



Visual Communication (Graphics)

Key Stage 4 Framework for Learning

Year 9 2017-2018: Happy Foundations

Syllabus:

Graphics Level 1/2 Technical Award Visual Communication
Specification 3755

Autumn 1

<p>Knowledge</p>	<p>Design Skills/Drawing Techniques</p> <p>Learners should understand the appropriate use of the following techniques;</p> <ul style="list-style-type: none"> Learners should have knowledge of different drawing and sketching techniques. <p>Students will also be taught the design principles within year 9 to enable them to develop skills in technical drawing as well as creative and innovative design principles</p> <p>Students will need to know how to:</p> <ul style="list-style-type: none"> use different design strategies, such as collaboration, user-centered design and systems thinking, to generate initial ideas and avoid design fixation develop, communicate, record and justify design ideas, applying suitable techniques, for example: formal and informal 2D and 3D drawing; system and schematic diagrams; annotated sketches; exploded diagrams; models; presentations; written notes; working drawings; schedules; audio and visual recordings; mathematical modelling; Computer-based tools.
<p>Skills</p>	<p>Students will need to apply the technical knowledge for the topic being studied into practical skills which are taught through the medium of the topic of design skills.</p> <p>Students will learn practical skills and application for working with drawing skills which can include:</p> <ul style="list-style-type: none"> Sketch drawing techniques and methods; this will include exploring methods and techniques for creative sketching and originality. Orthographic drawing and projection methods. Isometric drawing and projection methods. One point and two point perspective drawing methods. Techniques commonly used to shade and render materials and drawings. Techniques to visually present information and drawings to communicate with clients.
<p>Assessment</p>	<p>Work produced by students will be marked on a regular basis in accordance with the school policy.</p> <p>Work will be graded using a performance descriptor;</p> <ul style="list-style-type: none"> distinction merit pass <p>Work produced by students will be marked on a regular basis in accordance with the school policy.</p> <p>As well as the key assessed pieces outlined below, opportunities for self and peer assessment will help provide feedback to students in Graphics.</p> <p>Three pieces of work will be assessed during the term. These will be on:</p> <p>A piece of classwork: Students will produce a piece of work using Orthographic Projection methods. (Design activity)</p> <p>A piece of classwork: Students will produce a two point perspective drawing methods. (Design activity)</p> <p>A piece of classwork: Presentation and communication of information techniques. (combination of assessment question and design activity)</p>
<p>Cultural enrichment</p>	<p>Look at the work of designer and local design companies to show the impact of designs upon the development of products and spaces in the local area – Manchester. This could relate to the architectural plans developed for city regeneration programs or the use of local themes in the design of products – Bee symbol used on bins around the city.</p>



	This will form part of a design task for all students to access, and ideally with an educational visit to look at some of these in practice in the city center.
Character	<p>Q of S Optimism</p>  <p>CV – Self-Help, Self-Responsibility & Democracy</p> <p>Optimism: Teacher feedback, peer assessment and self-assessment tasks will help students aspire further with work completed in lessons as well as giving them the encouragement to develop skills and techniques for answering examination questions at the highest level.</p> <p>Self-help: There will be made available for each lesson self-help sheets. Some students will automatically be directed to use these but other students will also be encouraged to use resources to manage their own learning.</p> <p>Self-responsibility: As homework learning tasks are set during the half term, students will show self-responsibility in managing their time and showing organizational skills to hand work in on time to be marked.</p>
Autumn 2	
Knowledge	<p>Photoshop Skills</p> <p>Learners should understand the appropriate use of the following techniques;</p> <ul style="list-style-type: none"> • Learners should have knowledge and understanding of how software can be used to manipulate digital images. • Learners should know and understand the ways in which characters and images can be organised in different media. • Learners should have knowledge of different image capture and manipulation tools and techniques. • Learners should have a knowledge of various CAD/CAM techniques.
Skills	<p>Students will need to apply the technical knowledge for the topic being studied into practical skills which are taught through the medium of the topic of CAD/CAM skills.</p> <p>Students will learn practical skills and application for working with software which can include:</p> <ul style="list-style-type: none"> • Setting up templates and pages in Photoshop • Being able to manipulate images in Photoshop • Creating images and designs using CAD software (Photoshop) • Understanding printing and output options.
Assessment	<p>Work produced by students will be marked on a regular basis in accordance with the school policy. Work will be graded using a performance descriptor;</p> <ul style="list-style-type: none"> • distinction • merit • pass <p>Work produced by students will be marked on a regular basis in accordance with the school policy. As well as the key assessed pieces outlined below, opportunities for self and peer assessment will help provide feedback to students in Graphics.</p> <p>Three pieces of work will be assessed during the term. These will be on:</p> <p>Progress test: At a time decided by the leadership of the school, the students will take a formal progress test in the style of examinations they will sit in the subject later on in the course.</p> <p>A piece of classwork: Students will produce a piece of work requiring them to carry out Photoshop image manipulation</p> <p>A piece of classwork: Evaluations and communication of work produced.</p>
Cultural enrichment	As part of the subject content to be covered in the topic there are opportunities for students to develop their knowledge and understanding of Photoshop and the use of image manipulation to convey information to users, or misrepresent a person (use of airbrushing).



