

Curriculum Overview: YEAR 9: Design & Technology: Graphics

Rationale:

To provide students with experiences in a range of materials and with a range of processes making them aware of the practical life skills they can utilise in their own lives and gain an appreciation of how products are manufactured wide scale in an industrial context. To develop a knowledge of materials, skills and processes combined with enriched communication skills to be creative in solving problems and developing a solution or product for a target market.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
<p>Autumn 1 14 lessons</p>	<p style="text-align: center;"><u>Graphic skills</u></p> <ul style="list-style-type: none"> - Hand out books, grade descriptors and project aims and expectations. - Introduction to the course, expectations. Theory- What is Graphics? - 2D Design Basic skills Recap of basic tools - Sketching in 3D - crating, isometric layout - Theory- Paper & Board - Single point perspective - Rendering - Developing skills in tonal rendering, using colour and texture closely reflecting a variety of materials - 2D Design- Perspective and 3D shapes - Theory- Designer research- Create profile cards- Harry Beck, Alessi, Rietveld, Mackintosh and Morris- Company research - Colour theory- Create a colour palette for a scene/product/artwork - Packaging and its purpose- Understanding nets - 2D Design- create a net, print and make to assess understanding of tabs and dust flaps - Theory- Finishes- Embossing/Laminating/Foil blocking 	<p>General teacher feedback throughout each task.</p> <p>Verbal and written feedback.</p> <p>Exam style questions.</p> <p>FAR ASSESSMENT.</p> <p>Assessing:</p> <p>Graphics skills, sketching, drawing in 3D, rendering.</p> <p>Creative Designing.</p> <p>2D Design skills.</p>	<ol style="list-style-type: none"> 1. Sketching and Rendering Products. 2. Research Graphic designer job and complete job profile questions 3. Research Graphic designers/design companies 4. Exam question 	<p>PPT and worksheets for each lesson.</p> <p>Grade descriptor sheet Project aims and expectations sheet</p> <p>Theory Lessons What is Graphics? Paper and Board Designer & company research Paper/board finishes</p> <p>Materials & Equipment</p> <ul style="list-style-type: none"> - Laminator - Laminating pouches - Hot foil roll - Embossing powder - Stencils - Card - Variety of papers 	<p>To have a bank of tools for presenting ideas and creating ideas, including methods of rendering materials.</p> <p>Development of sketching skills to communicate ideas effectively.</p> <p>To be able to use CAD (2D Design) confidently and execute successful digital outcomes appropriate to D&T Graphics.</p> <p>To be able to tell the difference between paper and boards and identify their uses and suitability for products.</p> <p>To be able to identify Designers and design companies and show an understanding of their style and product function/appeal.</p> <p>To demonstrate how a finish is applied to a graphic product and explain the process and outcome.</p>	<ul style="list-style-type: none"> - Key vocabulary used - Core definitions of key words - Guided reading for practical tasks - Research and write tasks - Exam questions

