**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 – 27th October | 6th November – 22nd December | 8th January – 9th February | 19th February – 28st March | 15th April – 24th May |  |
| **Weeks** | 9 Weeks | 8 Weeks | 5 Weeks | 6 Weeks | 6 Weeks |  |
| **Inset** | 1st September, 2nd October & 8th December |  | 1st May (Bank Holiday) |  |
| **Unit Title** | A MAGAZINE FOR TODAY | EXTERNALLY SET ASSIGNMENT |  |
| **Sequence** | * Research magazine design
* Select and research a relevant designer that anchors the project and contextually links to magazine design
* Research and design a ‘masthead’ for your chosen magazine
* Illustrated (hand and digital rendered) designs
 | * Composition and layout research
* Students use Photoshop heavily to create digital artwork
* Students create their own double page spread and front cover for a magazine theme of their choice.
 | 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. |  |
| * Collage
* Mind Map
* Designer Research
* Own photographs
 | * Illustrations (both hand rendered and digital)
* Digital designs
* Samples/experimentation
 | * Presentation of boards and annotation of work
* Example final digital designs
* Final piece
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| **Key Building Blocks** | * Introduction to magazine design in the graphic design world
* Research into magazine design and layout design
* Creation of illustrations (digital and hand-rendered)
* Photoshop techniques and processes (move tool, typography, guides, layout)
* Layout and ‘The Grid’
 | * 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
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| **Retrieval Practices** | * Sequences of tools used in Photoshop (some repeated from Year 10 learning)
* Key vocabulary
* Typography and how this works in a masthead as opposed to in a poster
 | * Sequences of tools used in Photoshop (possibly some 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
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| **Knowledge** | What should students **know**?* What magazine design is and how it fits into the remit of Graphic Design
* What a masthead is and some history of the terminology
* How to explain the reasoning behind a range of typography choices
* Some basic knowledge and understanding of ‘layout’ and ‘The Grid’ and how to use this in magazine design
 | What should students be able to **do**?* Design a masthead, selecting appropriate typography
* Create illustrations (hand and digitally rendered) for the purposes of illustrating a ‘story’ in a magazine
* Experiment with a range of layout designs and styles
* Work in the style inspired by a chosen designer
* Choose and select their own theme and designer independently
* Create a final piece by working to a brief
 | What should students **know**?* How to select an appropriate ‘question’ that will allow them to show off the skills they have learnt over the duration of the course
* How to appropriately begin research
* How to select a designer for contextual purposes
* The process of working in which they can successfully embark on a ‘journey’ through the project, in order to allow them to create a final piece
* How to critically assess their own work, explain their choices and reasoning behind their work in order to refine their work as it progresses.
 | What should students be able to **do**?* Present their research in a visual format
* Show their understanding through use of presentation, layout and annotation
* Create digital and hand-rendered designs and illustrations that link to the designer of their choice and also the brief of their choice.
* Create a final piece that showcases their knowledge and understanding from the course so far and that also reflects clearly the aims and objectives of the chosen question.
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| **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. |  |
| **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-AssessmentWhole-class feedback (once per half term)Written feedback (once per half term) | Peer & Self-AssessmentWhole-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.  |  |