



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 <u>Graphic Portrait Project</u> Studying contemporary designers in exploring design techniques | HT2 <u>Graphic Portrait Project</u> Mixed media and digital workshop techniques, linking to artists | HT3 <u>Magazine Cover Project</u> Developing independent ideas and exploring media | HT4 <u>Magazine Cover Project</u> Producing a range of outcomes which meet the brief | HT5 <u>Brand Re-brand: Logo</u> Exploring branding, researching into brands and working to a brief | HT6 <u>Brand Re-brand: Poster</u> Exploring designers and workshops |
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| Why 'Graphic Portrait Project'? Working on a portraiture theme, students complete a series of workshop tasks exploring handmade and digital processes. The students will be producing a series of outcomes. Then combine techniques learnt to produce their own graphic portrait. This project builds on Year 9 Graphics, revisiting skills in Photoshop and introducing Illustrator, producing media trials with greater depth and more focus on developing digital proficiency in techniques. | Why 'Graphic Portrait Project'? Students explore a range of artists and designers to inspire their explorations. Students incorporate handmade into digital processes such as rip/tear digital outcomes to assemble together to form the portrait again, and painted acrylic shapes which are then scanned into Illustrator. After working in the style of a selection of provided artists they draft initial ideas and refine to an outcome. | Why 'Magazine Cover Design'? Reflecting on their creative journey of skills, knowledge and the work produced for their Graphic portrait, students then develop individual ideas, exploring their chosen theme for their magazine cover design, researching typography artists/designers and further media trials. This promotes independent thought and enquiry. | Why 'Magazine Cover Design'? Students develop ideas and final outcomes, incorporating handmade into digital processes to produce their magazine cover. | Why 'Brand Re-brand: Logo Design'? 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. | Why 'Brand Re-brand: Promotional Poster'? 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. |
| 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 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. | 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 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. |
| 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 | 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 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: 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 | 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 |
| Feeds from: Y9 Graphics HT2, HT6 | Feeds from: Y9 Graphics HT1, HT2, HT6 | Feeds From: Y9 Graphics HT6 Y10 HT2 | Feeds from: Y9 Graphics HT6 | Feeds from: Y10 HT1 | Feeds from: Y9 Graphics HT1, HT2, HT5 Y10 HT2, HT3 |