

1. Longer Term Plan - Overall Rationale 3I's

SUBJECT KS3 & 4 Curriculum: Intent, Implementation & Impact

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.

Curriculum Area	Intent	Implementation	Impact on attainment/progress				
<p>KS3 Curriculum</p>	<p>Design and technology (Graphics) 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.</p> <p>They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • Develop the creative, technical and practical expertise needed to perform everyday tasks 	<p>Examples of how LTP sequences knowledge and skills cumulatively and how topics / concepts / texts build challenge</p> <table border="1" data-bbox="1043 595 1800 1485"> <tr> <td data-bbox="1043 595 1167 1114">Year 7</td> <td data-bbox="1167 595 1800 1114"> <p>Design and make a torch using CAD - 2D Design/Google sketch-up.</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><u>Assessment</u> – Investigation and manufacture</p> </td> </tr> <tr> <td data-bbox="1043 1114 1167 1485">Year 8</td> <td data-bbox="1167 1114 1800 1485"> <p>Design and make a sustainable speaker.</p> <ul style="list-style-type: none"> • 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 </td> </tr> </table>	Year 7	<p>Design and make a torch using CAD - 2D Design/Google sketch-up.</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><u>Assessment</u> – Investigation and manufacture</p>	Year 8	<p>Design and make a sustainable speaker.</p> <ul style="list-style-type: none"> • 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 	<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 • Evidence of wider cultural and
Year 7	<p>Design and make a torch using CAD - 2D Design/Google sketch-up.</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><u>Assessment</u> – Investigation and manufacture</p>						
Year 8	<p>Design and make a sustainable speaker.</p> <ul style="list-style-type: none"> • 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 						

1. Longer Term Plan - Overall Rationale 3I's

	<p>confidently and to participate successfully in an increasingly technological world</p> <ul style="list-style-type: none"> • 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 <p>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'</p> <p>Differentiation, 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.</p> <p>The curriculum is appropriately and continuously challenging, all student will follow the design process in order to create something functional and practical. This will prepare students for the assessment challenges of non-examination assessments and modular work.</p>		<p>design industry - sustainability and the 6 R's</p> <p><u>Assessment</u> – Designing, manufacture and evaluation</p> <hr/> <p>Year 9</p> <p>Students will gain a firm understanding of independent designing and making to prepare them for VCert Graphics.</p> <p>Students will learn to be creative designers, having to come up with their own brief and identifying their own source of inspiration.</p> <p>This project focuses on design, developing and manufacturing.</p> <p><u>Assessment</u> – Research and designing</p>	<p>intellectual enrichment</p>
<p>KS4 Curriculum</p>	<p>The curriculum prepares for next stages and employment/study and the NCFE VCert Graphics syllabus.</p> <p>The curriculum builds on prior learning from KS3 through a variety of different topics - All practical and</p>	<p>Examples of how LTP sequences knowledge and skills cumulatively and how topics / concepts / texts build challenge</p>	<p>Year 10</p> <p><u>Unit 1</u> - Learners will develop an understanding of the components of graphic design. They will do this by working with physical and/or digital</p>	<p>Results</p> <p>Pupil voice</p>

1. Longer Term Plan - Overall Rationale 3I's

	<p>theoretical concepts are introduced in context throughout years 7/8/9.</p> <p>Graphic design 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.</p> <p>Common uses of graphic design include identity (logos and branding), publications (magazines, newspapers and books), corporate branding, advertisements and product packaging.</p> <p>There are 4 units that will be completed over the course – Unit 1, 2 and 4 are internally assessed and externally moderated and Unit 3 is externally assessed and moderated.</p> <p>Differentiation, particularly for SEND, helps access to the same curriculum resources and scaffolds are differentiated to 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</p> <p>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</p>	<p>materials and techniques. The learner will be introduced to graphic design components through personal experimental work.</p> <p><u>Unit 2</u> - Learners will explore design disciplines, examine the work of recognised designers and use their understanding of design components to identify successful design practice. They will choose one discipline, select some work by a recognised designer in that discipline and create their own piece of graphic design, taking inspiration from their research and using components found in the work of their chosen designer.</p> <p>Year 11 <u>Unit 3</u> - Learners will analyse the requirement of a graphic design brief. They will understand the requirements and develop some possible ideas to meet the brief. The learner will further develop an idea and present their final graphic design. Finally, the learner will analyse their work and review how they have met the brief.</p> <p><u>Unit 4</u> - Learners will explore working in the graphic design industry, by looking at different ways to present work to understand different types of portfolio. They will then design and create their own portfolio and review how the portfolio presents their skills as a graphic designer.</p> <p>Written assessment are completed at the end of each topic with a focus of literacy and understanding of subject knowledge.</p> <p>All SoL show examples of differentiation for SEND, HAP through resources and questioning.</p>	<p>Evidence of book looks, learning walks, moderation</p> <p>Evidence of wider cultural and intellectual enrichment</p> <p>Modular assessments</p>
--	--	---	--