<p>Autumn 2 14 lessons</p>	<p>Photoshop skills</p> <ul style="list-style-type: none"> - Introduction to basic tools/filters - Create a vignette - Theory Sustainability - Low poly technique - Double exposure technique - Layers and adjusting colour - Theory Industrial practices - Theory Printing processes <p>Revision for Y9 PPE in January based around structure of exam paper, Section A, B & C.</p>	<p>General teacher feedback throughout each task.</p> <p>Verbal and written feedback.</p> <p>Exam style questions.</p> <p>FAR ASSESSMENT.</p> <p>Assessing;</p> <p>Photoshop skills, understanding of theory topics and PPE.</p>	<ol style="list-style-type: none"> 1. Sustainability exam question 2. CAD/CAM research and write up- Pg- 62/63 in CGP Graphics book 3. Revise for PPE 	<p>Step by step guides for Photoshop techniques.</p> <p>PPTs for theory lessons</p> <p>PPE paper and mark scheme for teacher reference.</p> <p>Materials & Equipment</p> <ul style="list-style-type: none"> - Photoshop - Computers 	<p>To understand a range of different CAD techniques outside of 2D Design.</p> <p>To be able to identify Industry processes and printing techniques and make links with design and manufacturing.</p> <p>To be able to use the skills learnt and apply them to a personal response.</p> <p>To understand sustainable design and how it can be achieved.</p> <p>To prepare for D&T PPE.</p>	<ul style="list-style-type: none"> - Key vocabulary used - Core definitions of key words - Guided reading for practical tasks - Research and write tasks - Exam questions
<p>Spring 1 12 lessons</p>	<p>Typography project- skills</p> <ul style="list-style-type: none"> - Theory Typography - Photoshop- Using text in an image - Research Typographers and understand their style- David Carson, Neville Brody, Jessica Hische, Stefan Sagmeister, Wally Olins, Steven Harrington and Louise Fili. - Create a page of digital fonts to suit a brief and develop into a hand drawn font - Theory Branding - Isometric Typography- recreate on 2D design - Silhouette Typography - Collage Typography - Theory Social, Moral, Environmental and Cultural - Design movements- Deco, Surrealism, Nouveau, Memphis, Pop art, Minimalist- Students to design 2 posters that represent these movements and create an appropriate typeface for each. 	<p>Individual teacher comments and feedback throughout.</p> <p>FAR ASSESSMENT.</p> <p>Assessing;</p> <p>An understanding of Typography and Typographers</p> <p>Designing for a brief.</p> <p>Executing a font through various mediums.</p> <p>Understanding different design movements.</p>	<ol style="list-style-type: none"> 1. Alphabet safari 2. Mood board of Typographers with facts of each and their style. 3. Create timeline of different design movements using an appropriate typeface to represent each era. 	<p>Step by step guides for Photoshop techniques.</p> <p>PPTs for theory lessons</p> <p>Materials & Equipment</p> <ul style="list-style-type: none"> - Photoshop - Computers - Paper varieties for practical lessons 	<p>To have an understanding of Typography and its importance in the Design industry.</p> <p>To be able to identify different Typographers and their style.</p> <p>To be able to design a typeface in the style of a chosen movement.</p> <p>To be able to execute a style of writing through different mediums.</p> <p>To understand how product branding and identity is used as part of a designer's role.</p> <p>To be able to design and to a given brief.</p> <p>To be able to show an understanding of how SMEC is applied to design.</p>	<ul style="list-style-type: none"> - Key vocabulary used - Core definitions of key words - Guided reading for practical tasks - Research and write tasks - Exam questions - BBBB- recalling learning from previous lessons

