



Year 11 GCSE Curriculum Sequence: Graphics

Intent: To develop on students experiences from Year 10 in the exploration of contextual references, digital and physical graphics and editing techniques. Year 11 is structured to promote students' independence and curiosity in graphic design so to encourage individual ideas, explorations and outcomes; as required in the exam unit. Emphasis is placed on the value of the creative process itself as well as pride and a sense of satisfaction in the final outcome.

HT1 Brand Re-brand Exploring designers, mixed media and digital workshops to inform responses	HT2 Brand Re-brand Development of ideas and digital outcomes	HT3 ESA: Stages 1 and 2 Externally set assignment. Research, recording, exploring	HT4 ESA: Stages 3 and 4 Externally set assignment. Developing ideas and final create outcome (10 hrs)	HT5 End of course	HT6
Why 'Brand Re-brand'? Students continue to explore a range of graphic media and techniques through a series of workshops, linking to their research and their project intent. This allows for further development and refine.	Why 'Brand Re-brand'? Further development individual project themes build towards final outcomes that can take the form of logo design, product identity, packaging and advertising.	Why 'ESA: Stages 1 and 2'? Students create a project based on a selected starting point given by the exam board. The stages of this project repeat the stages followed in previous projects to meet the required Assessment Objectives. Stages 1 and 2 focus on students gathering initial ideas, researching into relevant artists/designers and initial media trials.	Why 'ESA: Stages 3 and 4'? Stages 3 and 4 focus on students exploring a further range of media and techniques in the development of ideas. Students evidence ideas and then produce final outcomes in 10 hours under exam conditions.		
AQA Specification links: Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.	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.	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.	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.		
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	Teaching it here supports: Knowledge of idea development Understanding of development, refinement, resolving a creative brief Skills in student determined ideas and techniques	Teaching it here supports: ESA (Externally Set Assignment) paper is released from 2 nd January. Students select one question theme from the paper to respond to. Students produce prep work in the form of a project.	Teaching it here supports: As part of the ESA (Externally Set Assignment) students produce outcomes in exam conditions over 10 hours. All prep and the final outcomes are marked as 40% of the final grade.		
Feeds from: Y10 HT2-5	Feeds from: Y10 HT6	Feeds From: Project stages and processes covered in the portfolio projects	Feeds From: Project stages and processes covered in the portfolio projects		