

## 'Good Art Inspires. Good Design Is Understood. Good Design Is an Opinion. Good Design Is a Skill. Good Design Sends the Same Message to Everyone. Design is everywhere.'

'Creativity is allowing yourself to make mistakes, Design is knowing which ones to keep.'

| Half term | Unit title  | Key<br>knowledge/<br>Content to<br>learn and<br>retain    | Essential skills<br>to acquire<br>(subject &<br>generic)   | Link to subject<br>ethos and<br>driver<br>(Creativity is<br>allowing<br>yourself to<br>make mistakes,<br>Design is<br>knowing which<br>ones to keep)   | Anticipated<br>misconception<br>s   | Links to<br>previous KS  | Links to future<br>KS   | Opportunity for<br>stretch for high<br>prior attainers  | SMSC &<br>British Values  | Cultural<br>Capital  | Career Link   |
|-----------|---|---|--|--|---|--|---|---|---|--|---|
| 1         | The Elements<br>Restaurant<br>Brand:<br>Market Research<br>Initial Idea<br>Design | Appropriate<br>subject specific<br>terminology            | Multimedia<br>experimentation -<br>workshop layout<br>including both<br>hand and digital<br>manipulation<br>Variety of tools in<br>Photoshop mainly<br>utilising:<br>Move, selection,<br>brush, fill and pen<br>tools<br>Appropriate and<br>accurate use of<br>key subject<br>terminology when<br>analysing an artist<br>The ability to<br>appropriately<br>analyse own<br>outcomes to<br>evaluate and<br>suggest further<br>improvement | Develop<br>resilience in<br>allowing yourself<br>to make<br>mistakes and<br>have the<br>knowledge and<br>skills to<br>overcome and<br>develop from the<br>mistakes<br>Dissecting<br>mistakes made,<br>learning from<br>them and<br>keeping<br>appropriate<br>aspects | Appropriate use<br>of key subject<br>terminology and<br>how it applies to<br>different contexts<br>Use of processes<br>in Photoshop<br>Sustained idea<br>development and<br>the combination<br>of skills and<br>techniques<br>visited | Idea<br>development<br>Previous<br>experience with<br>media are utilised<br>and built upon.<br>Key skills<br>developed<br>strategically<br>throughout KS3<br>before being built<br>upon during the<br>GCSE course. | Transferable<br>photoshop skills<br>into A Level<br>Photography | Additional artist<br>links made<br>available to<br>further cement an<br>understanding of<br>the topic and<br>allow for further,<br>appropriate and<br>accurate idea<br>development,<br>improving on<br>outcomes for<br>AO4. | SMSC<br>Spiritual<br>education<br>involves the awe<br>and wonder of art<br>that is shown to<br>students.<br>Students<br>demonstrate their<br>Spiritual<br>development<br>through their<br>pride in their own<br>work and their<br>curiosity in<br>investigating<br>styles, genres<br>and artists from a<br>range of<br>movements.<br>British Values:<br>Democracy<br>Working within a<br>supportive<br>atmosphere,<br>where pupils are<br>encouraged to<br>view and offer<br>feedback and | Students learn to<br>appreciate and<br>value images and<br>artefacts across<br>times and<br>cultures, and to<br>understand the<br>contexts in which<br>they were made.<br>Real world<br>examples are<br>used regularly so<br>pupils gain an<br>understanding of<br>the world of<br>Graphic Design<br>around them | Professional<br>equipment is<br>used so pupils<br>will gain an<br>understanding of<br>industry standard<br>software and<br>processes.<br>The variety of<br>different<br>techniques and<br>processes used<br>throughout the<br>course give<br>pupils an insight<br>into potential<br>fields of work that<br>they could<br>explore. |
| 2         | Digitally drawn<br>finals and<br>colourways                                       | Pen Tool and<br>colour affecting<br>tools in<br>Photoshop |  |  |   |  |   |   |   |  |   |
| 3         | Development and Refinement  |   |  |  |   |  |   |   |   |  | Working within a timeframe, with a deadline, to get   |
| 4         | Practical<br>Application  | Mixed Media<br>experimentation<br>workshops               |  |  |   |  |   |   |   |  | all appropriate<br>work completed<br>on time<br>Typographer   |
|           |   |   |  |  |   |  |   |   | support on  |  | Art/ Design/  |

