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| **Art and Design: Graphics/ Product Design/ Textiles/ Food** | | | | | | | | | |
| **Key Stage 4:**  **Eduqas** | | | | | **Key Stage 5 (Graphics only):**  **Eduqas** | | | | |
| **Year 7** | **Year 8** | | **Year 9** | **Year 10** | | **Year 11** | **Year 12** | | **Year 13** |
| 2 lessons per week | 2 lessons per week | | 2 lessons per week | 3 lessons per week | | 3 lessons per week | 6 lessons per week | | 6 lessons per week |
|  | | | | | | | | | |
| **Staff** | | **Role** | | | **Staff** | | | **Role** | |
| **E. Walter** | | Co-Curriculum Leader: Art/ Design | | | **N. Douglas** | | | Co-Curriculum Leader: Art/ Design | |
| **K. Vas** | | Teacher/ Head of Sixth Form | | | **D. Farr** | | | Teacher | |
| **L. Quinn** | | Teacher | | | **S. Morson** | | | Teacher | |
|  | |  | | | **R. Smith** | | | Teacher | |

**Graphics**

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|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 7** | **Tattoo Design: This module is delivered each module as part of the Tech Carousel Rotation**  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.  AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | | | | | |
| **Year 8** | **T-Shirt Print Design: This module is delivered each module as part of the Tech Carousel Rotation**  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.  AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | | | | | |
| **Year 9** | **Change the world: stickers and posters**  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.  AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | | | | | |
|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 10** | **Skill-Building**  Students will explore a stimulating and rich variety of resources to initiate and develop innovative ideas. Paying due regard to line, tone, colour, shape, texture and other visual elements of art to explore and communicate ideas using a wide range of graphic communications applications and computer aided design programmes to experiment with the opportunities for creative application in graphic design. | | **Coursework (60% of final grade)**  Students investigate a theme of their choice and develop ideas through appropriate mediums, taking inspiration from contextual sources to arrive at a final outcome.  During modules 3-6 students will focus on assessment objectives 1,2 and 3.  Possible areas of study include: • Advertising • Communication graphics • Design for print • Illustration • Interactive design (including web, app and game) • Multi-media • Package design • Signage • Typography. Work is not limited to one area of study. | | | |
| **Year 11** | **Coursework (60% of final grade)**  Students investigate a theme of their choice and develop ideas through appropriate mediums, taking inspiration from contextual sources to arrive at a final outcome. In modules 1 and 2 in year 11 students focus should now be on assessment objective 4.  Possible areas of study include: • Advertising • Communication graphics • Design for print • Illustration • Interactive design (including web, app and game) • Multi-media • Package design • Signage • Typography. Work is not limited to one area of study. | | **Exam (40% final grade)**  Students investigate a theme of their choice from the exam boards list. Develop ideas through appropriate mediums, taking inspiration from contextual sources to arrive at a final outcome.  The Externally Set Assignment materials will consist of a series of fifteen assignment choices, comprising five broad themes, five visual stimuli and five written briefs which are to be presented to the student at the start of the preparatory study period.  The student is required to select one of the fifteen assignments as a starting point from which to elicit their own independent creative response. Responses are to be developed during the preparatory study period. They should take the form of contextual and practical research and supporting studies that inform the resolution of ideas in the 10 hours sustained focus study.  Possible areas of study include: • Advertising • Communication graphics • Design for print • Illustration • Interactive design (including web, app and game) • Multi-media • Package design • Signage • Typography. Work is not limited to one area of study. | | | |
| **Students are assessed against the following assessment objectives in both coursework and Externally set assignment. Further marking criteria can be found in the Eduqas GCSE Art and Design specification online.**  **AO1**  Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.  **AO2**  Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.  **AO3**  Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.  **AO4**  Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements  **As part of their studies for GCSE Graphic Design, students should aim to present clear evidence of addressing the assessment objectives, as in the following examples:**  **AO1**  • Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary graphic design and other sources relevant to their selected area of study in their own and other societies.  • Explore a wide variety of work produced by graphic communicators and understand the differences in their methods, approaches, purposes and intentions such as ethical considerations, marketing strategies, promotional campaigning, and design for print and the web.  • Provide evidence of analytical skills and critical and contextual understanding by appraising, comparing and contrasting the work of relevant graphic communicators and other historical and contextual sources, using this to inform their own work.  • Increase awareness of the wide variety of graphic communication processes and outcomes and the differences between these.  **AO2**  • Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate breadth of graphic communication approaches and processes, including the purposeful manipulation of digital software. Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes.  • Explore a stimulating and rich variety of resources to initiate and develop innovative ideas. Pay due regard to line, tone, colour, shape, texture and other visual elements to explore and communicate ideas.  • Provide evidence of appropriate depth and breadth of study of graphic communication practices, including drawing as a means to explore and communicate ideas. Employ sensitive control, for example in refining detail, such as selection of fonts, relationship of typography to images and recognising suitable reprographic processes.  • Show discrimination in reviewing ideas as work develops. Establish a clear working relationship between working methods and outcomes by documenting significant steps so that final outcomes do not emerge without evidence of the creative process.  **AO3**  • Gather, select, organise and communicate information that is relevant to their personal interests as a consequence of careful research and analysis of a stimulating and rich variety of resources.  • Record ideas, first-hand observations, insights and judgments by any suitable means, such as layout drawings, thumbnail sketches, storyboards and written notes that are relevant to and support personal intentions.  • Critically reflect on work as it progresses in order to review what has been learned, acquire deeper understanding and clarify purposes and meanings.  **AO4**  • Present personal, imaginative final outcomes, together with selective evidence of thinking and production processes, that effectively realise the student’s stated intentions, fulfil any design brief and demonstrate critical understanding of visual and, where appropriate, other forms of communication.  • Make explicit connections, where appropriate, between the different elements of the submission, including contextual, practical and written responses, presenting work that is meaningful, well-informed and in a sequence that can be easily followed and results in quality outcomes.  • Consider different presentational formats and select the most appropriate for the submission. Due regard should be given to the purpose of the work and how it might engage the interest of an audience or potential clients. For example, alternative ideas might be presented using PowerPoint to show possible layouts, colourways and typefaces as well as how large-scale work such as billboards might look in location | | | | | | |
|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 12** | **Skill-Building**   * Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate breadth of fine art media, techniques and processes, singly and in combination. Exercise skilful and safe application of these to maximise * creative potential and produce quality outcomes. * Explore a stimulating and rich variety of resources to initiate and develop innovative ideas * Pay due regard to line, tone, colour, shape, texture and other visual elements to explore and communicate ideas. * Provide evidence of appropriate depth and breadth of study of fine art practices, including drawing as an end in itself. Employ sensitive control, for example, in refining detail or in using accurate or exaggerated colour and tone. * Show discrimination in reviewing ideas as work develops. Establish a clear working relationship between working methods and outcomes by documenting significant steps so that final outcomes do not emerge | | **Coursework: Personal Investigation (60% final grade)**  Students investigate a theme of their choice. Develop ideas through appropriate mediums, taking inspiration from contextual sources to arrive at a final outcome.   * Development of ideas that are informed by contextual study of past and present graphic design and other sources such as television and cinema, fine art, product design and published media. * Awareness of the variety of issues that influence the purposes, meanings and contexts of graphic design such as ethical and conservational considerations, marketing strategies, promotional campaigning, reprographic processes and magazine and journal production. * Analytical skill and critical and contextual understanding in appraising, comparing and contrasting the work of relevant graphic designers, other contextual sources and in the formative and summative evaluation of personal design processes and outcomes. * Selection of, and experimentation with, appropriate graphic design media and processes, with controlled use of typography and imagery from primary and secondary sources, including purposeful manipulation using digital software. Technical details may be included, but should be selective and concise. Concern with technical processes should not assume greater importance than the progression of creative ideas. * Exploration of stimulating resources and studio-based and environmental sources to initiate and develop innovative ideas, with due regard to composition and layout, proportion, line, tone, colour, texture, scale and other visual elements.. The full potential of graphic communication should be explored through experimentation with established and emerging technologies and, where appropriate, combining graphic design methods with other processes to originate new ways of working. Each significant step in the creative process should be documented, with particular attention given to the penultimate stage so that final outcomes do not suddenly appear. * Discrimination in reviewing ideas as work develops. Careful control exercised in refining detail, such as selection of fonts, relationship of typography to images and a suitable reprographic process to produce outcomes of quality. | | | |
| **Year 13** | **Coursework (as in Year 12, Modules 3-6)**  Gathering, selecting, organising and communicating relevant information in undertaking research into visual and other sources of reference. Due attention given to the selection of the most appropriate images and the analysis and annotation of these, rather than including multiple thumbnail prints with no evaluative comments.  Recording, through drawing, photographs and by other means, such as layout sketches, storyboards and written notes, ideas, observations and insights that are relevant to personal intentions.  Critical reflection on work and progress in order to review what has been learned, deepen understanding and clarify purpose and meaning.  Presentation of creative responses that are essentially personal, effectively realise stated intentions and fulfil design requirements.  Explicit connections made, where appropriate, between the different elements of the submission, including contextual, practical and written responses, presenting work that is meaningful, well informed and in an order which can be easily followed.  Consideration of different presentational formats, such as public transport advertising or bus shelter posters, selecting the most appropriate of these for the submission, giving due regard to the purpose of the work and how it might engage the interest of an audience or potential clients. If the print size or cost of a preferred format is a constraint, then this could be drawn, described and/or presented as a scale model | | **Exam (begins 01 Feb) (40% final grade)**  The Externally Set Assignment consists of a series of visual (including moving image) and written stimuli set by EDUQAS. Learners are required to select one of the stimuli and develop it in the form of:  a personal response or an issue to be addressed or a problem to be considered or a specific design brief or another suitable starting point. Learners will develop their response over a preparatory study period (January until April). Responses must take the form of critical, practical and theoretical preparatory work and/or supporting studies, which will inform the resolution of these ideas. learners will be allocated a period of 15 hours sustained focus study to realise their response unaided and under supervised conditions.  **Students are assessed against the following assessment objectives in both coursework and Externally set assignment. Further marking criteria can be found in the Eduqas GCSE Art and Design specification online.**  Learners must demonstrate their ability to:  **AO1** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.  **AO2** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.  **AO3** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.  **AO4** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. | | | |

