

Curriculum Progression Maps

Graphic Design year overview



	Year 9	Year 10	Year 11
Autumn 1	<p><u>Introduction to graphic design.</u> Students will use different 2D and digital media to explore a range of skills and techniques that teach them about the visual elements of design and how these work together to create all aspects of Graphic design. The visual elements that will be taught are: Shape, line, typography, colour, layout and imagery. Students will keep all work in a sketchbook and be taught the importance of presentation and a range of techniques to help them present their work in a neat, clear and creative way.</p>	<p><u>Design Brief: Cereal box Design</u> Students will use all of the skills they have been taught so far to complete this task. They will need to analyse the design brief and understand the key information which must inform and be integral to their design work. They will be shown the assessment criteria which will clearly and outline how they can be successful in this task. Students will start by researching the market for similar products that relate to their chosen target market and which have a similar USP. They will look at the practical parameters of the design by analysing the net of a cereal box and the key information the company has to provide for the customer by law.</p>	<p><u>TRIAL EXAM PROJECT</u> Students will develop ideas and produce artist/design research in relation to their chosen theme. Focus on experimentation, exploration of materials. Review and refine. A small version of the chosen idea will be produced in three different layouts/composition. For example: differences in typography, colour scheme and scale. These will be presented and annotated to demonstrate a clear understanding of design decisions and choices. Samples which show exploration of different media, surface texture, pattern and imagery will be produced. Students will complete visual research that will inspire their development ideas towards a final design</p>
Autumn 2	<p><u>Design Brief: Donor card.</u> Students will learn how to research and develop ideas in response to a design brief. They'll be taken through the process of research, analysis of relevant design, development of ideas and final piece selection. Students will be shown examples of famous logos and discuss their purpose and meaning. They will produce visual research images and start to think about linking elements such as colour scheme and typography into the logo design. What information on the brief is necessary for the designers to follow and what can be interpreted through design?</p>	<p>Students will look at the work of their chosen designer and explore and analyse their visual style to help them develop their own ideas in response to their cereal box brief. Students will produce research which demonstrates their understanding of both the designer's context and their visual style. Students will present work in a style which reflects the designers work and produce a range of development work using similar materials and techniques which visually shows their understanding. Students are then to link together their ideas for the cereal box design along with the visual style of their chosen designer to create development ideas for the brief.</p>	<p><u>TRIAL EXAM PROJECT</u> All research and development work will be presented and annotated. This will demonstrate a coherent flow and understanding of the process a project need to go through. A detailed mini version of how students envision the final piece to look will be produced to help practise skills, and know which materials and how much time is needed to be prepared for the final piece. Students will produce a final piece in 6 hours of lesson time.</p>

