Programme of Study

YEAR 9 GRAPHIC COMMUNICATION POS

ALLSAINTS T-SHIRT DESIGN (PATTERN & FASHION)

Stage 1 Introduction to project Brief Expectations Response to Brief	**Stage 2** Zentangles / Mandalas Drawing & Photoshop	**Stage 3** Iain MacArthur / Shepard Fairey Research	**Stage 4** Native American Art Poly block, marbling, mono printing	**Stage 5** Logos & Typography	**Stage 6** Design Ideas / Final t-shirt designs
PATTERN & FASHION ALLSAINT INTRODUCTION TO DESIGN BRIEF & RESPONSE **Working to a specific design brief: Graphic tshirt design for the AllSaints Clothing Brand. How are we influenced by designers? What are the functions of design? How to work in a style for a specific brand** Introduction to Graphic Communication. How the function of graphics differs from art, although media / techniques can be the same / similar. Work in, and across, the areas of graphics, art, print and illustration including both applied art and digital techniques. Working towards a Brief – Designing a new range of clothing for AllSaints	**PATTERN & FASHION ZENTANGLE / MANDALAS (PATTERN)** **How can we develop a range of skill and outcomes for our designs? How to present our work** Students will explore zentangle patterns and mandalas to create into future designs and develop skills for design ideas. Focus on mirror symmetry and rotational symmetry and the use of digital and hand drawn methods. Strong links to mathematics, cultural and spiritual significance of Mandala patterns and the way they are constructed. Starting to explore typography and layout of sketchbooks. Using	**PATTERN & FASHION ARTIST / DESIGNER RESEARCH** **How can we use the work of other designers to influence our own designs? How can we incorporate their style to develop our own work further? Content vs. Style?** Research Iain MacArthur - modern male ethnic minority British designer who is very successful (link to employment and job prospects). How does MacArthur combine pattern and animals? Function of his work. Students will create inspired pieces of work using Photoshop, drawing techniques, pen & ink and printing (future lessons).	**PATTERN & FASHION NATIVE AMERICAN PRINTING** **Exploring a range of work from other cultures, how can these influence modern Western design? Why and how does Haida art link to our design brief? How can we develop and build upon a theme and context using media and cultures to inspire us?** Students will explore poly block printing and different printing techniques. Research Cultures and pattern inspired by Native American Art (Haida Tribe). Students will explore the cultural significance of Native American art and meaning, exploring style and content.	**PATTERN & FASHION LOGOS AND TYPOGRAPHY** **Using visual font and typography styles to develop and advertise a brand. What is the use of a logo? Why are logos and typography so important in design?** Students will explore how typography is used in graphic design and for what purpose. Students to understand of the function of a logo and the purpose it serves in branding and advertising. Students will also explore how a logo represents a company / the message it conveys. Exploring hand drawn, digital and artificial intelligence (AI) created logos using Brandcrowd.com and Smashinglogos.com AI	**PATTERN & FASHION DESIGN & EVALUATION** **Realising our final design ideas into a final product to answer our Specification and Brief** Understanding the cultural aspects used to inspire digital and practical work. Exploring symbolism, communication and meaning in graphics (purpose and function). Creating design ideas to digitally produce a final outcome (tshirt) to answer the design brief. Present finished final designs and evaluate

clothing brand with a logo and exploring typography. Researching demographics, target audience, mood and style of the brand and the development of research to be used later to inform design ideas. Exploration of media, processes and techniques in 2D, print and new technologies. Study of a range of styles from contemporary, historical, personal and cultural contexts. Digital manipulation of media, patterns, typography and drawing to develop skill and style of the Allsaints brand. Recap on the Art elements? Links to graphics and employment / further education? How can you explore pattern? Creating a moodboard and typography to suit the AllSaints brand. Exploring Tier 3 key words. Exploring the brand and style of Allsiants company.	typography and font for titles and contextual writing responding to their own ideas. Exploring pattern, shape, layers and design How do you develop an idea or concept through pattern, colour and shape? Students will explore cultural patterns. How can patterns and animals be mixed digitally? Leading on to working in the style of Iain MacArthur and digital editing (new Photoshop skills). **Outcomes:** • Zentangle Work – typography, animal, outlines • Mandala patterns and prints • How layout work successfully in sketchbook • How to analyse and write about work (annotations) • Exploring patterns from different cultures / designers from different countries **Rationale:**	Research natural forms and animals / skulls. Find images of animals, skulls and polygonal shapes. Using these references to create and manipulate in Photoshop and develop graphic techniques. Students can also explore filters and different outcome techniques. How can animals / humans be influenced in design? Creating observational studies in response Creating design ideas digitally to produce an outcome. Present finished final design and evaluate against the original Brief. Produce multiple representations of work using different media: Digital, paper, filters in Photoshop and manipulating text **Outcomes:** • Looking at modern designers to appeal to students	Focus on pattern and shape. How can we develop this into our own work and link to the Design Brief? Starting to explore typography in more depth with pattern inspired typography, Native American typography and modern graffiti typography techniques. Create poly block prints inspired by patterns and animals linking to previous work and Haida Art. Students will explore and develop designs through our use of Adobe Photoshop. Exploring cultural work, patterns and graphics to develop a range of outcomes and techniques. Exploring marbling and printing techniques – mono printing and poly-block printing. **Outcomes:** • Understanding design process • Haida Art	logo generators, which they will finish and refine in Photoshop. Explore typography to suit chosen design intentions – exploring cultural styles of font. Creating a slogan / title for their future t-shirt design. Students can refer to the digital site Dafont for ideas. Explore and present work neatly in books. Superimpose graphics onto proposed t-shirts to explore concept designs. Use a range of filters and editing to explore a range of ideas. **Outcomes:** • Create an advertising slogan (strap line) and suitable typography to suit intentions. • Exploring typography and style of font • Using Photoshop and A.I. Generators to create new ways to design – linking to modern advances in technology (SACRE) • Working in the style of a graphic designer. • Creating styles of font to suit t-shirt design	against the original Brief. If budget and time permits, students will print their chosen design onto sublimation paper to then be heat-pressed onto a t-shirt to see the reality of design from Design Brief, Specification, product and design research into the development of ideas to final idea. Students have worked in the style or role of a real graphic designer – visual problem solving. **Outcomes:** • Explore a range of ideas using work students have created – merging them together to create their own finished piece. • Finished fashion piece relating and incorporating research. • Using the body of work so far to create a range of design ideas with peer assessment