	<p>In this topic students should have an understanding of:</p> <ul style="list-style-type: none"> • misinformation • User manipulation • Quick modelling and design development opportunities <p>Part of this will involve looking at the use of magazine covers and artist's adaptation of imagery.</p>
<p>Character</p>	<p>Q of S Empathy</p>  <p>CV –Solidarity & Social Responsibility</p> <p>Empathy: As students complete tasks they will be encouraged to show empathy to their peers when they may have difficulty completing a task and offer per assistance. In addition, as they complete a design exercise student will be required to be empathetic to the needs of the client.</p> <p>Solidarity: Tasks set during the course of the term will frequently ask the students to work as small groups. During these times it is expected that the students show solidarity towards one another and work as a cohesive group rather than separate individuals.</p> <p>Social responsibility: When work is covered on various cad/cam software, students will be encouraged to discuss the environmental impact it may have on the planet, both good and bad.</p>
<h2>Spring 1</h2>	
<p>Knowledge</p>	<p>Packaging and Paper engineering</p> <p>Learners should understand the appropriate use of the following techniques;</p> <ul style="list-style-type: none"> • Learners should have knowledge of different surface development and card engineering using hand tools. • Learners should have a knowledge and understanding of different printing processes and technologies. • Learners should have knowledge of different finishing techniques. • Learners should have a knowledge of various • CAD/CAM techniques.
<p>Skills</p>	<p>Students will need to apply the technical knowledge for the topic being studied into practical skills which are taught through the medium of the topic of packaging and surface developments.</p> <p>Students will learn design, theory and practical skills which relate to the development of surface developments for packaging products and paper/card engineering:</p> <ul style="list-style-type: none"> • Cutting and shaping tools, shears, scissors, guillotines as well as mechanical equipment such as die cutters. • traditional fixtures, and joining methods for working with paper and boards, which includes the use of glues/adhesives, tapes and standard components, mechanical fixing, scoring, folding, bending techniques. • traditional methods of finishing and applied finished to the material being studied which might include the use of laminating, varnishing, embossing, foil blocking, printing, painting, dyes etc.
<p>Assessment</p>	<p>Work produced by students will be marked on a regular basis in accordance with the school policy. Work will be graded using a performance descriptor;</p> <ul style="list-style-type: none"> • distinction • merit • pass <p>Work produced by students will be marked on a regular basis in accordance with the school policy. As well as the key assessed pieces outlined below, opportunities for self and peer assessment will help provide feedback to students in Graphics.</p> <p>Three pieces of work will be assessed during the term. These will be on:</p> <p>A piece of classwork: Research and investigation work into surface developments</p> <p>A piece of classwork: Design and development task (creating a packaging net)</p>



