

Long Term Plan <<Year 9 Graphic Communication>>

'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 knowledge/ Content to learn and retain | Essential skills to acquire (subject & generic) | Link to subject ethos and driver (Creativity is allowing yourself to make mistakes, Design is knowing which ones to keep) | Anticipated misconceptions | Links to previous KS | Links to future KS | Opportunity for stretch for high prior attainers | SMSC & British Values | Cultural Capital | Career Link |
|-----------|--|---|---|--|--|---|---|---|--|---|--|
| 1 | Typography - Spaced Retrieval Practice Market research and analysis | Creative and personalised typography Accurately forming letterforms Image Analysis. | Understanding the use of Typography and its effective in Design Gain a developed and secured knowledge of subject specific key terms, with descriptive Formal Elements and Principles of Design Photoshop Mastery | Develop resilience in allowing yourself to make mistakes and have the knowledge and skills to overcome and develop from the mistakes Dissecting mistakes made, learning from them and keeping appropriate aspects | Differences between Art, Photography and Graphics Their ability to draw imagery accurately The use of typography and correctly forming letterforms - and what is the difference between text and typography? | Reaffirming the importance of typography in design, ensuring that pupils are aware that 'communication' is the most vital difference between Graphics and Art/Photography | Analysis tasks are structured to allow for more sophisticated answers to be produced where appropriate. Practical tasks have set starting points but the outcomes can vary wildly depending on the students grasp of the techniques and processes. Students will reprise and reaffirm the KS3 knowledge at GCSE level if they choose to opt for Graphics. The Photoshop | Analysis tasks are structured to allow for a more highly developed response, building on the use of key subject terminology | SMSC Spiritual education involves the awe and wonder of art that is shown to students. Students demonstrate their Spiritual development through their pride in their own work and their curiosity in investigating styles, genres and artists from a range of movements. British Values: Democracy Working within a supportive atmosphere, where pupils are encouraged to view and offer feedback and support on others' work. | Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. Real world examples are used regularly so pupils gain an understanding of the world of Graphic Design around them | Professional equipment is used so pupils will gain an understanding of industry standard software and processes. The variety of different techniques and processes used throughout the course give pupils an insight into potential fields of work that they could explore. |
| 2 | Contextual application of the formal elements of design: School values | Image Analysis. Refinement of ideas and outcomes | Literacy - Images are analysed in detail with the accurate use of keywords being paramount to success. Students develop a | Develop resilience in allowing yourself to make mistakes and have the knowledge and | Correct sides of a book cover Appropriate use of key subject terminology and how it applies to | | | | | | Art and Design can be great preparation for any career that requires fine motor skills, presentation |

| | | | | | | | | | |
|---|-------------|--|--|---|--|--|--|---|---|
| | | <p>Drawing for purpose</p> <p>Pen Tool</p> | <p>sophisticated vocabulary as the course progresses. Verbal and written articulation of personal views and opinions are a regular component of the course.</p> <p>Numeracy - The formal elements are used consistently throughout in the application of Line and shape. Students develop an understanding of how geometry and grids can affect the hierarchy of a piece of design, and how each aspect within the space of the design highlights specific areas of importance to communicate more effectively.</p> <p>Problem solving - what happens when something goes wrong? Particularly in Photoshop, how do we fix it? Solving problems and overcoming creative challenges promotes resilience.</p> | <p>skills to overcome and develop from the mistakes</p> <p>Dissecting mistakes made, learning from them and keeping appropriate aspects</p> | <p>different contexts</p> <p>Use of processes in Photoshop</p> | <p>skills are transferable to Art and Photography.</p> | | <p>Rule of Law Environment where pupils feel safe and secure to work. Rules involving printing and technical equipment as well as following school policies and procedures for behaviour</p> <p>Respect and Tolerance Grow an appreciation of art and design from other cultures, religions and beliefs. Respect others' opinions and work when offering feedback and respect those that are offering or receiving support. Embrace diversity and tackle stereotypes</p> <p>Individual Liberty Given the chance to explore one's own uniqueness through idea development and personalised outcomes. Provide a safe environment where pupils can express themselves to personally develop</p> | <p>skills, an eye for aesthetics and creative thinking</p> <p>Logo/ Branding Director</p> <p>Art Critic</p> <p>Arts and Cultural Planner</p> <p>Sign Writer</p> <p>Advertisement designer</p> <p>Packaging Designer</p> <p>Stationery/ Wallpaper designer</p> <p>Stained Glass Window designer</p> <p>Photojournalist</p> <p>Colour consultant</p> <p>Digital illustrator</p> |
| 3 | On rotation | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |

