



Year 10 GCSE Curriculum Sequence: Graphics

Intent: Using student prior knowledge and skills from Year 9, the GCSE Graphics curriculum introduces students to further contextual references, Photoshop skills and editing techniques while nurturing students' passion for Graphics. Year 10 is structured to ensure a range of experiences in digital and physical graphics and editing techniques, as well as reviewing, researching, analysing and presenting, ensuring that these skills are embedded. Students place value on the creative process itself as well as pride and a sense of satisfaction in the final outcomes.

HT1 Magazine Cover Project Studying contemporary designers in exploring design techniques	HT2 Magazine Cover Project Mixed media and digital workshop techniques, linking to artists	HT3 Magazine Cover Project Developing independent ideas and exploring media	HT4 Magazine Cover Project Producing a range of outcomes which meet the brief	HT5 Brand Re-brand Exploring branding, researching into brands and working to a brief	HT6 Brand Re-brand Exploring designers and workshops to inform responses
<p>Why 'Magazine Cover Project'? Working on a portraiture theme, students complete a series of workshop tasks exploring handmade and digital processes. These link to the film magazine 'Little White Lies', where students will be producing a series of outcomes. This project builds on Year 9 Graphics, revisiting skills in Photoshop and editing techniques with greater depth and more focus on developing digital proficiency in techniques.</p>	<p>Why 'Magazine Cover Design' ? Students explore a range of artists and designers to inspire their explorations. Students incorporate handmade into digital processes such as stencils, rubber stamping as well as exploring typography and digital techniques. After working in the style of a selection of provided artists they draft initial ideas and refine to an outcome.</p>	<p>Why 'Magazine Cover Design' ? Reflecting on their creative journey of skills, knowledge and the work produced, students then develop individual ideas, exploring their chosen theme, researching artists/designers and further media trials. This promotes independent thought and enquiry.</p>	<p>Why 'Magazine Cover Design' ? Students develop ideas and final outcomes, incorporating handmade into digital processes to produce a range of print outcomes.</p>	<p>Why 'Brand Re-brand'? Students begin to develop mind maps and initial research into a broad range of artists based on a selected brand to 're-brand'. This includes artist/designer critical studies and initial media trials.</p>	<p>Why 'Brand Re-brand'? Students experiment with a range of materials to develop a personal narrative through their enquiries. Media trials are workshop based and includes handmade and digital processes. Students continue to research a range of contextual artists that allow broad project directions.</p>
<p>AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>
<p>Teaching it here supports: Students knowledge and skills retrieval from Y9, structured to create a supportive and scaffolded learning environment. Knowledge of historical and contemporary designers Understanding of elements of design and typography Skills in critical artist research, analysis, handmade processes and digital editing techniques</p>	<p>Teaching it here supports: Knowledge of historical and contemporary designers Understanding of elements of design and typography Skills in critical artist research, analysis, handmade processes and digital editing techniques</p>	<p>Teaching it here supports: Knowledge of historical and contemporary designers Understanding of elements of design and typography Skills in critical artist research, analysis, handmade processes and digital editing techniques</p>	<p>Teaching it here supports: Knowledge of idea development Understanding of development, refinement, resolving a creative brief Skills in student determined ideas and techniques</p>	<p>Teaching it here supports: Students knowledge and skills retrieval from project 1 in the further development of graphic design knowledge, creative and editing skills and a more personal creative journey. Knowledge of historical and contemporary designers Understanding of elements of design and typography Skills in critical artist research, analysis, handmade processes and digital editing techniques</p>	<p>Teaching it here supports: Knowledge of historical and contemporary designers Understanding of elements of design and typography Skills in critical artist research, analysis, handmade processes and digital editing techniques</p>
<p>Feeds from: Y9 Graphics HT6</p>	<p>Feeds from: Y9 Graphics HT1, HT2, HT6</p>	<p>Feeds From: Y9 Graphics HT6 Y10 HT2</p>	<p>Feeds from: Y9 Graphics HT6</p>	<p>Feeds from: Y10 HT1</p>	<p>Feeds from: Y9 Graphics HT1, HT2, HT5 Y10 HT2, HT3</p>