

Graphics KS4 - Statement of Intent

“If you can properly define the problem, then you’ve already defined the solution as well”
Chip Kidd, - Art Director and Graphic Artist

At All Saints Academy the Graphics curriculum follows the Academy vision of *Living Well Together with Dignity, Faith and Hope* through creating an environment in which our pupils can feel safe, secure, and have the ability to express themselves creatively through their graphic art. Pupils practise *‘living well together’* through learning to confidently analyse and discuss the work of graphic designers in a respectful and dignified way. Pupils will develop their threshold skills such as typography, illustration and layout throughout KS3 and become confident and independent young designers. We hope that our pupils will build their love of creativity and design, and use their passion to develop faith in their own ability to produce high quality graphic design outcomes. Our young creatives will learn the tools to influence the world around them through their innovative graphic designs.

We ensure that all barriers to learning are removed by providing all students with the range of media needed to experiment and sample a wide assortment of techniques. We provide individualised support and feedback to ensure every pupil can fully experience the graphic design course. Our students are further supported with specialist vocabulary, writing frames and analytical sentence starters to scaffold their writing about graphic artists and their work. All new skills are taught through demonstrations and practice, designed to gently encourage our students to become independent learners.

Research informed practice in the Arts:

In the Arts faculty the department has used research by Dianne Minicucci (*Decolonising and diversifying the art curriculum*) and the NSEAD website (*National Society for Education in Art and Design*) to inform changes in the curriculum maps. It has allowed the lessons to incorporate more cultural capital and to broaden the focus away from traditional the canon of white, male, western artists. This has also made lessons more varied and added an extra dimension of interest to our students’ work. In textiles and graphics the team have read work by Sarah Graham, Lucy Sparrow, Lekwena Mciver and Yinka Shonibare to improve aspects of planning, sequencing and subject specific knowledge. Finally, subjects have been more focused on knowledge rather than skills. This has helped student’s analysis of art and design, and their understanding of context and cultural capital. This approach is advocated by authors such as Myatt in her book, *The Curriculum*.

Specific support planned for SEND students:

All students work towards the same outcomes. Support and differentiation occurs through the level and variety of skill used to reach a specific outcome. This makes each outcome achievable to a greater or lesser extent. This is highlighted in pink font on lesson slides. At specific parts of the lesson students receive 1:1 support; this is also signposted in pink pen in students’ sketchbooks. Learning mats are used to remind students of key words and processes. Teachers model answers to all, and use insightful questioning to check understanding and progress. Sometimes, students support each other in this process too.

Year 10

Substantive Knowledge

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.

Disciplinary Knowledge

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.

Year 11

Substantive Knowledge

In Year 11 students can choose to further develop their NEA unit from Year 10, or, begin a new NEA unit by writing another design brief. Students build on their substantive knowledge through analysing the work of their chosen graphic artists and creating visual studies which demonstrate a working knowledge of design techniques. The graphic designs created in Year 11 will show more of the students own ideas based of their exploration, research and development of design techniques and disciplinary skills.

In term 2, the ESA unit will be launched. The ESA unit is a short independent project based on a choice of titles set by the examination board. Students will follow the same structure as the NEA unit to produce a logbook that records the development of their ideas, design research and analysis, and evaluations of their own artwork. They will refine their work in preparation for a large-scale outcome in their 10- hour examination which is set over two days. (Not included for this Year 11 in 2022)

Disciplinary Knowledge

Students In Year 11 will build on their disciplinary skills from Year 10 through researching existing designs, past and present, and understanding the techniques used in graphic design. They will continue to work independently on their NEA unit, researching and exploring new disciplinary skills

such as visual communication and problem solving. They will receive individual feedback which helps them to further develop their skills and think of other techniques that could work to improve their outcomes.

The ESA unit will give students the opportunity to showcase the disciplinary skills they have learned in a short project and large scale outcome.