

(Graphics) Technology Department: Curriculum Overview 2023-24

Curriculum Intent:

We believe that students deserve a Design Technology and Art curriculum which prepares them for the ever-changing world they live in. Our curriculum aims to promote and develop resilient, independent, problem solvers utilising a range of transferable skills, allowing them to become successful members of our wider community.

Our Design Technology and Art faculty comprises the following subjects: Design Technology, Hospitality & Catering, Food Technology, Graphic Design, Art Textiles, Art and Hair and Beauty. In the Design and Technology faculty students combine practical and technological skills with creative thinking to design and make unique outcomes. They learn to use current technologies and consider the impact of future technological developments as well as thinking creatively and solve a range of problems. We are a faculty which draws, develops and implements a range of different disciplines including mathematics, science, engineering, computing, geography, art and embed high quality literacy skills using analysis and evaluation techniques. Through the curriculum, students are actively contributing to the creativity, culture, and well-being of themselves. Students will be working in stimulating contexts that provide a range of opportunities and draw on the local community and wider world. They respond with ideas and products, challenging the ordinary and consider aesthetic, technical, cultural, social, emotional, economic, and environmental issues. Alongside this, students evaluate present and past design, its uses and effects. The Design Technology and Art faculty makes a unique and valuable contribution to the education and preparation for students' future lives for work and leisure. We aim to ensure that our students achieve the best possible experiences to become lifelong learners sharing the same joy of the subject that their teachers have.

Year 9	Term 1	Term 2	Term 3
	8 lessons	6 lessons	8 lessons
Topic	Album cover project	Album cover project	Album cover project
Skill	<ul style="list-style-type: none"> • Researching • Analysing • Written language • Mark making • Printing 	<ul style="list-style-type: none"> • Printing • Analysing • Written language • Analysing • Generating ideas • Computer skills 	<ul style="list-style-type: none"> • Computer skills • Written language • Analysing
Content	<ul style="list-style-type: none"> • Writing a brief • Researching album covers • Investigate and research into the work of other artists. • Exploring analytical skills • Mark making in various media • Polytile and mono printing • How to analyse and evaluate outcomes in order to be able to record ideas and observations, visually and through written annotation, using appropriate specialist vocabulary 	<ul style="list-style-type: none"> • Mark making in various media • Polytile and mono printing • How to analyse and evaluate their outcomes in order to be able to record ideas and observations, visually and through written annotation, using appropriate specialist vocabulary • develop idea sketching ability • Photoshop skills – how to use program to edit images 	<ul style="list-style-type: none"> • How to analyse and evaluate outcomes in order to be able to record ideas and observations, visually and through written annotation, using appropriate specialist vocabulary • Illustrator skills – how to use program to create text and images •
Prior Knowledge Required	<ul style="list-style-type: none"> • The structure of design projects 	<ul style="list-style-type: none"> • How to analyse effectively 	<ul style="list-style-type: none"> • How to analyse effectively • Photoshop basics
Feedback Points	<ul style="list-style-type: none"> • Students will receive regular verbal feedback • Assessment 1: artist study work 	<ul style="list-style-type: none"> • Written feedback on experimentation of mark making. • Students will receive regular verbal feedback 	<ul style="list-style-type: none"> • Assessment 2: final album cover • Students will receive regular verbal feedback
Direct Vocab Instruction	<ul style="list-style-type: none"> • Analyse • Brief • Descriptive words: Colour, pattern, tone, shade 	<ul style="list-style-type: none"> • Layers • Saturation • Hue 	<ul style="list-style-type: none"> • Vector •

