Programme of Study

YEAR 9 GRAPHIC COMMUNICATION POS

FACES & SPACES

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Introduction to project Brief Expectations Response to Brief Focus on Poster Design and layout	Editing existing images using Photoshop. Learning new tools, filters, masking & editing techniques	Photo-manipulation and editing using mixed media – Photo's, drawings, artwork, prints. Looking at the work of Luis Jover	Masking Photographs – combining images of landscapes and portrait photography	Typography. Logos and lettering, combined with portrait photography. Peter Strain, Cris Wicks, Seanings (Sean Williams), Sarah King	Design Ideas / Final poster design and evaluation. Presentation of final outcomes against Design Brief
FACES & SPACES **Introduction to project, expectations and advanced skills – building on from first project. Poster Design.** **Working to a specific design brief: Graphic Design Poster for a museum exhibit called 'Faces and Spaces' (Tate Modern). How are we influenced by designers? What are the functions of design? How to work in different graphic styles to create a range of different techniques and outcomes?** Introduction to Graphic Communication. How the function of graphics differs from art, although media / techniques can be the same / similar.	**FACES & SPACES** **Statue photo manipulation and editing / splicing** **How can we develop a range of skills and outcomes for our designs? How to present our work in a Poster Style. Using traditional art to create a modern outcome.** Students will explore and built on their Photoshop knowledge. They will select an existing image of a famous statue to edit. Focusing on Photoshop editing techniques, layers, filters, colour, and overlays. Link to visual significance of traditional art (statue)	**FACES & SPACES** **Working in the style of Luis Jover and own drawings / digital outcome.** **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? Using own Photographs to edit and develop into Poster Designs using a vintage style (Luis Jover.** How does Luis Jover combine pattern, image, typography and vintage images? Students to explore the work of Luis Jover and his design style.	**FACES & SPACES** **Photography and masking. Combining portrait photography and landscapes / spaces** **Exploring digital art and photography to create modern and realistic pieces of work. Focusing on Photoshop masking and contemporary digital techniques.** Students explore photo manipulation using a range of primary portrait photographs. Students to edit and combine with landscape photography and / or photography from London to create scenes within a portrait (masking).	**FACES & SPACES** **Logos, typography and lettering for Poster Design** **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 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.	**FACES & SPACES** **Design ideas, final design and 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 (Faces and Spaces poster for

Work in, and across, the areas of graphics, art, print and illustration including both applied art and digital techniques. Working towards a Brief – Designing – Poster Design for exhibit called 'Faces and Spaces'. Looking at digital art, design and AI. Researching audience, design styles, mood and techniques. 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 – previous exhibits at Tate Modern and Poster Design History. Recap on the Art / Design elements? Line, shape, form, texture, space, imagery, typography and colour Focus more on key **Design elements:** Emphasis Alignment and balance, Contrast Repetition Proportion Movement White space. Links to graphics and employment / further education?	with a modern twist (Photoshopped version). Students will focus on the cultural significance of reinventing architypes and making them relevant. Exploring Photoshop tools – layers, masks, filters, shape, colour fill and design layout. **Outcomes:** • Filtering a photo to create a poster • Using layers and mask • Colour overlays • Typography & lettering • How layout work successfully • How to analyse and write about work (annotations) • **Rationale:** **Researching Poster Design, layout, focus emphasis, design, typography, silhouettes and digital art in more depth to create mixed-media outcomes.**	Students will create inspired pieces of work using Photoshop, drawing techniques, pen & ink and printing. Research natural forms and animals / skulls. Using these references to create and manipulate in Photoshop and develop graphic techniques. Students can also explore filters and different outcome techniques. Students can create observational studies in response by hand or by using a Graphics Tablet. 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 (successful, modern, male designers)	Students will explore this technique from other graphic designers and advertising campaigns. Students will use a variety of filters and editing techniques to create a range of outcomes and colour ways. Starting to explore typography in more depth to suit project work. 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. **Outcomes:** • Understanding design process • Photography • Masking • Graphics tablet sketches • **Rationale:**	Exploring hand drawn, digital and artificial intelligence (AI) created logos using Brandcrowd.com and Smashinglogos.com AI logo generators, which they will finish and refine in Photoshop. Explore typography to suit chosen design intentions and how lettering can be used Inside a portrait. Portraits and typography, exploring and building on technical skills and outcomes. Revising work so far and building on subject knowledge. 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 typography to suit a portrait-based poster. Exploring key words to enhance design and layout. • Exploring typography and style of font	museum exhibition) to answer the design brief. Present finished final designs and evaluate against the original Brief. Students will use the body of work so far to develop into a series of design ideas to analyse. They will select one design to finish fully and presented. The final design should be a mix of previous media, Photoshop skills and inspiration of designers and typography. 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

Creating a moodboard of different poster styles / Poster Designers and a mindmap for each. Exploring Tier 3 key words. **Outcomes:** • Understanding design process • Research • Moodboard / Mindmap • Logo Design • Poster layout research • Poster Designers research • 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.**	**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.**	• Working in the style of Luis Jover • 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.**	**Experimentation of digital art and photography. Using masks to enhance Photoshop skills and to work creatively and independently. To create a portfolio of different work and techniques.** **Introduction to new project: Faces and Spaces. 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.**	• 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 and answer design brief. • Using Typography and digital photography together to create new pieces of work. Explorig the Design Bried fully. **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.**	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 • 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.**

				Exploring the digital typography portraits of: **Peter Strain** **Cris Wicks** **Seanings (Sean Williams)** **Sarah King** **To inspire a personal response.**	**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 per term.		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. Poster Design and virtual tours of galleries. Enrichment: Intervention / competition. Common misconceptions: That graphics is purely a digital subject without any drawing, writing, printing and other practical skills.					