



# Year 10 GRAPHICS Overview

## Intent – the Big Picture:

In Year 10 GCSE Graphics we aim to provide a learning environment where students feel safe and willing to take creative risks. To encourage collaborative thinking and learning where individuals demonstrate respect to the work of others. They discuss ideas and concepts which are both challenging and ambitious, to nurture a trust between teacher and student to enable them to become more resilient, self reflective and able to endure when the process of making becomes challenging. To have a good understanding of the GCSE course structure, assessment criteria and what makes a good piece of Graphics.

### Implementation:

Students have two one hour lessons per week and have an opportunity to attend after school support sessions from May onwards. Each half term a new unit of work is introduced which builds on KS3 knowledge and skills, and prepares for deeper knowledge and understanding. Most assessment happens during the lessons with 1:1 tutorial time with the teacher. This approach enables tailored support and suitable challenge. Students will work both independently mostly in their digital portfolio's. Multiple skills workshops in the first half of year 10 aim to prepare students for their NEA from the Spring Term onwards. Homework will focus on refining technical skills, further research or consolidating learning by presenting work, 1 hour a week, most weeks.

### Impact:

Students will: develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. • develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills

Unit	Knowledge	Skills	Assessment	Links
<b>Photoshop</b> <b>Key Skills</b> <b>Double Exposure</b>	Introduction to the GCSE Assessment Objectives Layers – Layer Masks - Green screen – Overlays Studying the work of Dan Mountford Creating a double exposure image using knowledge learned during Layers  <b>AO1 Artist, AO2 Refine and AO3 Record</b>	Photoshop Lasso Selections Layer Mask Layering Overlays	Ongoing. Assessment activity at end of unit - to create a final outcome idea (AO4) Use of OCR assessment criteria	Builds on previous techniques Prepares for NEA and further learning at post 16 courses and careers in the creative industries.
<b>Photoshop</b> <b>Key Skills</b> <b>Dispersion</b>	Creating the illusion of movement in an image using the dispersion technique  Building on prior knowledge of layer masks and overlays.  Developing compositional skills  Presentation of Key skills to date, composition of page layouts	Photoshop Layer masks Selections Custom brushes Multiple layers Liquefy (distortion)	Ongoing. Assessment activity at end of unit - to create a final outcome idea (AO4) Use of OCR assessment criteria	Builds on previous techniques Prepares for NEA and further learning at post 16 courses and careers in the creative industries.
<b>Photoshop</b> <b>Key Skills</b> <b>PORTRAITS</b>	Study of portraiture  What makes a good photographic portrait – composition, focus, lighting, expression, props, background  Refining an image – removing blemishes and altering tones	Photography Photoshop Dodge and burn Layers styles Spot healing Clone stamp	Ongoing. Assessment activity at end of unit - to create a final outcome idea (AO4) Use of OCR assessment criteria	Builds on previous techniques Prepares for NEA and further learning at post 16 courses and careers in the creative industries.



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## Intent – the Big Picture:

In Year 10 GCSE Graphics we aim to provide a learning environment where students feel safe and willing to take creative risks. To encourage collaborative thinking and learning where individuals demonstrate respect to the work of others. They discuss ideas and concepts which are both challenging and ambitious, to nurture a trust between teacher and student to enable them to become more resilient, self reflective and able to endure when the process of making becomes challenging. To have a good understanding of the GCSE course structure, assessment criteria and what makes a good piece of Graphics.

### Implementation:

Students have two one hour lessons per week and have an opportunity to attend after school support sessions from May onwards. Each half term a new unit of work is introduced which builds on KS3 knowledge and skills, and prepares for deeper knowledge and understanding. Most assessment happens during the lessons with 1:1 tutorial time with the teacher. This approach enables tailored support and suitable challenge. Students will work both independently mostly in their digital portfolio's. Multiple skills workshops in the first half of year 10 aim to prepare students for their NEA from the Spring Term onwards. Homework will focus on refining technical skills, further research or consolidating learning by presenting work, 1 hour a week, most weeks.

