, tone and expression according to the listeners' reaction and response Teamwork - when others might be getting into an argument and make suggestions to avoid it.</p>
Preparation for Citizenship	SMSC & British Values	<p>Enable students to acquire a broad general knowledge of and respect for public institutions and services in England Enable students to develop their self-knowledge, self-esteem and self-confidence.</p>	<p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; Encourage respect for other people.</p>	<p>Enable students to develop their self-knowledge, self-esteem and self-confidence; Enable students to distinguish right from wrong and to respect the civil and criminal law of England.</p>
	Link to SMSC & British Values	<p><i>Developing opinions on current issues</i></p> <p>Encouraging a space for sharing views and opinions Creating a culture of equal opportunity through art Collaboration through peer review on work</p>	<p>Social – understanding how to follow a process from start to finish. viewing each other's work and being inspired by each other. Cultural –showing respect for equipment provided by the school</p>	<p>Social – viewing each other's work and being inspired by each other and the work of others. Viewing and discussing the work of others Cultural – responsibility for quality of own work and equipment provided by the school. be tolerant of each other's views and opinions and being respectful of their work.</p>