Standardised Homework	A task will be set every lesson that either prepares student for the next lesson or consolidates learning from that days lessons	A task will be set every lesson that either prepares student for the next lesson or consolidates learning from that days lessons	A task will be set every lesson that either prepares student for the next lesson or consolidates learning from that days lessons
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Year 10	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Artist study project	Portfolio (60% of GCSE)	Portfolio (60% of GCSE)		Portfolio (60% of GCSE)	
Skill	<ul style="list-style-type: none"> analytical skills critical understanding 	<ul style="list-style-type: none"> Explore ideas critically analysing sources refine ideas as work progresses record ideas and observations, use drawing skills realise personal intentions through the sustained application of the creative process. research into the work of another artist 	<ul style="list-style-type: none"> Explore ideas critically analysing sources refine ideas as work progresses record ideas and observations, use drawing skills realise personal intentions through the sustained application of the creative process. research into the work of another artist 	<ul style="list-style-type: none"> Explore ideas critically analysing sources refine ideas as work progresses record ideas and observations, use drawing skills realise personal intentions through the sustained application of the creative process. research into the work of another artist 		
Content	<ul style="list-style-type: none"> They will learn how to analyse and evaluate the work of an artist or designer, looking at how to use mature high level language to do so. Students will explore the work of their chosen artist and produce their own outcomes. 	<ul style="list-style-type: none"> Produce a portfolio of work which will explore the skills, knowledge and understanding of a theme. develop ideas through investigations and demonstrate critical understanding of sources produce material informed by the context that is relevant to the development of ideas refine work by exploring ideas, selecting and experimenting with different media record ideas, observations and insights relevant to intentions as work progresses present a personal and meaningful response that realises their intentions. 	<ul style="list-style-type: none"> Produce a portfolio of work which will explore the skills, knowledge and understanding of a theme. develop ideas through investigations and demonstrate critical understanding of sources produce material informed by the context that is relevant to the development of ideas refine work by exploring ideas, selecting and experimenting with different media record ideas, observations and insights relevant to intentions as work progresses present a personal and meaningful response that realises their intentions. 	<ul style="list-style-type: none"> Produce a portfolio of work which will explore the skills, knowledge and understanding of a theme. develop ideas through investigations and demonstrate critical understanding of sources produce material informed by the context that is relevant to the development of ideas refine work by exploring ideas, selecting and experimenting with different media record ideas, observations and insights relevant to intentions as work progresses present a personal and meaningful response that realises their intentions. 		
Prior Knowledge	The skills gained and developed in KS3 will build a foundation which are extended and developed further in Yr 10.					
Feedback Points	<ul style="list-style-type: none"> Students will receive regular verbal feedback. Written feedback on final artist study 	<ul style="list-style-type: none"> Students will receive regular verbal feedback. individual written targets per cycle 	<ul style="list-style-type: none"> Students will receive regular verbal feedback. individual written targets per cycle 	<ul style="list-style-type: none"> Students will receive regular verbal feedback. individual written targets per cycle 		

Direct Vocab Instruction	medium, accentuate, reflects, exuberant, composition, distorts, highlights contrast, emphasises, exaggerate, illustrates, technique, visually.	explores, contrast, emphasises, exaggerate, develop, investigate, demonstrate, critical understanding, explore, experiment, media, materials, processes, record, observe, insights, present, respond, intention.	refine, explore, experiment, processes, record, observe, insights, present, respond, intention, visual language.	refine, explore, experiment, media, materials, processes, record, observe, insights, present, respond, intention, visual language.
Homework	Homework will focus on analysing and evaluating the successes of each sample created.	The individual targets set, will incorporate activities to be completed as homework.	The individual targets set, will incorporate activities to be completed as homework.	The individual targets set, will incorporate activities to be completed as homework.

