



Graphic Technology Curriculum: Intent, Implementation & Impact, St Dunstan's School 2021 - 2022

St Dunstan's School Context

St Dunstan's cohort size is relatively small; at the start of the year St Dunstan's had 398 students attending. The school roll is growing rapidly as a result of the excellent reputation the school has developed in the local community and beyond.

St Dunstan's was 2nd in the County for progress when national data was last available

St Dunstan's has a relatively high proportion of students who are eligible for FSM (24.9%)

St Dunstan's has a more monocultural demographic than the national average (88.7% white British)

Intent	Implementation	Impact on attainment/progress
<p>The aim of Graphic Technology is to provide each and every student the opportunity to develop a knowledge and understanding of a broad range of designing and practical. Graphic Technology is a popular subject and students are provided with an opportunity to be creative and independent. Students can explore their creativity in using the design process to create functional outcomes.</p> <p>Key Stage 3</p> <p>KS3 Graphic Technology at St Dunstan's is inline with the Design and Technology National Curriculum: <i>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of</i></p>	<p>Key Stage 3</p> <p>Students develop their practical skills and knowledge and understanding of the design process by undertaking a range of focused practical tasks (FPT) that develop their creative thinking skills. The topics that are covered offer a varied selection of topics which encompass modern technology, environmental issues, material provenance and the moral and ethical issues within the design industry.</p> <p>The design process is covered in year 7 and then in year 8 it is built on to ensure that all students understand the process. Recall knowledge tests are completed during each topic to check understanding and have been incorporated into our scheme of learning. These are linked to the topics studied as part of the assessments. During year 9 students develop their</p>	<p>In Graphics the curriculum will make a profound, positive impact to the outcomes of every child. We will know that this is true as we are delivering a high standard of education, quality assured through qualitative and quantitative measures such as:</p> <ul style="list-style-type: none"> ● Attainment and Achievement outcomes ● Observing lessons and scrutinising planning ● Standards of learning in books ● Student voice ● Attendance data ● Behaviour data

designing and making. They should work in a range of domestic and local contexts and industrial contexts.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239089/SECONDARY_national_curriculum_-_Design_and_technology.pdf

The St Dunstan's Graphic Technology curriculum intends to instil the St Dunstan's core values of Truth, Resilience, Awareness and Kindness (TRAK) as follows:

Truth - Understanding how to do something before embarking in practical work. Ensuring students are safe.

Resilience - Students using their own method to solve problems in practical work - help sheets, method sheets, buddies, key words/displays. Students are working independently through unseen design briefs and specifications to build on knowledge and understanding in practical work.

Awareness - Awareness of provenance of materials - where do these come from? What are the environmental implications of these products?

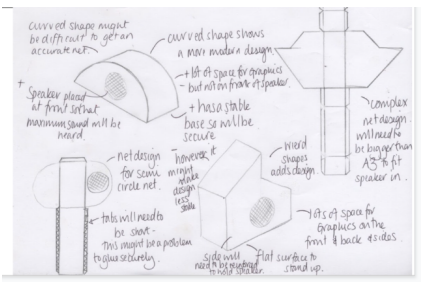
Kindness - Helping each other to succeed. A positive learning environment is created where there is an air of kindness and this can be seen in peer assessing, supporting one another, assisting with routines etc.

Graphic Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

knowledge and understanding further to become Graphic Designers.

KS3 has a double lesson once a fortnight throughout the year. Schemes of learning and lessons are designed to offer students an array of opportunities to develop their creative skills and ability to enable them to become confident designers.

Examples of how long term plan sequences knowledge and skills cumulatively and how topics / concepts / texts build challenge

<p>Year 7</p>	<p>Design and make a torch using CAD.</p> <ul style="list-style-type: none"> ● Basic skills and technique ● Health and safety ● Risk assessment ● Research and investigation ● Design work ● Critique of design work ● Practical work ● Evaluation and analysis of final product
<p>Year 8</p>	<p>Design and make a sustainable speaker.</p>  <p>The image shows several hand-drawn sketches of a speaker design. Annotations include: 'Curved shape might be difficult to get an accurate net', 'Curved shape shows a more modern design', '+ bit of space for speaker but not on frame of speaker', '+ this is stable base so will be secure', 'net design for sawn circle net', 'tabs will need to be short - this might be a problem in gluing sections', 'side will need to be rounded in top corner', 'flat surfaces to stand up', 'interior shapes adds design', 'complex net design will need to be longer than A3 to fit speaker in.', and 'Speaker placed at front so that maximum sound will be heard'.</p>

- Evidence of wider cultural and intellectual enrichment

Key Stage 3

Pupils produce good outcomes at KS3, and pupil voice indicates clear engagement with the themes and issues taught within units. Learning walks show that students are engaged well in this practical teaching approach. Book scrutiny, which is regular, has shown improved extended writing and better engagement with purple pen and teacher feedback.

