**Graphic Design Curriculum Progression Map**

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|  | **BLOCK 1** | | **BLOCK 2** | | **BLOCK 3** | | |
| **YEAR 10** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** | |
| **Dates** | 1st September – 27th October | 6th November – 22nd December | 8th January – 9th February | 19th February – 28st March | 15th April – 24th May | 3rd June – 22nd July | |
| **Weeks** | 9 Weeks | 8 Weeks | 5 Weeks | 6 Weeks | 6 Weeks | 7 weeks | |
| **Inset** | 1st September, 2nd October & 8th December | |  | | 6th May (Bank Holiday), Monday 1st July & 22nd July | | |
| **Unit Title** | MUSIC PROMOTION | | | | | | |
| **Sequence** | * Photoshop Skills: Resizing an image, blending images, adding text * Music promotion mind-map * Music promotion inspired collage * Designer research: Tim Marrs * Designer copies using secondary images using Photoshop * Designer copies hand-drawn | * Chosen musician research * Samples in the style of Tim Marrs * Artwork, using chosen musician, in the style of Tim Marrs * Developing an idea for a personal response. | * Practice piece AP1 * **AP1: Beginning 11th Jan (2 lessons)** * Typography research * Typography experiments, hand-drawn and digital * Logo design research | * Logo design hand-drawn * Logo design digital * Final response logo design | * Photographs in response to the musician chosen. * Development of ideas using own photographs * Creating poster designs for a final response * Merchandise in the style of final response | | * Practice piece for Mock Exam * **AP2 Mock Exam: Beginning 17th Jun (3 hours) (Provisional date depending on external exams)** * Feedback and refinement of coursework project so far |
| **Key Building Blocks** | * Introduction to the designer studied (Tim Marrs) * Photoshop techniques and processes (polygonal lasso tool, eraser tool, move tool, layers, blending modes, gradient tool, paint bucket) * Introducing the importance of presentation * Understanding the way in which a designer works | | * Development of work in the style of Tim Marrs * Photoshop techniques and processes (polygonal lasso tool, blending modes, layer styles, adjustment layers, gradient tool) * Students should become more secure in the presentation of their work * Understanding of the importance of typography * Developing ideas for logo design | | * Developing a clear journey which has clear links within a ‘family’ of work * Seeing an idea through to the end, developing their work in the style of Tim Marrs * Photoshop techniques and processes (layer styles, adjustment layers, photograph manipulation) | | |
| **Retrieval Practices** | * Sequences of tools used in Photoshop (repeated throughout the first term) * Key vocabulary * How the work links to the work of Tim Marrs | | * Sequences of tools used in Photoshop (repeated actions from first half term and introduction of new more advanced techniques using layer styles and adjustment layers) * Key vocabulary * The importance of typography in design | | * Sequence of tools used in Photoshop (repeated actions from first and second term and expectation of more independent working skills) * Key vocabulary * Developing a unique idea, rooted in the learning that has taken place so far | | |
| **Knowledge** | What should students **know**?   * Basic Photoshop terminology that helps them with the ‘do-ing’ activities; such as Move Tool, Polygonal Lasso Tool, Layers panel) * How to explain the work of Tim Marrs, what inspires the designer and what styles he uses in his work * Key features of Tim Marrs’ work, students should be able to explain why they have used a particular image or mark in their own work and how it has been inspired by Tim Marrs. | What should students be able to **do**?   * Use basic Photoshop tools such as; Move Tool, Polygonal Lasso Tool. * Use layers panel to move and re-arrange layers accordingly in order to create digital artwork * Take inspiration from a designer (Tim Marrs) and apply this to both digital and hand-rendered work, in the form of sample making. * Appropriately select and manipulate internet images in response to the designer studied. | What should students **know**?   * The difference between a Serif and Sans-Serif font style * Understand the ‘personalities’ of typefaces and how these differ from one another, and therefore will have some reasoning behind their font choices * What a logo is, including why logos need to be clear and coherent and communicate a message about the musician/brand. * How to critically assess their own work in order to refine ideas as their work progresses. | What should students be able to **do**?   * Create a response to the chosen designer, using a variety of Photoshop tools including blending modes, layer styles etc. * Present a selection of different typefaces and refine their choices in response to their chosen musician. * Generate logo ideas that link to the chosen musician * Appropriately select hand-drawn designs to create digital logo design choices * Refine and select an appropriate chosen logo | What should students **know**?   * How to take portrait photographs using digital means (phone cameras are permissible for this) * How different tools and processes on Photoshop can affect their work in different ways * How to explain how they have used similar features to Tim Marrs in their own work and why they have used these * How to critically assess their own work independently, whilst working on a ‘final piece’ | | What should students be able to **do**?   * Take their own photographs inspired by their chosen musician, carefully considering location, props, costume and choice of model * Use their own photographs and other experimental samples completed earlier in the project to begin generating digital poster designs for their chosen musician * Independently use Photoshop tools, processes and techniques to create a poster design for their chosen musician that encompasses their knowledge and understanding so far |
