Featherstone High School GRAPHICS DESIGN TECHNOLOGY Department

Year: 11 Scheme of Learning Title: TFL POSTER DESIGN

The headings below can be used as a checklist to cross reference against existing schemes of learning.

Curriculum Intent	**The Big Picture - Making the learning relevant – Why are pupils learning this?**	Pupils introduced to GCSE Graphics exam criteria Pearson Edxcel Project two worth 30% of the GCSE Design Brief: Design a TFL poster to advertise a famous site in London (Kew Gardens, Science Museum, London Architecture): • Creative design research of ideas: • Architecture, nature, science • Key Elements of Poster Design • Current TFL poster • Typography • Famous Artists • Designers Developing skills in presentation, creativity, research of artists, designers and cultures, printing, mixed media and photoshop Exam piece: create an A3 TFL poster design
	Exam Specification (for years 10 to 13)	Assessed exam 30%
	How does this scheme of learning build on prior learning?	Building on work from Year 10, pupils develop ideas, printing, presentation, Photoshop filters and students have a good understanding of the expectations of them to then design a successful TFL Poster to advertise a famous site in London.
	How does this scheme of learning prepare pupils for their next stage of education (CEG)	Students will gain an understanding of working to a Design brief. Developing exploring ideas through artists and cultures and develop techniques skills of printing, drawing, filters, Photo manipulation and photoshop, as well as critical understanding of the work
	Cultural Capital Development	Awareness of London sites, celebrating key events in London, London architecture and history of TFL, Science Museum, Kew Gardens, Architecture and impact on our society. Exploring TFL Poster designs over the year and famous designers.
Common Misconceptions		Pupils will develop ideas using a range of materials and techniques which can then be developed in Photoshop Common misconception is that all work in Graphics is created on a computer with no writing; development of ideas need to be explored with print, drawing and photography to then manipulate further. Students also need to explain and annotate their work.
Development of Key Generic Skills: • **Literacy (Writing, Oracy, Reading including opportunities to develop wider reading)** • **Numeracy** • **Computational Thinking (problem solving)**		Key words – Aesthetic, Graphic Design, Design Brief Developing ideas and concepts – understanding and using Tier 2 and Tier 3 keywords including use of oracy to explain ideas and link to the work Research, Mood boards, Designers' work, Experimenting with media and printing, presentation of ideas. Creative thinking to find design solutions, Design sheets and making final piece. Tier 2 and 3 key word bank
Theme for centrally planned home learning		Trackers Home learning sheet supports the POL reviews and develops understanding for each lesson
Curriculum mapping – possible links to other subjects		Art / history / Design
Curriculum Impact – key subject knowledge pupils should know and be able to recall by the end of this scheme of learning		Pupils will be able to understand the design brief research ideas and inspiration. They will be able to explain their design choices and ideas. They will be taught how to present their design solutions creatively. Students will be able to research artists and designers to create own independent and creative outcomes.

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	Pupils will develop printing, Mono printing and Polly block printing skills to resolve and develop their ideas. Pupils will explore ideas in Photoshop and take photos to develop into final poster piece.
Curriculum impact – key subject skills pupils should have and be able to use by the end of this scheme of learning.	Pupil will be evidencing the assessment criteria for the GCSE and have good understanding of the A01, A02, A03
Curriculum Inclusion - Scaffolding for all student groups **e.g.** • **Disadvantaged / Pupil Premium** • **SEND** • **EAL** • **Higher Prior Attainment**	Scaffolded trackers and resources provided to support pupils with annotations
	Support with home learning provided
	Work is scaffolded with writing frames to help with annotations. support understanding Connectors to support Recall and ROCK and support understanding. Metacognition so pupils understand reasoning behind work Oracy in lessons to encourage EAL to develop skills to use subject specific language – EG: literacy card sorts in pairs More complex designs encouraged with simpler computer packages such as Canva and PhotoPea
For each lesson: Stage 1	
Learning Outcome / Objective/ Big Question	1. Gain an understanding of the expectation of GCSE Graphics 1. Gain an understanding of the Design brief: You have been asked to design a TFL Poster to celebrate a tourist attraction in London. To incorporate images & designs inspired from different countries and by famous artists / designers from around the world. You will research images and designs, taking inspiration from different countries, including: Animals and nature – current shows Mechanics / scientists / futuristic graphics / inventions / space – current events London architecture Typography Famous Artists / Designers linked to sub-themes / poster design Your FINAL DESIGN must include clear elements linked to sub-theme, title, typography to create an eye catching poster design, composition and layout. 2. Brainstorm ideas for the Design Brief 3. What are the key visuals linked to sub-theme and key elements of a TFL Poster 4. You will understand different elements of a Poster Design
Core Learning & development of subject specific skills	What is a design Brief What is a Target audience? Mind Map – Keywords including Tier 1, 2, 3 keywords

