Year 9 Depth Curriculum Sequence: Graphics

Intent: The curriculum allows for students to experience different art specialisms in depth, in order that they can make better informed choices when selecting their GCSE Options. The Graphic Design curriculum introduces students to typography, illustration and visual literacy through the acquisition of knowledge and skills. Students develop key practical skills using digital and handmade processes, developing ideas and producing design based outcomes.

HT1 Rotation 1 **Constructivism: CD Design** Studying the work and designers in exploring Constructivism.	HT2 Rotation 1 **Vector Illustration: Poster Design** Digital workshop exploring vector graphics.	HT3 Rotation 2 **Constructivism: CD Design** Studying the work and designers in exploring Constructivism	HT4 Rotation 2 **Vector Illustration: Poster Design** Digital workshop exploring vector graphics.	HT5 **Can Design Project: Workshops** Mixed media and digital workshops based on designers, imagery and typography	HT6 **Can Design Project** Mixed media and digital workshops based on designers imagery, and typography
Why 'Constructivism: CD Design'? As an introduction into Graphics the foundations of imagery and typography are introduced in a series of workshops exploring digital and hand manipulated techniques. Inspired by constructivism artist Alexander Rodchenko and typography artist Timothy Goodman.	**Why 'Vector Illustration: Poster Design'?** Using the digital workshop skill and knowledge, students develop individual minimalist illustrations which lead to a collaborative outcome. Inspired by Noma Bar. This promotes independent thought and boosts productivity.	**Why 'Constructivism: CD Design'?** As an introduction into Graphics the foundations of imagery and typography are introduced in a series of workshops exploring digital and hand manipulated techniques. Inspired by constructivism artist Alexander Rodchenko and typography artist Timothy Goodman.	**Why 'Vector Illustration: Poster Design'?** Using the digital workshop skill and knowledge, students develop individual minimalist illustrations which lead to a collaborative outcome. Inspired by Noma Bar. This promotes independent thought and boosts productivity.	**Why the 'Can Design Project'?** This project combines imagery and typography to produce a product, using Photoshop while exploring further hand made techniques. Using the work of contemporary artists and designers students take part in a series a workshops exploring graphic styles and processes.	**Why the 'Can Design Project'?** Continuing to explore styles and techniques linking to designers; students produce a series of outcomes in the form of cans. **Design elements :** Layer styles, Pattern Clash, Composition, Distortion, Colour theory. **Typography elements:** Leading, Kerning, Alignment, Fragments Justification, font for purpose.
National curriculum links Pupils will: -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	**National curriculum links Pupils will:** -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	**National curriculum links Pupils will:** -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	**National curriculum links Pupils will:** -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	**National curriculum links Pupils will:** -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	**National curriculum links Pupils will:** -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Teaching 'Constructivism: CD Design' supports: **Knowledge** of historical movements – Constructivism and current designers – Timothy Goodman **Understanding** of typography, composition and colour theory **Skills** in typography and imagery using a range of digital and hand manipulated techniques	**Teaching 'Vector Illustration' supports:** **Knowledge** of current artists designers and styles – Noma Bar **Understanding** of typography, image construction and manipulation **Skills** in design using image and text in digital and hand-made formats	**Teaching 'Constructivism: CD Design' supports:** **Knowledge** of historical movements – Constructivism and current designers – Timothy Goodman **Understanding** of typography, composition and colour theory **Skills** in typography and imagery using a range of digital and hand manipulated techniques	**Teaching 'Vector Illustration' supports:** **Knowledge** of current artists designers and styles – Noma Bar **Understanding** of typography, image construction and manipulation **Skills** in design using image and text in digital and hand-made formats	**Teaching 'Can Design Project' supports:** **Knowledge** of contemporary designers **Understanding** of typography, imagery and design elements **Skills** in Photoshop and workshop techniques	**Teaching 'Digital and non-digital techniques' supports:** **Knowledge** of creating a number of different media trials to inspire exciting outcomes **Understanding** of ideas development and refinement. **Skills** in producing a range of final outcomes
Feeds From : Y8 HT4, HT6 – Colour Theory Y7 HT3, Y8 HT3 - Printmaking	**Feeds From :** Y7 HT2 Colour theory Y9 HT1 – Typography, design elements	**Feeds From :** Y8 HT4, HT6 – Colour Theory Y7 HT3, Y8 HT3 - Printmaking	**Feeds From :** Y7 HT2 Colour theory Y9 HT1 – Typography, design elements	**Feeds From :** Y7 HT2 Colour theory Y9 HT1, HT2 – Typography, design elements	**Feeds From :** Y8 HT3 developing ideas