| **Literacy** | Students develop literacy skills through their annotation of their work, research into photographers and techniques. Termly reading materials are also used to bring on students’ reading skills. | | Students develop literacy skills through their annotation of their work, research into photographers and techniques. Termly reading materials are also used to bring on students’ reading skills. | | Students develop literacy skills through their annotation of their work, research into photographers and techniques. Termly reading materials are also used to bring on students’ reading skills. | | |
| **Numeracy** | Polygonal Lasso Tool (Photoshop)  Shape Tool (Photoshop)  Move Tool (Photoshop)  Scale and Proportion (Photoshop and Drawing) | | Polygonal Lasso Tool (Photoshop)  Shape Tool (Photoshop)  Scale and Proportion (Photoshop)  Typography point sizes (digital and drawing) | | Scale and Proportion (Photoshop)  Drawing skills (Drawing)  Presentation (Photoshop and Drawing) | | |
| **Formative Assessment** | Peer & Self-Assessment  Whole-class feedback (once per half term)  Written feedback (once per half term) | | Peer & Self-Assessment  Whole-class feedback (once per half term)  Written feedback (once per half term) | | Peer & Self-Assessment  Whole-class feedback (once per half term)  Written feedback (once per half term) | | |
| **Summative Assessment** |  | | **AP1** | | **Year 10 Mock Exams** | | |
| **Social** | Through touching on the history of graphic design, it poses questions of whether or not students have the “power” to choose against advertising and the social implications of this. | | Research of different typography styles helps students to understand the different ways in which social groups communicate with one another, and the language that is used between social groups. | | Students can discuss how their designs and ideas can have a positive impact within the graphic design world, specifically within the realm of music promotion. | | |
| **Moral** | For many students, using Photoshop is a new venture and they will need to build resilience. | | Students will be expected to (throughout the course) provide peer feedback, they have to be critical in their response, but also ensure that their peer feels pride in their work too. | | Students in this term look at marketing and advertising when creating additional items for music promotion. It is important that these students also look at the potential moral implications of marketing and advertising. | | |
| **Spiritual** | Students get a sense of awe and wonder from exemplar work, as part of their journey in Graphic Design, students experience the ability to express themselves creatively. | | Students are expressing themselves creatively, and in this term they develop their ideas with much more refinement. They have to look carefully at themselves and their own work to see what can improve. | | Students now develop their own ideas, thus building their own self-esteem and self-confidence. They are expected to discuss and defend their ideas. | | |
| **Cultural** | Students research a designer that works within “popular” culture in the main, they are able to use their knowledge and understanding of how this can be seen in other cultures. | | Students’ research typography and they begin to understand the role of typography with language. With this, students may come across other languages and how the written word is used differently to their own within this culture. | | Students look more broadly at the consumer culture, and how everything seems to be more “throw-away” than ever before. The cultural implications of this and how this has an impact on people and the environment. | | |
| **British Values** | Rule of Law: legal implications of using secondary sources and creating your own content.  Individual Liberty: expressing their own opinions, thoughts and feelings creatively through Graphic Design. | | Democracy: Students have to be democratic in their approach when giving peer feedback to one another.  Mutual Respect: If students are using typography as a tool to showcase a specific culture or genre, they need to do this sensitively and with respect. | | Tolerance: Students are expressing their own individual ideas and they therefore need to justify choices made within their work. It is important that students have tolerance of the different viewpoints that other people have. | | |
| **Gatsby** | Through the research of the designer Tim Marrs, students are actively looking at potential work they could be producing within the field of Graphic Design. | | References and research into the different roles under the “umbrella” of Graphic Design. Some students may wish to research further the role of a typographer. | | Students are taking part in a very “real” brief, in which this is a piece of work that they could create within the role of a graphic designer. | | |