

Subject	Graphics
Term	Rotation 1&2
Duration (approx.)	16 hours
Module	What's in store

Skills and concepts to be developed and assessed (linking to identified AOs)

AO1 Design brief analysis
 Mood boards related to theme.
 Specification
 Design ideas – Typography/logos
 Shop fronts
 Interiors
 Poster/Merchandise
 AO2 3D model of shop front
 Presentation board displaying final drawing of the interior, poster design and other merchandise.
 Use of Affinity and nets.
 AO3 Analysis of poster design
 Analysis of logos/ Typography
 Peer and self- assessment
 Final evaluation of product.

Factual knowledge to be taught and assessed (including subject specific vocabulary).

AO4 Use of Affinity software
 The importance of branding
 Perspective Drawing
 Enhancement techniques
 Shop architecture
 Typography theory
 Scale/floor plans
 Nets/3D modelling
 Presentation techniques
 Health and safety

Formative Assessment/key piece of work prior to end of unit:

In this module we will be assessing the following:

- AO1: Designing skills
- AO2: Making skills
- AO3: Evaluating
- AO4: Technical knowledge

Summative Assessment

Application of KS3 assessment matrix for AO1,2,3& 4 to assess
 AO1 through quality and range of designing and concept ideas, design development and prototype using 3D modelling
 AO2 through quality of the final product.
 AO3 through quality of annotation sharing design thinking, Product analysis Peer/self-assessment and final evaluation.
 AO4 through application of knowledge of Serif Draw plus, Nets, 1 Point perspective drawing and the ability to integrate 'crumble' programming into

the product.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

In this unit pupils will be expected to build upon their designing skills through the continued development of their use of serif to a more advanced level, by beginning to work on affinity. Greater emphasis on the transition from conceptual ideas through clear development to a realised outcome. They will also build upon their 3D modelling skills and enhance them to produce more complex models with particular attention to producing complex nets to produce a shop front design. Greater opportunities and freedoms for creativity and the development of designing through modelling to try out ideas. Making skills will require even greater technical ability and accuracy.

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

There are good opportunities to promote good standards of literacy through the use of extended writing. Pupils will be able to use their analysis skills to analyse a poster using the correct technical language and articulate their opinions about the poster design and its impact. Annotation on their design work will also require pupils to write extensively about their ideas and articulate their thought processes effectively. The use of writing stems, exemplars and stimulus questions to help structure extended writing are strategically used to support this.

Link forward: where next for the learning?

For pupils who go on to opt to study at GCSE there will be a need to, and broaden their knowledge of designers and design movements and build upon the range of drawing and sketching techniques to further develop their design skill set as well as tonal drawing and line techniques to enhance drawings. The expansion and refinement of their 3D modelling skills set will also be a priority. The building of greater autonomy in pupils to give them true ownership of their work will also be a development priority.