	<p>A practical assessment: Students will be involved in the manufacture of an individual product.</p> <p>Students will be entered at the end of January 2017 for the end of unit external test.</p>
Cultural enrichment	<p>As part of the subject content to be covered in the topic there are opportunities for students to develop their knowledge and understanding of symbols and signage.</p> <p>In this topic students should have an understanding of:</p> <ul style="list-style-type: none"> • distinctiveness • simplicity • universality • Retention. <p>This will be in relation to:</p> <ul style="list-style-type: none"> • roads • transportation systems • public buildings • safety • Packaging. <p>Part of this will involve looking at the use of ideograms and the symbols used to convey warnings, hazards etc., the history of these and the design philosophy behind them.</p>
Character	<p>Q of S Creativity & Curiosity</p> <div style="display: flex; align-items: center;">   <div style="margin-left: 20px;">CV – Resiliency</div> </div> <p>Creativity: During this half term, students will have to show a degree of creativity as they work with a range of papers and boards.</p> <p>Curiosity: Students will develop these skills through the use of independent research and investigation tasks.</p> <p>Resiliency: Students will be asked to consider the marks achieved for the progress test completed during Autumn 2 term and individual in class pieces of work, identifying what they did wrong and right and set personal targets to move their learning forward showing resiliency and the ability to act on suggestions offered.</p>
Spring 2	
Knowledge	<p>Typography and writing styles</p> <ul style="list-style-type: none"> • Learners should have knowledge and understanding of how software can be used to manipulate digital images. • Learners should know and understand the ways in which characters and images can be organised in different media. • Learners should have a knowledge of various CAD/CAM techniques. • Learners should understand the principles of typography, letter and writing styles and be able to apply these to a product.
Skills	<p>Students will need to apply the technical knowledge for the topic being studied into practical skills which are taught through the medium of the topic of writing styles and typographies.</p> <p>Students will learn design, theory and practical skills which relate to the development of a variety of writing styles and typographies used in industry, which includes logos, symbols and icons that are synonymous with graphical products.</p> <ul style="list-style-type: none"> • Development of writing styles throughout periods of time for large brands and corporations such as Pepsi Co. and Coca Cola • Look at the variety of font styles and the impact these can have on the outcome of a product. • Development of a unique writing style which is for a given product. • Look at image and text manipulation which can be developed using both hand drawn and CAD processes.
Assessment	<p>Work produced by students will be marked on a regular basis in accordance with the school policy. Work will be graded using a performance descriptor;</p> <ul style="list-style-type: none"> • distinction • merit • pass <p>Work produced by students will be marked on a regular basis in accordance with the school policy. As well as the key assessed pieces outlined below, opportunities for self and peer assessment will help provide feedback to students in Graphics.</p>



	<p>Two pieces of work will be assessed during the term. These will be on:</p> <p>Progress test: At a time decided by the leadership of the school, the students will take a formal progress test in the style of examinations they will sit in the subject later on in the course.</p> <p>A piece of classwork: Assessment of product outcome (Presentation and communication of information techniques).</p>
Cultural enrichment	<p>As part of the subject content to be covered in the topic there are opportunities for students to develop their knowledge and understanding of:</p> <ul style="list-style-type: none"> • Branding • Logo • Tagline and hooks • Graphics/shapes • Colours • Movement • Corporate image • Use of design guidelines and manuals. <p>Some of the investigation work into this will look at the evolving designs of some companies and use of graphics over a period of time to represent popular culture.</p>
Character	<p>Q of S Responsibility and Reflection</p> <div style="display: flex; align-items: center;">   <div style="margin-left: 20px;"> <p>CV – Equality & Equity</p> <p>Responsibility: Responsibility will be encouraged through the development of this academic year as they embark on their chosen course, expectations and standards will be fundamental ensuring their success in this qualification.</p> <p>Reflection: Having now attempted the external assessment for the first time in January, students will be asked to reflect on their overall performance and using a PLC checklist identify areas of work in the units already completed that they feel they need to work on this term in preparation for a possible re sit of the examination later in the year.</p> <p>Equality & Equity: During all lessons students will be made aware that everyone should be treated equally regardless of their gender or ethnicity.</p> </div> </div>

