

Year 10 Curriculum – 2022-23

AQA: GCSE Graphic Communication

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Text and Image: Branding Ideas: A series of activities that explore the development of ideas to broaden the thinking process. Drawing: Idea development through diagrams / sketches</p>	<p>Text and Image: A series of activities that explores experimental type forms / Personal responses / Contextual connections / Leading to a Typographical Outcome(s). Final responses will be presented as magazines, Posters, slogans or brand design Drawing: Idea development through diagrams / sketches</p>	<p>Experimentation of briefs Artist response to a variety of themes including, technology, Street food, Social issues, and In the news. Contextual / Idea development / Layouts /Artist Research/ Own Photographs / Personal responses / Outcomes Drawing: Idea development through diagrams / sketches</p>	<p>Experimentation of briefs Artist responses to a variety of themes including, technology, Street food, Social issues, and In the news. Contextual / Idea development / Layouts /Artist Research/ Own Photographs / Personal responses / Outcomes Drawing: Idea development through diagrams / sketches</p>	<p>Chosen theme Student response to a chosen theme a produce Contextual / Idea development / Layouts /Artist Research/ Own Photographs / Personal responses / Outcomes Drawing: Idea development through diagrams / sketches</p>	<p>Chosen theme Student response to a chosen theme a produce Contextual / Idea development / Layouts /Artist Research/ Own Photographs / Personal responses / Outcomes Drawing: Idea development through diagrams / sketches</p>
AQA: Specification Knowledge & Understanding	<p>Students should be introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study.</p> <p>Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources. Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry.</p> <p>Students must learn how sources inspire the development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues • other relevant sources researched by the student in the chosen qualification title and area(s) of study • the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: <ul style="list-style-type: none"> • colour • line • form • shape • tone • texture • 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 students' own creative intentions and chosen area(s) of study • the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. 					
Assessment	<p>The exams and non-exam assessment will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. 					

	<ul style="list-style-type: none"> • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 					
Assessment: What is marked?	Weekly formative assessments are to be carried out by teachers and self-assessments that cover all criteria. Summative assessments will be carried out prior to publication of reports AQA: AO's. Contextual / annotation: Personal responses. /annotations / Quality of planning, idea development, application of media and techniques. Experimentation. Final outcomes.	Weekly formative assessments are to be carried out by teachers and self-assessments that cover all criteria. Summative assessments will be carried out prior to publication of reports AQA: AO's. Contextual / annotation: Personal responses. /annotations / Quality of planning, idea development, application of media and techniques. Experimentation. Final outcomes.	Weekly formative assessments are to be carried out by teachers and self-assessments that cover all criteria. Summative assessments will be carried out prior to publication of reports AQA: AO's. Contextual / annotation: Personal responses. /annotations / Quality of planning, idea development, application of media and techniques. Experimentation. Final outcomes.	Weekly formative assessments are to be carried out by teachers and self-assessments that cover all criteria. Summative assessments will be carried out prior to publication of reports AQA: AO's. Contextual / annotation: Personal responses. /annotations / Quality of planning, idea development, application of media and techniques. Experimentation. Final outcomes.	Weekly formative assessments are to be carried out by teachers and self-assessments that cover all criteria. Summative assessments will be carried out prior to publication of reports AQA: AO's. Contextual / annotation: Personal responses. /annotations / Quality of planning, idea development, application of media and techniques. Experimentation. Final outcomes.	Weekly formative assessments are to be carried out by teachers and self-assessments that cover all criteria. Summative assessments will be carried out prior to publication of reports AQA: AO's. Contextual / annotation: Personal responses. /annotations / Quality of planning, idea development, application of media and techniques. Experimentation. Final outcomes.
Why this?	Builds confidence in how to research, develop and edit responses in CAD. how to use editing software whilst building the foundations of how to structure a solid portfolio of graphic communication work for GCSE submission.	Builds confidence in how to research, develop and edit responses in CAD. how to use editing software whilst building the foundations of how to structure a solid portfolio of graphic communication work for GCSE submission.	Experimentation of client briefs gives students first-hand experience of responding to work in the professional setting. Students will explore a wide range of Artist and themes to broaden the knowledge of graphic communication Students will develop skills that address all assessment objectives	Experimentation of client briefs gives students first-hand experience of responding to work in the professional setting. Students will explore a wide range of Artist and themes to broaden the knowledge of graphic communication Students will develop skills that address all assessment objectives	Students will present a final project of the chosen theme. Students will learn the benefits of independent learning and individual interests and skills will refine. The project will be displayed in a number of mediums including digital and 3D modelling	Students will present a final project of the chosen theme. Students will learn the benefits of independent learning and individual interests and skills will refine. The project will be displayed in a number of mediums including digital and 3D modelling
Why now?	A structured project to guide and demonstrate good practice, raising expectations and allowing students to gain success. But still allowing independence and personalised approaches whilst gradually introducing	A structured project to guide and demonstrate good practice, raising expectations and allowing students to gain success. But still allowing independence and personalised approaches whilst gradually introducing	As the course develops students are often in a stronger position to extend their skill base. Developing on previous experience in creative ways. A structured project with a series of skills and approaches delivered to guide and demonstrate	As the course develops students are often in a stronger position to extend their skill base. Developing on previous experience in creative ways. A structured project with a series of skills and approaches delivered to guide and demonstrate	A project that allows a significant element of personal response but immediately focusses pupil's attention to a theme, artist and contextual sources. Emphasis on each of the AO's. Further attention to meeting each AO in depth. Pupil's recognising where	A project that allows a significant element of personal response but immediately focusses pupil's attention to a theme, artist and contextual sources. Emphasis on each of the AO's. Further attention to meeting each AO in depth. Pupil's recognising where

