

# Graphic Design @ WBS Year 10 Roadmap

## Subject Aim:

To ensure that all students can produce creative work, exploring their ideas by being inspired by a range of artists and designers, selected independently by students. Students build on skills learnt in KS3 and widen their skill set further. To understand the Assessment Objectives and how to develop a Personal Portfolio. To create a large selection of work for the coursework portfolio (NEA), worth 60% of the final grade. To experience preparation for a practical exam for the first time. Students are set new attainment targets in relation to the GCSE grading system, so that they know how they can improve.

Component 1: Introductory project and Personal Investigation 60%		ASSESSMENT IN YEAR 10
AUTUMN TERM	<p><u>Saul Bass Poster Project</u> Students will explore composition, shape and colour through the study of designer Saul Bass. Students will create their own original posters for movies of their choice in the style of the designer. Students will explore thoughtful design, drawing, paper cut and Photoshop basics.</p> <p><u>Typography Project</u> Students will explore creative drawing, photography and composition in this module. They will draw inspiration from and explore various typography designers and artists. They will create posters which will see them developing their penmanship, imagination, creativity and resourcefulness. This module will also see students making more independent and creative decisions.</p> <p><u>Illustration Project</u> Students will explore both traditional art and digital art methods. They will engage with a wider range of design software. Students will make further independent decisions on the subject matter of their work, leading the way into their much more independent Personal Project.</p>	<p>AQA is the exam board. Assessment will be based on the student's ability to understand the four assessment objectives and apply to the course aims. Verbal as well as written feedback on an assessment sheet at the back of sketchbooks will record their grades, Base Target and Aspirational target. A coloured spot system will also be used to indicate whether their work is in line with their base target. ● = above target ● = on target ● = below target, ● = cause for concern</p>
	<p><b>Component 1: Personal Investigation 60%</b></p> <p><u>Developing the Personal Project</u> Students gain a deeper understanding of how to respond thoughtfully and personally using artists' work to guide their own. Students are shown how to develop their work in order to meet the assessment criteria</p>	<p><b>HOMEWORK IN YEAR 10</b></p> <p>Homework plays a very important role in helping students to develop as young artists and designers. Working independently, away from the classroom environment allows students to develop their skills and ideas in a personal way and build an individual approach to their work. Students will be set homework that is relevant to lesson and project content. Research and design work will support classwork. Homework contributes hugely to the coursework portfolio and therefore it must be emphasised that students who do not produce independent work rarely succeed on the course. Homework will be used to assess development towards the base target. The coloured spot system, alongside written and verbal feedback contribute to effective, transparent communication.</p>
SPRING TERM		
SUMMER TERM	<p><b>Component 1: Personal Investigation 60%</b></p> <p>Students continue to develop their Personal Project reflecting on their progress against the Assessment Objectives and gain a greater understanding of the assessment process and how marks are awarded, through self-assessment, peer-assessment and group crits. Students learn the value of seeing artworks first-hand visiting a Contemporary Art Gallery for this purpose.</p>	<p><b>ENRICHMENT THEMES IN YEAR 10</b></p> <p>SMSC and British Values: Please see The Art Department's SMSC Document. Students study artists from all aspects of the Art industry to influence their work. Students learn to develop their work in similar ways to the practice of Graphic Designers at Further Education and within the Arts industries. Students are often encouraged to explore moral values through the topics selected as their Personal Projects in order to comment on social, cultural and political events. Cultural Capital: Students study a wide range of artists and artefacts from a variety of backgrounds and cultures so that they can be encouraged to emphasise and relate to others, demonstrating that they can also achieve their aspirational dreams irrespective of their own background.</p>
	<p><b>Where Next?</b></p> <p>In Year 11, students continue to build their skills with the formal elements developed in Year 10. They will build on the compositional skills, refining skills, analytical skills and design skills explored in Year 10, to continue cultivating their Personal Project and developing their personal theme towards a meaningful conclusion. Students build on their understanding of the Year 10 Mock Exam to guide them with their progress in the Year 11 Mock Exam, and eventually the Year 11 Terminal Exam.</p>	