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Suggested FHS6 Activities including retention and recall and formative assessment	Brainstorm ideas Tier 2 and 3 keywords, images and ideas
Development of subject specific vocabulary	Aesthetic, Target Audience, Design Brief, mood, 8 key elements
For each lesson: Stage 2	
Learning Outcome / Objective/ Big Question	Assessment Criteria A01 25% of grade Create Mood board on chosen sub-theme (Kew / Science Museum / Architecture)
Core Learning & development of subject specific skills	• Deepening understanding of using photoshop and developing use of tools • A03: Record ideas and observations relevant to the Design Brief
Suggested FHS6 Activities including retention and recall and formative assessment	• Create a Mood board • Annotate to explain ideas to link to TFL Posters • Create Drawings to support ideas • Use Tier 1-3 Language to develop ideas
Development of subject specific vocabulary	Design Brief / symmetry / complementary colours harmonious / composition / balance / symmetry
For each lesson: Stage 3	
Learning Outcome / Objective/ Big Question	Assessment Criteria A02 25% of grade Research of key designers Develop of ideas into visual presentation of ideas What images could inspire a TFL Poster How can we develop ideas to create our TFL Poster
Core Learning & development of subject specific skills	Independent research into chosen sub-theme (Kew / Science Museum / Architecture) Find images and ideas and experiment with different media Understanding of how images can inspire ideas and promote a location Add drawing and annotations linking ideas to Kew / Science Museum / Architecture
Suggested FHS6 Activities including retention and recall and formative assessment	Rock Exemplar work Use of Tier 2 and 3 keywords to develop understanding Metacognition – why are you doing this how will you develop your ideas
Development of subject specific vocabulary	Design Brief / symmetry / complementary colours harmonious / 8 Art elements/ aesthetic
For each lesson: Stage 4	
Learning Outcome / Objective/ Big Question	Assessment Criteria AO1
Core Learning & development of subject specific skills	Designer inspiration understanding of how different Artists and Graphics Designer create a Brand and images
Suggested FHS6 Activities including retention and recall and formative assessment	Research chosen artist / designer Create drawings/ prints and images of work

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	Written Annotations using Key 1-3 keywords Layout design and presentation
Development of subject specific vocabulary	Design Brief , target audience , brand complementary colours harmonious / shape pattern, composition, hierarchy, symmetry, balance, contrast, typography horizontal and vertical designs
For each lesson: Stage 5	
Learning Outcome / Objective/ Big Question	Assessment Criteria A02 Developing an idea using different media
Core Learning & development of subject specific skills	Mono printing / Photo manipulation / filters Pupils create Mono prints / digital work based on the work on either Artists designer research Experiment with colour and line to create a digital outcome or print.
Suggested FHS6 Activities including retention and recall and formative assessment	Review outcomes learning from doing and repeat and experiment to created different outcomes Present work and annotate work to explain ideas
Development of subject specific vocabulary	Design Brief , target audience , brand complementary colours harmonious / shape pattern, composition, hierarchy, symmetry, balance, contrast, typography horizontal and vertical designs
For each lesson: Stage 6	
Learning Outcome / Objective/ Big Question	How can Experimenting with materials improve your work? How can you link this to the artists you have studied? How could you use this to link to a TFL Poster and the Design Brief? Assessment Learning AA02: Experimenting with inks and colour paper
Core Learning & development of subject specific skills	Pupils will learn out to create different graphic effects using a range of different techniques
Suggested FHS6 Activities including retention and recall and formative assessment	Rock to build on tier 2 and 3 keywords Experiment with media making connections to artists/ Designers
Development of subject specific vocabulary	Design Brief , target audience , brand complementary colours harmonious / shape pattern, composition, hierarchy, symmetry, balance, contrast, typography horizontal and vertical designs
For each lesson: Stage 7	
Learning Outcome / Objective/ Big Question	Creating a poster design ideas for final assessed piece
Core Learning & development of subject specific skills	What is Typography? Logo and a Brand, key elements of a poster design. Synthesising all work to create a successful design idea What are the key elements of a poster / poster graphics Analysing outcomes
Suggested FHS6 Activities including retention and recall and formative assessment	Design a poster for TFL and famous tourist attractions Research different fonts and logos to generate ideas for branding Create a layout page show-casing ideas Investigate ideas and create logo and font using Photoshop

For each lesson: Stage 8	
Learning Outcome / Objective/ Big Question	Assessment Criteria A02 Design Sheet Create design sheets to explore out comes for final design
Core Learning & development of subject specific skills	Combining Design work, photos, research, filters, prints and drawings to create design. Creatively include techniques developed and reflect inspiration of ideas from different sources researched that is represented in Sketchbook Annotations which explain the creative journey and process
Suggested FHS6 Activities including retention and recall and formative assessment	Design Brief Link and combine ideas to meet the whole Design Brief
Development of subject specific vocabulary	Design sheet, concept, ideas techniques materials media annotations and additional language to explain techniques learnt during the lesson
For each lesson: Stage 9	
Learning Outcome / Objective/ Big Question	Assessment A04 Create a TFL Poster Present A3 size on glossy paper Add Typography and logo design
Core Learning & development of subject specific skills	Creative design to bring all elements of research together, synthesizing visuals and research to form their final poster.
Suggested FHS6 Activities including retention and recall and formative assessment	Rock starter activities to ensure pupils understand the Design brief and all elements of Poster Design Use of Tier 2-3 language to support annotations of ideas
Development of subject specific vocabulary	All Keywords that link to the Analysis of the artists / designers. The making of the work

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