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		These will be reviewed and refined as the work progresses.	
Spring 1	<p>Students will be introduced to the work of Graphic designers and illustrators such as Neville Brody and Saul Bass. Students will be taught how to research the life and work of the designer and how to present work in an appropriate and effective way which best reflects their visual style. Students will draft all written work and have it checked before it's presented in their sketchbooks. Students will produce at least one development idea in response to each designers work, using similar materials and techniques. Students will select their own designer to research in more depth and make links to a chosen design task.</p>	<p>Students will look at target markets, branding and advertising to help them meet the design brief. Students will be taught the importance of Layout and composition. Producing a range of sketches to explore possibilities. Students will reflect on their designs. The design needs to communicate the Cereals name through both the typography and use of pattern, symbols, imagery and colour scheme. These elements need to work together to attract the chosen target market. Rolling review and refine opportunities will be given throughout the planning and final design process.</p>	<p><u>EXAM PROJECT</u> Exam paper. Students will select an exam question theme and start to explore initial ideas by researching designers and developing ideas. Students have a clear understanding of how to put a project together and need to follow the same structure as their other projects in the course. Although this project is independent the teacher's roll is important to guide, support, facilitate, advise, monitor and give feedback to make sure the students is on track to complete each of the assessment criteria. Students are given an overview generic task list and time scale for the following four months. Students are encouraged to start exploring ideas through drawing as soon as possible. This work should be in response to images they have collected or observations of objects that link to their theme.</p>
Spring 2	<p><u>Design brief:</u> <u>Perfume bottle design.</u> Packaging is very important as it's the last message from the company to convince customers to buy their product. Students will analysis the target market for their next task and decide who they want to design for. Students will use a range of different media to explore ideas which link to the visual research they have completed. They will have to come up with a name/target market and USP for their product before being</p>	<p><u>Design Brief : Music festival poster.</u> Students will link to a musical genre of their choice and produce visual research/mood boards for their chosen starting point. Students have the creative freedom to select a festival they already know about or invent a new one. Both decisions provide a series of design challenges, which will be explored as a group. Visual research/mood boards will be completed and presented to demonstrate an understanding of both historical and contemporary design. Students are to annotate</p>	<p><u>EXAM PROJECT</u> Clearly annotation will demonstrate the understanding of the work and development ideas are produced in response to it. Students are encouraged to take own photos to show exploration of an idea where possible. Draw out at least four different ideas for final piece which link directly to the research completed. These can be sketches but will be neat and clear and annotated to explain each one. A detailed mini version of how students envision the final piece to look will be produced to help</p>

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	<p>able to research and start designing. Students will be able to design their own product or use a template. They will show they have explored a range of typography styles which they think communicate the products name and USP. Discussions about style/appeal/mood/aesthetics will take place around the design process.</p>	<p>their understanding of how the visual elements have been used and make personal and thoughtful comments about the aesthetics of their examples. Each students work will need to reflect their choices as to genre and style.</p>	<p>practise skills, and know which materials need to be prepared for the final piece. By this point students will have gained an understanding of how long the final piece will take to make so a time plan for the 10hours can be completed. Independent work on their chosen exam question in preparation of their final piece</p>
Summer 1	<p>Students will look at how companies use branding to advertise their company using a range of different products. How do companies advertise their products and company? What is the link between advertising and branding? Students will be shown different adverts and will discuss what they think is being sold and what message is being communicated. Students will be introduced to the different aspects of advertising from making customers aware of the product to making associations between their product and a desired lifestyle and validating the customer's choice of the product as intelligent.</p>	<p>Students have to link their ideas for the festival poster to their chosen designer/illustrator. Students will produce a range of layout sketches which show they have explored different possibilities for their design. Then they will plan typography styles and scale, colour scheme and background. Reflecting on each decision and how this will impact on the final design. Students will be asked at intervals about the links between the Name, target market and genre as this has to under pin all decisions related to the design.</p>	<p>EXAM PROJECT 10 hour exam in mid May. Students will complete their final piece in 10 hours under exam conditions: Students can no longer take home their exam prep work or complete anymore work on it.</p> <p>Portfolio completion Depending on the final deadline which alters each year students have between one and two weeks of lessons to complete any unfinished coursework.</p> <p>After marking and standardisation, candidates are informed of assessed marks for both units.</p>
Summer 2	<p>Students will be introduced to the work of illustrators such as Quentin Blake. Students will research the life and work of the illustrator and present work in an appropriate and effective way which best reflects the illustrators visual style. Students will draft all written work and have it checked before it's presented</p>	<p>Students will start to work on their final design for the Music Festival poster. Questions students will be asked whilst working - Have you clearly communicated the key information that people need? Have you added background pattern or texture to communicate the genre clearly? Have you used accurate drawing</p>	

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	<p>in their sketchbooks. Students will produce at least one development idea in response to each illustrators work, using similar materials and techniques.</p> <p>Students will select their own illustrator to research in more depth and make links to a chosen design task.</p>	<p>skills on your typography and imagery to give a professional look?</p> <p>Students will continuously review and refine work as it progresses and evidence this through their sketchbook.</p> <p>A final poster design will be produced on a larger scale.</p>	
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