<p>Spring 2 12 lessons</p>	<p>Typography project- practical</p> <p>- Introduce design brief for hand drawn project. - Choose 4 different design movements and design a background for each in grid, this will form part of a piece of art. Hand drawn.</p> <p>- Theory- Standard components- P50/51 in CGP D&T book</p> <p>- Using 4 different styles of font- script, roman, poster etc students are to create a Typography based piece of art. Hand drawn.</p> <p>- Theory- Product analysis- Analyse existing products- ACCESSFM. Primary and secondary source.</p> <p>- Complete Hand drawn Typography piece.</p> <p>- Theory- Complete a specification on what your digital product must be (business card)</p> <p>- Introduce design brief for digital project. - Analyse different logos and identify what makes a logo successful</p> <p>- Design own logo to introduce yourself as a freelance designer. Digital.</p> <p>- Create your own business card. Digital.</p> <p>- Evaluate outcomes of hand drawn and digital working methods- Identify improvements.</p>	<p>Individual teacher comments and feedback throughout.</p> <p>FAR ASSESSMENT.</p> <p>Assessing;</p> <p>An ability to reference a typographer's style or design movement in own work.</p> <p>Designing for a brief.</p> <p>Executing a font through various mediums.</p> <p>Ability to apply gained skills to create a product.</p> <p>Ability to execute hand and digital working methods.</p> <p>Successful and accurate specification.</p> <p>Critiquing of work.</p>	<ol style="list-style-type: none"> 1. Micrography task 2. Product symbols 3. Primary and secondary source product analysis of business cards. One of each. 	<p>Step by step guides for Photoshop techniques.</p> <p>PPTs for theory lessons</p> <p>Materials & Equipment</p> <p>- Computers - On student request</p>	<p>To be able to identify standard components used with Paper and Board.</p> <p>To be able to work to a given brief.</p> <p>To be able to source primary and secondary products and analyse them using the acronym ACCESSFM.</p> <p>Be able to create a specification based on client expectations and research.</p> <p>To be able to critique own work, identify improvements to be made and suggest a resolve.</p>	<p>- Key vocabulary used</p> <p>- Core definitions of key words</p> <p>- Guided reading for practical tasks</p> <p>- Research and write tasks</p> <p>- Exam questions</p>
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<p>Summer 1 10 lessons</p>	<p>Festival merchandise project- skills</p> <p>-Theory- Mechanisms</p> <p>- Introduce design brief of Festival project (Food, music or film)</p> <p>- Research the task- find out about festivals and create a mind map and mood board</p> <p>- Identifying a client- who attends? What they like etc to be able to manufacture a marketable product for the TMG.</p> <p>- Theory- Ergonomics & anthropometrics</p> <p>- Design ideas- Logo, keyring design (laser cut from acrylic), lanyard or wristband, Ticket design, create a net for ticket wallet, die cut box as overall packaging with a design.</p> <p>- Theory- Packaging/nets</p>	<p>Individual teacher comments and feedback throughout.</p> <p>FAR ASSESSMENT.</p> <p>Assessing;</p> <p>An ability to recall and apply 2D Design/photoshop knowledge and design a logo to publish on merchandise.</p> <p>Ability to design and construct a net.</p> <p>Ability to design to a client's specification.</p> <p>Understanding of Ergonomics & anthropometrics.</p>	<p>1. Research Task – relating to project and complete mood board</p> <p>2. Using results of questionnaire- produce a specification for your merchandise</p>	<p>PPTs for theory lessons</p> <p>Materials & Equipment</p> <ul style="list-style-type: none"> - Computers - Sublimation printer - Sublimation ribbon - Heat press - Die cutter and dies for rectangular box - Laser cutter - Acrylic - Card 	<p>To be able to design for a client.</p> <p>To be able to research and identify the needs of a client</p> <p>Ability design to the client's needs.</p> <p>To be able to take accurate measurements to ensure product is fit for TMG.</p> <p>To apply design and rendering skills to present a product.</p> <p>To understand packaging, its purpose and assembly.</p> <p>To be able to design a net and through trialling be able to identify and correct discrepancies.</p>	<ul style="list-style-type: none"> - Key vocabulary used - Core definitions of key words - Guided reading for practical tasks - Research and write tasks - Exam questions - BBBB- recalling learning from previous lessons
<p>Summer 2 14 lessons</p>	<p>Festival merchandise project- practical</p> <p>- Finalise design ideas- Logo, keyring design (laser cut from acrylic), lanyard or wristband, Ticket design, create a net for ticket wallet, die cut box as overall packaging with a design.</p> <p>- Theory- Quality control/assurance</p> <p>- Use of laser cutter for keyring (can be sealed with heat seal in plastic packaging)</p> <p>- Ticket wallet to be printed on card and cut out using a craft knife.</p> <p>- Use of sublimation printer and heat press to press design onto sublimation ribbon.</p> <p>- Tickets, ticket wallet, logo and design for box packaging to be completed digitally where possible.</p> <p>- Modelling of wallet, checking accuracy.</p> <p>- Box to be die cut using dies and 1mm grey board (if time allows box can be laminated with sticky back plastic)</p> <p>- Evaluation</p>	<p>Individual teacher comments and feedback throughout.</p> <p>FAR ASSESSMENT.</p> <p>Assessing;</p> <p>Reliability and safety when using machinery.</p> <p>Time management.</p> <p>Consistent accuracy and quality control.</p> <p>Consideration of client needs.</p> <p>Product modelling abilities.</p> <p>Evaluate and suggest improvements.</p>	<p>1. Develop design ideas</p> <p>2. Evaluation</p>	<p>PPTs for theory lessons</p> <p>Materials & Equipment</p> <ul style="list-style-type: none"> - Computers - Sublimation printer - Sublimation ribbon - Heat press - Heat seal and plastic packaging - Die cutter and dies for rectangular box - Laser cutter - Acrylic - Card - Craft knife, cutting mat - Colour printer 	<p>To be able to develop an initial idea and annotate with correct terminology.</p> <p>To be able to apply appropriate quality control checks for a good finish on a product.</p> <p>To be able to select appropriate materials for a product.</p> <p>To be able to model an idea and conduct accuracy checks and make amendments where necessary.</p> <p>To be able to use various appropriate machinery to execute a product.</p> <p>To be able to critique own work, identify improvements to be made and suggest a resolve.</p>	<ul style="list-style-type: none"> - Key vocabulary used - Core definitions of key words - Guided reading for practical tasks - Research and write tasks