Introduction to presenting work in an aesthetic and meaningful way. **Outcomes:** • Understanding design process • Research • Moodboard / Mindmap • Logo Design • Brand research • Demographic / Target audience • Presentation **Rationale:** **Introduction to Graphic Communication, jobs, Project Brief, revising skills from Year 8 and building on Photoshop skills. Understanding of the design process and methodology.** **Exploring Project Specification, mood boards and an Introduction to graphic illustration, logos and typography.** **Overview of expectations.**	**Researching pattern, mandala design, typography, silhouettes and digital art in more depth to create mixed-media outcomes.** **Exploring a range of different media types and skills to build up to create a range of design ideas to answer Project Brief. Building on skills learnt so far.**	(successful, modern, male designers) • Working in the style of chosen artist • Iain MacArthur • How their work is used in design • Digital Pattern Animals / photo collage • Spirit Animal Silhouettes • Typography animals / collage pieces / bold prints (depending on designer selected) **Rationale:** **Exploring an artist to work in their style, using the influence of modern design to create own ideas.** **Creating a range of outcomes, pattern and typography to develop creatively.**	• Native American Design • Marbling • Poly-block printing • Mono printing **Rationale:** **Experimentation of mark making and inks / marbling and coloured inks.** **Introduction to new project: Faces and Places. Exploring advertising, Poster Design, Project Brief.** **Research imagery from different countries and creating photography outcomes. Building on previous learning and developing skills further – Polygonal Portraits, Filters and masking portraits.**	and answer design brief. **Rationale:** **Critical research of the purpose of logos and font (typography).** **Creating typography outcomes to match country of choice.** **Exploring the future of graphic design now that new technology has developed (AI) and the impact on the creative sector.** **Creating a range of logos / typography to be used in their final designs.**	• Analysing designs against Design Brief • Selecting final design to present / create and display • Analyse work against design brief • Analyse the success of designs • Final Evaluation **Rationale:** **Working in the style of a designer and answering the Design Brief.** **Manipulating all work so far to create a range of final digital designs to suit the Project Brief.** **Exploring a range of design ideas to select final design to present.** **Learning how to analyse work and evaluate success of the design process and collective journey from design brief, research, development to final ideas.**

Homelearning – See HL sheets • Skills Observational Contextual Experimentation Reflect and review Be logical Practice Be creative Participate	Homelearning – See HL sheets • Skills Observational Contextual Experimentation Reflect and review Be logical Practice Be creative Participate	Homelearning – See HL sheets • Skills Observational Contextual Experimentation Reflect and review Be logical Practice Be creative Participate	Homelearning – See HL sheets • Skills Observational Contextual Experimentation Reflect and review Be logical Practice Be creative Participate	Homelearning – See HL sheets • Skills Observational Contextual Experimentation Reflect and review Be logical Practice Be creative Participate	Homelearning – See HL sheets • Skills Observational Contextual Experimentation Reflect and review Be logical Practice Be creative Participate
Assessment to cover: Emerging – Mastered assessment criteria for each stage of work completed. • Continual formative feedback from teacher. • Peer and self-assessment • Summative grading of each finished outcome		End of term assessment to cover: To focus on end design and quality of response to Design Brief and Photoshop skills. An assessed HW piece of work		Graphics sketchbook, practical work and Photoshop digital catalogue of work.	
Curriculum day / week visit: Unconfirmed External visitors: Online visits to galleries and digital examples of designers in residence (Iain MacArthur, Loui Jover and Shepard Fairey). Video examples of graphic designer showcasing their practice Enrichment: Intervention / competition. Common misconceptions: That graphics is purely a digital subject without any drawing, writing, printing and other practical skills.					