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|   |   |   |  |  |   |  |   | others' work.<br><b>Rule of Law</b><br>Environment<br>where pupils feel<br>safe and secure<br>to work. Rules<br>involving printing<br>and technical<br>equipment as<br>well as following<br>school policies<br>and procedures<br>for behaviour  |  | Colour consultant<br>Logo /Branding<br>designer<br>Packaging<br>Designer<br>Fashion<br>merchandising<br>Art critic   |
| 5 | Mental Health<br>Awareness<br>Magazine:<br>Image Analysis | Image analysis.<br>Manual media<br>Experimentation.<br>Emotion<br>photoshoot with<br>multiple<br>exposure.<br>Digital<br>manipulation and<br>idea<br>development -<br>Peter Max, Mike<br>Godwin, Stefan<br>Sagmeister,<br>Neville Brody,<br>Dan Mountford,<br>Marvel Avengers,<br>Ghost in a<br>Shell/3D films,<br>Tanner Grammar,<br>Michal Macku. | Appropriate and<br>correct use of a<br>camera<br>Multimedia<br>experimentation -<br>workshop layout<br>including both<br>hand and digital<br>manipulation<br>Variety of tools in<br>Photoshop mainly<br>utilising:<br>Move, selection,<br>brush, fill and pen<br>tools<br>Appropriate and<br>accurate use of<br>key subject<br>terminology when<br>analysing an artist<br>The ability to<br>appropriately<br>analyse own | Develop<br>resilience in<br>allowing yourself<br>to make<br>mistakes and<br>have the<br>knowledge and<br>skills to<br>overcome and<br>develop from the<br>mistakes<br>Dissecting<br>mistakes made,<br>learning from<br>them and<br>keeping<br>appropriate<br>aspects | Appropriate use<br>of key subject<br>terminology and<br>how it applies to<br>different contexts<br>Use of processes<br>in Photoshop<br>Sustained idea<br>development and<br>the combination<br>of skills and<br>techniques<br>visited | Idea<br>development<br>Previous<br>experience with<br>media are utilised<br>and built upon.<br>Key skills<br>developed<br>strategically<br>throughout KS3<br>before being built<br>upon during the<br>GCSE course. | Additional artist<br>links made<br>available to<br>further cement an<br>understanding of<br>the topic and<br>allow for further,<br>appropriate and<br>accurate idea<br>development,<br>improving on<br>outcomes for<br>AO4. | Respect and<br>Tolerance<br>Grow an<br>appreciation of<br>art and design<br>from other<br>cultures, religions<br>and beliefs.<br>Respect others'<br>opinions and<br>work when<br>offering feedback<br>and respect<br>those that are<br>offering or<br>receiving<br>support.<br>Embrace<br>diversity and<br>tackle<br>stereotypes<br>Individual<br>Liberty<br>Given the chance<br>to explore one's<br>own uniqueness<br>through idea | Students learn to<br>appreciate and<br>value images and<br>artefacts across<br>times and<br>cultures, and to<br>understand the<br>contexts in which<br>they were made.<br>Real world<br>examples are<br>used regularly so<br>pupils gain an<br>understanding of<br>the world of<br>Graphic Design<br>around them | Professional<br>equipment is<br>used so pupils<br>will gain an<br>understanding of<br>industry standard<br>software and<br>processes.<br>The variety of<br>different<br>techniques and<br>processes used<br>throughout the<br>course give<br>pupils an insight<br>into potential<br>fields of work that<br>they could<br>explore.<br>Working within a<br>timeframe, with a<br>deadline, to get<br>all appropriate<br>work completed<br>on time |
| 6 | Cover Design  | Digital<br>manipulation and<br>idea<br>development -<br>Peter Max, Mike<br>Godwin, Stefan<br>Sagmeister,<br>Neville Brody,<br>Dan Mountford,<br>Marvel Avengers,<br>Ghost in a<br>Shell/3D films,<br>Tanner Grammar,<br>Michal Macku.   | outcomes to<br>evaluate and<br>suggest further<br>improvement  |  |   |  |   | development and<br>personalised<br>outcomes.<br>Provide a safe<br>environment<br>where pupils can<br>express<br>themselves to<br>personally<br>develop  |  | Art and Design<br>can be great<br>preparation for<br>any career that<br>requires fine<br>motor skills,<br>presentation<br>skills, an eye for<br>aesthetics and<br>creative thinking<br>Book illustrator<br>Book Cover<br>designer<br>Magazine Layout<br>Designer<br>Typographer  |

|  |  |  |  |  | Art critic                                     |
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|  |  |  |  |  | Sign writer                                    |
|  |  |  |  |  | Museum curator                                 |
|  |  |  |  |  | Art analyst                                    |
|  |  |  |  |  | Journalist                                     |
|  |  |  |  |  | Comic book<br>writer/ designer/<br>illustrator |