Summer 1

Knowledge	<p>Practice extended making task</p> <p>Learners will be able to complete an extended project over the summer term which will enable them to design and manufacture a single graphic product that showcases a range of technical skills, Knowledge and understanding from skills developed throughout the year so far will help students to develop a design and make activity independently that demonstrates;</p> <ul style="list-style-type: none"> • Planning • Visual Communication Techniques Processes in industry • Health and safety • Materials and their stock forms • Tools and equipment • Systems and control procedures • Evaluation and consideration of commercial aspects. <p>In addition to the made outcome, learners will provide evidence of planning and development and of testing and evaluation. This should be no more than 15 pages and include evidence of the final made outcome for moderation purposes.</p> <p>Possible Tasks: Example task 1 <i>A client who owns a sportswear company has asked you to produce the branding and suitable packaging for one of their products.</i> Example task 2 <i>Produce promotional material to for an adventure holiday aimed at teenagers.</i> Example task 3 <i>A new boutique hotel is opening in your town/city. Produce a set of promotional materials for the launch.</i></p>
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	<p>Example task 4 Come up with a poster campaign to raise awareness of a charity chosen by you. Produce a fundraising pack.</p> <p>Example task 5 Create the branding for a new range of beauty products along with suitable packaging for one of the products.</p>
Skills	<p>Students will be completing work which will form a portfolio of evidence and will be marked in line with AQA requirements (examining body).</p> <p>The extended project is split into 5 clear sections with a varying number of marks available to students. The criterion for each mark clearly explains the skills which need to be evidenced as part of an ongoing design process.</p> <p>In the portfolio learners should include clear evidence of how knowledge and understanding of the techniques has been applied when undertaking these.</p> <ul style="list-style-type: none"> • Planning and Development • Making – a physical 3D outcome • Making – a digital outcome • Testing and evaluating • Communication.
Assessment	<p>Students will be completing work which will form a portfolio of evidence and will be marked in line with AQA requirements (examining body).</p> <p>The extended project is split into 5 clear sections with a varying number of marks available to students. The criterion for each mark clearly explains the skills which need to be evidenced as part of an ongoing design process.</p> <p>In the portfolio learners should include clear evidence of how knowledge and understanding of the techniques has been applied when undertaking these.</p> <ul style="list-style-type: none"> • Planning and Development • Making – a physical 3D outcome • Making – a digital outcome • Testing and evaluating • Communication. <p>For the purposes of internal assessment, the following three pieces of work will be used this term:</p> <ul style="list-style-type: none"> • Research activity summative assessment grade. • Design ideas and development work. • Manufacturing plan
Cultural enrichment	<p>As part of the coursework task students will need to research into a given topic or context. This will include completing research into the specific topic that related to the task, existing products, inspiration from designers or others topics related to the context.</p> <p>Students will deepen their cultural understanding looking at costings and environmental factors relating to the material types being used.</p>
Character	<p>Q of S Practice & Resiliency</p> <div style="display: flex; align-items: center;">   <div style="margin-left: 20px;"> <p>CV – Caring for Others, Self-Help & Self-Responsibility</p> <p>Practice: Regularly in lessons, students will be shown and led through answering example task questions in order for them to complete formal assessment pieces of work within the remaining units to study.</p> <p>Caring for others: Students will occasionally be allocated work buddies. This will entail them working with a student they would not necessarily work with but whom they can offer support to.</p> <p>Self-help: There will be made available for each lesson self-help sheets. Some students will automatically be directed to use these but other students will also be encouraged to use resources to manage their own learning</p> <p>Self-responsibility: Students will be encouraged to attend after school support sessions in order to consolidate learning on topics covered earlier in the year where they feel their learning has not been as detailed as it could have been.</p> </div> </div>



Knowledge	<p>Practice extended making task</p> <p>Learners will be able to complete an extended project over the summer term which will enable them to design and manufacture a single graphic product that showcases a range of technical skills, Knowledge and understanding from skills developed throughout the year so far will help students to develop a design and make activity independently that demonstrates;</p> <ul style="list-style-type: none">• Planning• Visual Communication Techniques Processes in industry• Health and safety• Materials and their stock forms• Tools and equipment• Systems and control procedures• Evaluation and consideration of commercial aspects. <p>In addition to the made outcome, learners will provide evidence of planning and development and of testing and evaluation. This should be no more than 15 pages and include evidence of the final made outcome for moderation purposes.</p> <p>Possible Tasks: Example task 1 <i>A client who owns a sportswear company has asked you to produce the branding and suitable packaging for one of their products.</i> Example task 2 <i>Produce promotional material to for an adventure holiday aimed at teenagers.</i> Example task 3 <i>A new boutique hotel is opening in your town/city. Produce a set of promotional materials for the launch.</i> Example task 4 <i>Come up with a poster campaign to raise awareness of a charity chosen by you. Produce a fundraising pack.</i> Example task 5 <i>Create the branding for a new range of beauty products along with suitable packaging for one of the products.</i></p>
Skills	<p>Students will be completing work which will form a portfolio of evidence and will be marked in line with AQA requirements (examining body).</p> <p>The extended project is split into 5 clear sections with a varying number of marks available to students. The criterion for each mark clearly explains the skills which need to be evidenced as part of an ongoing design process.</p> <p>In the portfolio learners should include clear evidence of how knowledge and understanding of the techniques has been applied when undertaking these.</p> <ul style="list-style-type: none">• Planning and Development• Making – a physical 3D outcome• Making – a digital outcome• Testing and evaluating• Communication.
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Cultural enrichment	<p>As part of the coursework task students will need to research into a given topic or context. This will include completing research into the specific topic that related to the task, existing products, inspiration from designers or others topics related to the context.</p> <p>In order to provide suitable evidence for the controlled assessment task students should ensure that they have completed supporting research and evidence that links to wider industrial factors to enable complex analysis and evaluation of the work they are producing in lessons.</p>
Character	<p>Q of S Motivation</p>  <p>CV – Self-Help & Self-Responsibility,</p> <p>Motivation: Students will throughout the course be required to show motivation during the completion of tasks. They will frequently be given the opportunity to challenge themselves and complete tasks that further their expected attainment level.</p> <p>Self-help & Self-responsibility: Students will be encouraged to attend after school clinic sessions in order to consolidate learning on topics covered earlier in the year where they feel their learning has not been as detailed as it could have been.</p>