	the requirements of the AO's.	the requirements of the AO's.	good practice, raising expectations and allowing students to experiment and build skills. But still allowing independence and personalised approaches within this structure, meeting all AO's.	good practice, raising expectations and allowing students to experiment and build skills. But still allowing independence and personalised approaches within this structure, meeting all AO's..	marks are awarded in preparation for the mock exam next term in year 11.	marks are awarded in preparation for the mock exam next term in year 11.
Skills & Characteristics	<p>Pupils will build on previous knowledge and skills: Most detail is in previous sections above: Key breakdown:</p> <ul style="list-style-type: none"> • Knowledge of Graphic Communication • Rules in Graphic Communication • The importance of design • Initial sketches and ideas • Messages and statements through visual language • Refinement through digital editing • Annotation • Photography / composition • Contextual sources (artist research and analysis) • Outcomes 	<p>Pupils will build on previous knowledge and skills: Most detail is in previous sections above: Key breakdown:</p> <ul style="list-style-type: none"> • Knowledge of Graphic Communication • Rules in Graphic Communication • The importance of design • Initial sketches and ideas • Messages and statements through visual language • Refinement through digital editing • Annotation • Photography / composition • Contextual sources (artist research and analysis) • Outcomes 	<p>Pupils will build on previous knowledge and skills: Most detail is in previous sections above: Key breakdown:</p> <ul style="list-style-type: none"> • Developing arrange of creative approaches within digital editing techniques and some hands -on practical approaches to Graphic communication • Previous skills are also integrated into this project. • Experimentation • Planning • Contextual sources • Annotation and evaluation of processes • Development • Idea development • Photography / composition • Digital editing • Refinement • Personal response to a starting point 	<p>Pupils will build on previous knowledge and skills: Most detail is in previous sections above: Key breakdown:</p> <ul style="list-style-type: none"> • Developing arrange of creative approaches within digital editing techniques and some hands -on practical approaches to photography. • Previous skills are also integrated into this project. • Experimentation • Planning • Contextual sources • Annotation and evaluation of processes • Development • Idea development • Photography / composition • Digital editing • Refinement • Personal response to a starting point 	To develop own style and begin to build portfolio skills linking to higher education. Preparation for GCSE exam.	Evaluation and analysis of grades and feedback in order to improve.
Aspirations & Careers	Linking to well-known designers,	Linking to well -known designers,			Aspire high grades.	Linking grades to possibilities for

	brands and career paths that were taken in order to achieve these careers.	brands and career paths that were taken in order to achieve these careers.	Understanding the design process that industry uses.	Links to higher education and further jobs.		university and higher education avenues.
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