Featherstone High School GRAPHICS DESIGN TECHNOLOGY Department

Year: 10 Scheme of Learning Title: Mythological Skateboard 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 one worth 30% of the GCSE Design Brief: Design a Skateboard based on a cultural mythology • Creative design research of ideas: • Mythology • Zentangles • Mandalas • Typography • Famous Artists • Designers. Developing skills in presentation, creativity, research of artists, designers and cultures , printing, mixed media and photoshop Exam piece: create and make a Skateboard
	Exam Specification (for years 10 to 13)	
	How does this scheme of learning build on prior learning?	Building on work from Year 9 pupils develop ideas, and printing, presentation, Zentangles and students have a good understanding of the expectations of them to then design a skateboard and how to be inspired by ideas into a skateboard
	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 mark making with Marbling and inks and photoshop as well as critical understanding of the work
	Cultural Capital Development	Awareness of Artists and Exhibitions that are current and develop understanding of Graphic design
Common Misconceptions		Pupils will develop ideas using a range of materials and techniques which can then be developed in Photoshop
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, Artist 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 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 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 why 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 embroidery and applique and more complex design using the sewing machines
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 by Tony Hawk to create a skateboard design to celebrate his 2023 World Tour. He would like 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: Mythology Zentangles Mandalas Typography Famous Artists Designers. You will also research current Skateboard Designs, Typography & Graphic Logo Designs. Your FINAL DESIGN must include their own Typography Style, mythological inspiration and Skateboard Deck background pattern / design. 2. Brainstorm ideas for the Design Brief 3. Who is target audience. What existing skateboard brands look like? 4. You will understand different materials that make fabric
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
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 mythology and Skateboards / deck designs
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 • Create Drawings to support ideas • Use Tier 1-3 Language to develop ideas
Development of subject specific vocabulary	Design Brief / symmetry / complementary colours harmonious /
For each lesson: Stage 3	
Learning Outcome / Objective/ Big Question	Assessment Criteria A02 25% of grade Mythology research chosen from a selection Asia, Greek, Egyptian and other cultures from around the world (maybe linked to student's ethnic identity) Develop of ideas into visual presentation of ideas What images could inspire skateboard designs How can we develop ideas to create our deck

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FHS Schemes of Learning – suggested guide for new SoL. Subjects should not need to re-draft existing documents but use this guide as a checklist

Core Learning & development of subject specific skills	Independent research into chosen Mythology Find images and ideas and experiment with different media – Anilinkys to add colour and mood to work Understanding of how images can inspire ideas Add drawing and annotations linking ideas to Tony Hawk
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	Artists inspiration understanding of how different Artists and Graphics Designer create a Brand and image s
Suggested FHS6 Activities including retention and recall and formative assessment	Research chosen artist / designer Create drawings/ paintings and images of work 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, heirarchy, layout, balance, space, mood, logo
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 Pupils create Mono prints based on the work on either Artists designer research or on Mythology Experiment with colour and line Mark making, tone shading Students can use different paper – tissue paper, coloured paper or coloured inks to create different moods in the work
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	
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 the Design Brief? Assessment Learning AA02: Experimenting with inks and colour paper Marbling Inks and Salt Bleach and 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	Marbling, wet on wet, colour washes, bleaching,
For each lesson: Stage 7	
Learning Outcome / Objective/ Big Question	Creating a brand Typography, Logo design
Core Learning & development of subject specific skills	What is Typography? Logo and a Brand

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Suggested FHS6 Activities including retention and recall and formative assessment	Design Typography and Logo 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 come for the Skateboard Design
Core Learning & development of subject specific skills	Combining Artists and Mythology, cultures and work that has been created in your sketchbook to create a new brand, Include your Logo skateboard 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 + additional language to explain techniques learnt during the lesson
For each lesson: Stage 9	
Learning Outcome / Objective/ Big Question	Assessment A04 Create a skateboard design Stick images on to wooden template Add Typography and logo design
Core Learning & development of subject specific skills	Creative design bring all elements of the design together
Suggested FHS6 Activities including retention and recall and formative assessment	Rock starter activities to ensure pupils understand the Design brief and all elements of branding and logo 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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