Assessment marking is moderated across the department to ensure consistency in grading, as well as accessing standardisation from other schools within the MSN trust.

Key stage 4

Exam results were good last year (first year of the course) and our Level 2 pass rate was inline with national average results. This year we have moved from a Vocational Certificate award to GCSE. Outcomes are good, and they give pupils further life opportunities through access to college courses, 6th form enrolment, apprenticeships and careers. SEND students continue to achieve and exceed their target grades.

High quality impact is also measured by monitoring through learning walks, exam

They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Key stage 3 allows students to demonstrate knowledge, re-visit and consolidate skills throughout all elements of the design process. In KS3 Students will have 20 – 24 hours curriculum time allocated for the year. The lessons will breakdown into the following sections:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a range of users
- Critique, evaluate and test their ideas and products and the work of others


The curriculum sequences knowledge and practical skills and techniques, focussing on a spiral of understanding gathering depth and detail of concepts and then putting into context to cement understanding for the 'real world'

- Recapping knowledge on health and safety
- Introducing 2D and 3D skills
- Drawing skills - rendering and isometric drawings.
- Modelling – card nets
- Research and investigation
- Social, moral and ethical issues within the design industry - sustainability and the 6 R's

Year 9

Students will gain a firm understanding of the key concepts needed to create good graphic design: colour, typography and imagery. Students will learn to be creative designers, having to come up with their own brief and identifying their own source of inspiration.

This project focuses on design, developing and manufacturing.



moderation and inspecting pupils' books. Formative and summative knowledge checks will take place throughout the terms.

Revision sessions for Year 11 are offered and taken up by a range of pupils from a variety of abilities.

Adaptation, particularly for SEND, helps access to the same curriculum, lessons include differentiated questions by end of key stage target, and resources are adapted to HAP/LAP to take into account reading ages. SEN scaffolds/ writing frames and sentence starters are in place.

The curriculum is appropriately and continuously challenging, all students will follow the design process in order to create something functional and practical.

Key Stage 4

The curriculum prepares for next stages and employment/study of OCR GCSE Graphic Communication.

The curriculum builds on prior learning from KS3 through a variety of different topics - All practical and theoretical concepts are introduced in context throughout years 7/8/9.

GCSE Graphic Communication covers various aspects of visual communication and presentation, using imaginative and effective designs that create and combine words, symbols, and images to convey ideas and messages:

- **Typography**
- **Communication graphics**
- **Design for print**
- **Advertising**
- **Multimedia**
- **Illustration**
- **Interactive design**

Written assessments are completed at the end of each project with a focus of literacy and understanding of subject knowledge.

All SoL show examples of adaptation for SEND, HAP through resources and questioning.

At KS3 students will complete an end of unit test/assessment, as well as completing regular recall knowledge tests to monitor knowledge and understanding.

Key Stage 4

The KS4 Graphic Communication curriculum is delivered in blocks relating to the OCR specification where clear sequences in learning are evident. For example:

Block 1	Introduction to graphic design
Block 2	Graphic design practice
Block 3	Responding to a graphic design brief
Block 4	Graphic design portfolio

Within these blocks the following assessment objectives will be met:

AO1	Develop ideas through investigations, demonstrating critical understanding of sources.
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

- **Packaging design**
- **Signage**

Common uses of graphic design include identity (logos and branding), publications (magazines, newspapers and books), corporate branding, advertisements and product packaging.

The course is split into two, coursework which consists of a portfolio of work (60%) and a externally set task exam (40%)

Adaptation, particularly for SEND, helps access to the same curriculum resources and scaffolds are adapted to the learner's target. As the exam is a single tier all content is covered by all students although exam skill focus shifts from knowledge to application as we move up through the grade boundaries.

The curriculum is appropriately and continuously challenging in line with the exam board specification - There is a real focus on covering the content of the specification in preparation for life after school.

AO3	Record ideas, observations and insights relevant to intentions as work progresses.
AO4	Present a meaningful and personal response that realises intentions and demonstrates understanding of visual language.

Practical assessments are completed at the end of each topic with a focus of literacy and understanding of subject knowledge. Throughout each topic students will complete a recap test to ensure they understand the design concept before moving on.

Throughout this course students will respond to school set briefs as well as externally set briefs from industry.

All SoL and teaching show examples of adaptation for SEND, HAP through resources and questioning.