Year 11	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Portfolio (60% of GCSE)		Externally set task (Exam 10 hours) (40% of GCSE)			
Skill	<p>Students will continue to demonstrate the ability to:</p> <ul style="list-style-type: none"> develop and explore their ideas through investigations informed by selecting and critically analysing sources refine their ideas as work progresses through experimenting with media, materials, techniques and processes record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses use drawing skills for different needs and purposes, appropriate to the context in which it is used realise personal intentions through the sustained application of the creative process <p>Students will continue to demonstrate the ability to work creatively with numerous processes and techniques to inspire the development of their ideas.</p>		<p>Students will demonstrate skills in all of the following:</p> <ul style="list-style-type: none"> awareness of the elements of graphic design, such as shape, line, scale, colour, pattern, contrast and/or repetition in relation to the chosen area(s) of design awareness of intended audience or purpose for their chosen area of study ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of graphics design appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief. understanding of a variety of graphical methods, both computer and hand produced <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>			
Content	<p>Students will complete the sketchbook portfolio of work and produce a final personal outcome.</p> <p>Within the outcome and portfolio, students will provide evidence of meeting all four assessment objectives. They will show they have:</p> <ul style="list-style-type: none"> developed ideas through investigations and demonstrated critical understanding of sources from a given starting point produced material informed by context that is relevant to the development of their ideas refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen specification title and area(s) of study recorded ideas, observations and insights relevant to intentions as work progresses presented a personal and meaningful response that realises intentions. 		<p>Students will be issued with a question paper from the exam board in Jan, which will consist of a choice of five themes to be used as starting points. From this paper, students will choose one option for which they will generate an appropriate personal response of one or more artefact(s)/product(s)/personal outcome(s) within a 10-hour supervised exam period.</p> <p>During the preparatory period leading up to the exam, students will research, plan and develop ideas/samples for their theme</p> <p>Preparatory work will be presented in a sketchbook.</p>			

Prior Knowledge	The skills gained and developed in KS3 and Yr 10 will build a foundation which are extended and developed further in Yr 11.	The skills gained and developed in KS3 and Yr 10 will build a foundation which are extended and developed further in Yr 11.		
Feedback Points	Students will receive individual written targets per cycle and these will be the focus for study both in lessons and homework time.	Students will receive individual written targets per cycle and these will be the focus for study both in lessons and homework time.		
Direct Vocab Instruction	Reinforce all key words developed from year 10	Reinforce all key words developed from year 10		
Standardised Homework	The individual targets set, will incorporate activities to be completed as homework.	The individual targets set, will incorporate activities to be completed as homework.		

Year 12	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Research project		Externally set assignment (and Mock exam 10 hours)		Coursework Portfolio (60% of A Level)	
Skill	<p>Students will be required to demonstrate skills in all of the following:</p> <ul style="list-style-type: none"> • awareness of the elements of design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) • awareness of intended audience or purpose for their chosen area(s) • ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) • appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief • understanding of a variety of methods, both computer generated and hand skills. <p>Students will be assessed on the four objectives in the context of the content and skills presented: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3: Record ideas, observations and insights relevant to intentions as work progresses</p>		<p>Students will be required to demonstrate skills in all of the following:</p> <ul style="list-style-type: none"> • awareness of the elements of design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) • awareness of intended audience or purpose for their chosen area(s) • ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) • appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief • understanding of a variety of methods, both computer generated and hand skills. <p>Students will be assessed on the four objectives in the context of the content and skills presented: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3: Record ideas, observations and insights relevant to intentions as work progresses</p>		<p>Students will be required to demonstrate skills in all of the following:</p> <ul style="list-style-type: none"> • awareness of the elements of design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) • awareness of intended audience or purpose for their chosen area(s) • ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) • appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief • understanding of a variety of methods, both computer generated and hand skills. <p>Students will be assessed on the four objectives in the context of the content and skills presented: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3: Record ideas, observations and insights relevant to intentions as work progresses</p>	

	AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Content	<ul style="list-style-type: none"> Students will research and investigate an area of study through the creative development of practical pieces. Students will complete one sketchbook, various practical samples. Connection with several artists, movements or styles must be included in their work. Students will be introduced to a variety of experiences that explore a range of media, processes and techniques. Students will explore the use of drawing for different purposes, and the potential for the use of colour. Students will use a sketchbook to record their work. Students will also explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. Students' responses to these examples must be shown through practical outcomes that demonstrate their understanding of different styles, genres and traditions Students will be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. 	<ul style="list-style-type: none"> Students will be issued with a question paper from the exam board which will consist of a choice of eight questions to be used as starting points. Students are required to select one. Preparatory work will be presented in a sketchbook. Students will then complete 10 hours supervised time. In the 10 hours students will produce a finished informed by their preparatory work. Preparatory work and the work produced during the 10 hours of supervised time will be assessed, as a whole, against the four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response. 	<ul style="list-style-type: none"> Students will research and investigate into a chosen area of study through the creative development of practical pieces to produce a portfolio of work which will consist of a sketchbook, various practical samples and a final practical outcome. Connection with several artists, movements or styles must be included in their work. Students will use their skills to continue to explore a range of media, processes and techniques. Students will also explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. Alongside the portfolio of work students will complete a piece of focused writing which will record the journey of the portfolio. Students will be assessed on the four objectives in the context of the content and skills presented.
Prior Knowledge Required	The skills gained at KS3 and KS4 build a foundation which are extended and developed further at KS5.	The skills gained at KS3 and KS4 build a foundation which are extended and developed further at KS5.	The skills gained at KS3 and KS4 build a foundation which are extended and developed further at KS5.
Feedback Points	Every lesson student's will receive verbal feedback on their progress and the work they are completing. Written feedback will be given once in the term and will be supported with a 1:1 discussion on areas to improve.	Every lesson student's will receive verbal feedback on their progress and the work they are completing. Feedback and a grade will be given on the outcomes of the assignment	Every lesson student's will receive verbal feedback on their progress and the work they are completing. Verbal feedback will be given.
Direct Vocab Instruction	Develop, investigate, demonstrate, critical understanding, refine, explore, experiment, media, materials, techniques, processes, record, observe, insights, present, respond, intention, visual language, analyse.		
Standardised Homework	Students will be set weekly individual targets and these are the focus for study both in lessons and during independent study time.	Students will be set weekly individual targets and these are the focus for study both in lessons and during independent study time.	Students will be set weekly individual targets and these are the focus for study both in lessons and during independent study time.

Year 13	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	(Yr 13) Coursework Portfolio (60% of A Level)		Externally set assignment (Exam 15 hours)(40% of A Level)			
Skill	<p>Students will continue with the portfolio started in Yr 12. They will continue to be required to demonstrate skills in all of the following:</p> <ul style="list-style-type: none"> • awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile design • awareness of intended audience or purpose for their chosen area(s) of textile design • ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of textile design • appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief • understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing, screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, patchwork, padding, quilting and embroidery. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		<p>Students will be required to demonstrate skills in all of the following:</p> <ul style="list-style-type: none"> • awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile design • awareness of intended audience or purpose for their chosen area(s) of textile design • ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of textile design • appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief • understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing, screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, patchwork, padding, quilting and embroidery. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>			
Content	<p>Students will continue to research and investigate into a chosen area of study through the creative development of practical pieces to produce a portfolio of work which will consist of a sketchbook, various practical samples and a final practical outcome. Connection with several artists, movements or styles must be included in their work.</p> <p>Students will use their skills to continue to explore a range of textile media, processes and techniques. Students will also explore relevant images, artefacts and resources relating to a range of art, craft and</p>		<p>Students will be issued with a question paper from the exam board which will consist of a choice of eight questions to be used as starting points. Students are required to select one.</p> <p>Preparatory work will be presented in a sketchbook.</p> <p>Students will then complete 15 hours supervised time. In the 15 hours students will produce a finished informed by their preparatory work. Preparatory work and the work produced during the 15 hours of supervised time will be assessed, as a whole, against the four</p>			

	design, from the past and from recent times. Alongside the portfolio of work students will complete a piece of focused writing which will record the journey of the portfolio. Students will be assessed on the four objectives in the context of the content and skills presented.	assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.	
Prior Knowledge Required	The skills developed and extended in Yr 12 will build the foundation	The skills developed and extended in Yr 12 will build the foundation	
Feedback Points	Student's will receive verbal feedback	Student's will receive verbal feedback	
Direct Vocab Instruction	Develop, investigate, demonstrate, critical understanding, refine, explore, experiment, media, materials, techniques, processes, record, observe, insights, present, respond, intention, visual language, analyse.	Develop, investigate, demonstrate, critical understanding, refine, explore, experiment, media, materials, techniques, processes, record, observe, insights, present, respond, intention, visual language, analyse.	
Standardised Homework	Students will be set weekly individual targets and these are the focus for study both in lessons and during independent study time.	Students will be set weekly individual targets and these are the focus for study both in lessons and during independent study time.	