**Graphic Design Curriculum Progression Map**

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|  | **BLOCK 1** | | **BLOCK 2** | | **BLOCK 3** | |
| **YEAR 11** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Dates** | 1st September – 21st October | 31st October – 21st December | 9th January – 10th February | 20th February – 31st March | 17th April – 26th May |  |
| **Weeks** | 8 Weeks | 7 Weeks | 5 Weeks | 6 Weeks | 6 Weeks |  |
| **Inset** | 1st & 2nd September | | 4th, 5th & 6th January | | 1st May (Bank Holiday) |  |
| **Unit Title** | MURALS | | EXTERNALLY SET ASSIGNMENT | | |  |
| **Sequence** | * Murals thematic collage * Murals thematic mind-map * Research the designer Michelle Thompson * Drawings of Michelle Thompson’s work * Create digital copies of Michelle Thompson work (initially using secondary sources) * Samples in the style of the designer * Photographs relating to chosen area inspiring their mural theme | * Students use Photoshop heavily to create digital artwork * Students create drawings and samples in the style of Michelle Thompson as first-hand sources to support their digital studies * Students create their own Michelle Thompson outcome using primary images * Mock Exam practice piece * **Mock Exam: Beginning 21st Nov (3 hours)** * Refinement of murals coursework project | The nature of the externally set assignment changes each year, students are given the assigned questions at the beginning of Term 3, students analyse and select a question and produce a third and final project based on this starting point. Students will be expected to complete the following tasks as part of this. The exam is 10 hours, and normally takes place in April/May, depending on whole-school calendar. | | |  |
| * Research the ESA question chosen by the student * Collage * Mind map * Designer research * Designer copies (digital) | * Designer copies (hand-drawn) * Photographs * Samples * Development work in the style of chosen designer | * Preparing and planning a final idea * Practice piece * Additional preparatory samples/photographs/development pieces |
| **Key Building Blocks** | * Introduction to the designer studied (Michelle Thompson) * Photoshop techniques and processes (polygonal lasso tool, eraser tool, move tool, layers, blending modes, gradient tool, paint bucket) * Presentation | | * Photoshop techniques and processes (polygonal lasso tool, blending modes, layer styles, adjustment layers, gradient tool) * Presentation of work * Developing a clear journey which has clear links within a ‘family’ of work * Seeing an idea through to the end | | |  |
| **Retrieval Practices** | * Sequences of tools used in Photoshop (repeated from Year 10 learning) * Key vocabulary * How the work links to the work of Michelle Thompson | | * 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 * Developing a unique idea, rooted in the learning that has taken place so far | | |  |
| **Literacy** | Students develop literacy skills through their annotation of their work, research into designers. Key vocabulary is used and highlighted on student Knowledge Organisers. | | Students develop their literacy skills through their verbal reasoning and explanation of topics, used by teachers to check understanding. Students continue to develop their literacy skills through final annotation of their work and verbal explanation of idea development. | | |  |
| **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)  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) | | |  |
| **Summative Assessment** | **Year 11 Mock Exams** | | **Year 11 ESA Assessed Time (normally mid-April)** | | |  |
| **Social** | Through this theme students will be creating a mural, this may have a social, moral or political message. | | Students can discuss how their designs and ideas can have a positive impact within the graphic design world, with links to their chosen ESA starting point. | | |  |
| **Moral** | Through this theme students will be creating a mural, this may have a social, moral or political message. | | 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. | | |  |
| **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. | | |  |
| **Cultural** | Students research a design group that works within “popular” culture in the main, they can use their knowledge and understanding of how this can be seen in other cultures. | | Students can discuss how their designs and ideas can have a positive cultural impact. They need to be sensitive to how signs and symbols can be interpreted by different cultures and be sensitive to this. | | |  |
| **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. | | 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** | Creating a mural is something different to how students normally work, and it challenges their perceptions of potential career options for Graphic Design. | | 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. | | |  |