### Impact:

Students will: develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. • develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills

Unit	Knowledge	Skills	Assessment	Links
<b>Illustrator Key Skills</b>	Use of illustrator to create and develop a character design	Pen and curve tools Layers Shape builder Colour	Ongoing. Assessment activity at end of unit - to create a final outcome idea (AO4) Use of OCR assessment criteria	Builds on previous techniques and materials Prepares for NEA and further learning at post 16 courses and careers in the creative industries.
<b>Practice NEA project Alberto Seveso</b>	The knowledge acquired through the key skills workshops. Students will look at the layered portraiture work of Alberto Seveso to compile a short personal response that covers assessment objectives 1, 2, 3 and 4	Layering Selections Masks Layer styles Overlays Colours Photography	Ongoing. Assessment activity at end of unit - to create a final outcome idea (AO4) Use of OCR assessment criteria	Builds on previous techniques and materials Prepares for NEA and further learning at post 16 courses and careers in the creative industries.
<b>NEA - PORTFOLIO</b>	The Assessment Objectives - RECORD, DEVELOP, REFINE and PRESENT About the work and approaches of artists, crafts people or designers from contemporary and/or historical contexts, and cultures. The ways in which meanings, ideas and intentions can be communicated through visual language, using formal elements. The properties and effects of different media, materials, techniques and processes, and the ways in which they can be used in relation to own creative intentions. The different purposes, intentions and functions of art, craft and design in a variety of contexts.	Develop their ideas through investigations informed by selecting and critically analysing sources. Apply an understanding of relevant art, craft and design practices in the creative industries to their own work. Refine their Graphic design ideas as work progresses through recording, researching, selecting, editing and presenting. Record ideas, observations, insights and independent judgements, such as recording through drawing and creating images with mixed media.	Ongoing during lesson one to one tutorials. Use of OCR assessment criteria.	Utilising knowledge and experience of previous mini projects in Year 10. Prepares for Set Task, the timed final exam. Prepares for further learning for post 16 courses and careers in the creative industries.



# Year 11 GRAPHICS Overview

## Intent – the Big Picture:

**Year 11 GCSE we aim to** provide a learning environment where students feel safe and willing to take creative risks. To encourage collaborative thinking and learning where individuals demonstrate respect to the work of others. They discuss ideas and concepts which are both challenging and ambitious. To nurture a trust between teacher and student to enable them to become more resilient, self-reflective and able to endure when the process of making becomes challenging. To have a good understanding of the GCSE course structure, assessment criteria and what makes a good piece of art. Students will be ready and equipped for post 16 study or to help them prepare for a career in the creative industries.

### Implementation:

Students have two one hour lessons per week and have an opportunity to attend after school support sessions twice a week. Each half term a new unit of work is introduced which builds on KS3 knowledge and skills, and prepares for deeper knowledge and understanding. Most assessment happens during the lessons with 1:1 tutorial time with the teacher. This approach enables tailored support and suitable challenge. Students will work both independently mostly in their A3 sketchbooks. Three short units of work in the first half of year 10 aim to prepare students for their NEA from the Spring Term onwards. Homework will focus on refining technical skills, further research or consolidating learning by presenting work, 1 hour a week, most weeks.

### Impact:

Students will: develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills

Unit	Knowledge	Skills	Assessment	Links
NEA - PORTFOLIO	<p>The Assessment Objectives RECORD, DEVELOP, REFINE and PRESENT. About the work and approaches of artists, crafts people or designers from contemporary and/or historical contexts, periods, societies and cultures.</p> <p>The ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements.</p> <p>The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to own creative intentions and chosen area(s) of study.</p> <p>The different purposes, intentions and functions of art, craft and design in a variety of contexts.</p>	<p>Develop their ideas through investigations informed by selecting and critically analysing sources. Apply an understanding of relevant art, craft and design practices in the creative industries to their own work. Refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting.</p> <p>Record ideas, observations, insights and independent judgements, such as recording through drawing and creating images with mixed media.</p>	<p>September interim assessment - whole NEA</p> <p>November interim assessment – whole NEA</p> <p>Ongoing formative assessment.</p> <p>Final assessment by class teacher in May.</p>	<p>Link back to prior learning, formal elements, researching an artist, developing and refining an idea.</p> <p>Preparation for Post 16 learning and employment.</p>
SET TASK	<p>The Assessment Objectives RECORD, DEVELOP, REFINE and PRESENT. About the work and approaches of artists, crafts people or designers from contemporary and/or historical contexts, periods, societies and cultures.</p> <p>The ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements.</p> <p>The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to own creative intentions and chosen area(s) of study.</p> <p>The different purposes, intentions and functions of art, craft and design in a variety of contexts.</p>	<p>Develop their ideas through investigations informed by selecting and critically analysing sources. Apply an understanding of relevant art, craft and design practices in the creative industries to their own work. Refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting.</p> <p>Record ideas, observations, insights and independent judgements, such as recording through drawing and creating images with mixed media.</p>	<p>Ongoing assessment of preparatory work for the Set Task.</p> <p>Final assessment by class teacher in May.</p>	<p>Link back to prior learning, formal elements, researching an artist, developing and refining an idea.</p> <p>Preparation for Post 16 learning and employment.</p>