Graphics

Key Stage 3 Curriculum Overview

Year 7 Typography and Signage
Big question: How has Typography shaped the world of Graphics?

Emerging Phase Topics	Domains (Core knowledge and skills)
- What is Typography and why is it so important? - What impact has Neville Brody had on Typography and Graphic design? - How can we generate ideas using 2D design and CAD? - How can we use perspective to give the illusion of 3D when designing? - In design, why is knowledge of the colour wheel and shading so important? - Why are Jock Kinnier and Margret Calvert so important today? - Where can you find examples of Harry Becks' work and why is his style pioneering? - What makes good design? - How are badges made? - How do we analyse the work of others? - How grids help us when drawing to scale?	In Year 7, students are taught graphic design **foundations** and key principles: - Layout - Design - Colour Students explore... - Font - Style - Scale - Past and present Typographers - Shading - Perspective drawing - Basic CAD Students are given the opportunity to demonstrate existing knowledge, a flare for design, develop an understanding of new techniques and skills, and experiment with a range of ideas and experiences. Transferable key skills will be acquired such as: - Communication - Time Management - Problem Solving - Planning - Resilience - Adaptability
Prior Domains: At KS2, students with have learnt basic principles of the design, make, evaluate cycle within a very limited range of materials. Use of simple tools and equipment. Use of fonts and knowledge of word styles. Drawing skills aquired from primary school or home. Observations through advertising, posters, books and internet of font, type, layout and colour. Analyse existing products and use design criteria to compare their design work.	

Year 8 Branding and Logos

Big question: How is branding influenced by graphic designers?

Developing Phase Topics	Domains (Core knowledge and skills)
- What is branding and what are the benefits? - What makes a logo successful? - What has Wally Olins influenced in the world of Graphics? - How does rendering and shading enhance sketches? - How can two-point perspective help us generate accurate drawings? - How do we use sublimation printing to make a final product? - How can past and present designers inform our design ideas and creativity? - What is good layout? - How can Computer Aided Design (CAD) be used to produce high quality designs? - What features can we identify in Pointillism? - Who is Alessi?	In year 8, students are **building on foundations** to ensure they are developing essential skills and a comprehensive grounding in aspects of Graphic Design. This enables them to - use accuracy and efficiency when working - start consolidating their knowledge and understanding - developing their own ideas. - Apply knowledge of Typography to Branding and logo principles Students explore - Branding - Logos - Rendering techniques - Art movements - Past and present graphic designers - Wally Olins- corporate identity Transferable key skills will be acquired such as: - Communication - Time Management - Problem Solving - Planning - Resilience - Adaptability

Prior Domains: Basic drawing skillis in Graphics, Textiles, Engineering and Art in year 7. Use of computers. Basic CAD. Analysis of professionals. Testing, and refining ideas against design criteria, considering user views and specifications. Knowledge of typography consideration, history and impact of design work. Knowledge of influencial designers who have impacted design. Contrasting and complementary colours. Shading techniques and basic technical drawing (one point perspective).

Year 9 Illustration and Design for Print

Big question: How might the world be perceived without Illustration?

Securing Phase Topics	Domains (Core knowledge and skills)
- How can Graphic Designers create illustrations? - Why is Pop Art a good choice for Onomatopoeia graphics? - How do designers use marker pens to render? - How can we print illustrations? - What impact has Jon Klassen had on illustration? - What makes good illustration? - How can we test our ideas to check their success? - Who are Pavlov Visuals and what do they do? - Why do we need graphics on products?	In year 9, students are expected to consolidate, embed and **secure their knowledge and skills.** This enables them to: - Be fully engaged in the design process - understand problems and graphic design principles - Apply skills and embed knowledge to a range of contexts and applications - create inventive and appealing solutions. Students should explore - the influence of design on their own ideas - a wide range of communication techniques - new and emerging technologies - Impact on modern life - Illustration - Past and present Illustrators - Analysing the work of others - Printing and manufacturing techniques - Impact and importance of graphics in the wider context This learning journey in KS3 will prepare students for the mastery phase in learning, building on design principles, knowledge and skills as they transition to GCSE and higher education. Each phase will enable students to deepen their understanding and broaden their knowledge with strategies for retrieval and recall built into the learning. Students should leave KS3 with the skills to: - Explore design problems by understanding and investigating different contexts and needs of different target markets, their lifestyle factors and consumer choices available to them, to become critical consumers and users. - Source information through research and analysis of historical and existing designers, products, processes, technologies and solutions and evaluate their aesthetic, technical, economic, environmental, ethical and social dimensions in shaping the design and manufacture of new products.

	- Design, sketch, model and test innovative ideas that solve identified problems through individual and collaborative work
	- Communicate ideas and solutions effectively
	- Competently select and use modern and traditional materials, processes and equipment to produce high quality products
	- Scrutinise, plan and evaluate all design decisions by considering the needs of the stakeholder by applying a user centred design approach
	- Safeguard the future through responsible design by reviewing the impact their design or product can have on the user, society and the environment

Prior Domains: Aware of design preferences and styles. Art and design studies of Art Movements such and Pop Art and Art Deco. Key events in the context of technology, individuals, society and the environment taught throughout DT Curriculum in years 7 and 8. Analysis of professionals to test, and refine ideas against design criteria, considering user views and specifications. Knowledge of typography consideration, history and impact of design work. Understand how typography impacts branding. Rules of successful logo design. Knowledge of influencial designers who have impacted design throughout history and to present day.