The Design curriculum centres upon students receiving a multitude of skills and creative problem-solving tasks, offering an engaging cognitive challenge.

In KS3 this takes the form of a carousel of disciplines, each with its own technical outcome and expertise.

* **Food Technology** allows students to consider the preparation and nutritional content of what they consume while they work collaboratively and ultimately share and assess their product.
* **Graphic Design** offers learners imaginative design experience, playing with the possibilities of personal aesthetics and connecting those to applied designs after exploring and investigating software.
* **Textiles** enables students to explore a range of approaches present in textiles art and the fashion and textiles industry. Students will approach concepts in soft furnishing and accessory design, suitability of materials and techniques using industry standard equipment and materials.
* In **Product Design,** students will gain a technical approach to the creative curriculum, often working from brief based problem-solving task students will develop techniques honing and improving a product produced to fulfil a purpose.

**Impact: what difference is our curriculum making to pupils?**

**All schemes of learning in Art and Design will:**

* Create lessons in-keeping with The Bacon’s Way; applying Do Nows; making sure to model, demonstrate and scaffold written, creative and verbal responses; assist student progression with clear objectives and provide ample opportunities for learners to receive formative and summative feedback.
* Encourage learners to challenge assumptions.
* Promote crafting and improving.
* Embed knowledge retention of techniques and practices
* Support students in their critical and contextual understanding.
* Provide students with the real world applications for the skills they are gaining.
* Promote collaborative practice.
* Foster an imaginative and inquisitive practice in a safe environment.
* Support persistence and working through difficulty and uncertainty.

**Further Information and Guidance**

**GCSE Subject Information Sheet**

**Sixth Form Information Sheet**