



CROMPTON HOUSE SCHOOL

ART DEPARTMENT

YEAR 10/11 – GRAPHICS/MULTIMEDIA

YEAR 10 CURRICULUM INTENT:

Pupils will be taught, AQA Graphic Communication,

To develop Graphic Media/Digital/Photoshop skills and knowledge building towards GCSE inspired outcomes/pieces.

- A Skateboard inspired by a CITY – broad starting points then pupil's choice.

HALF TERM 1: RESEARCH & DESIGN PHASE 1

7/8 weeks

Learning Objectives	To begin to research and create initial studies, building on prior learning.
Learning Outcomes (our intent)	<p>To be able to:</p> <ul style="list-style-type: none"> • Research skateboard designs effectively • Research relevant contemporary artists • Explore city names/font styles / typography design ideas • Be able to draw ideas using graphic media • Present work in a tidy and aesthetically pleasing manner in a sketchbook or design sheets.
Suggested Starters	<p>Peer assessment – WWW EBI</p> <p>Bell work tasks – Describe/Discuss... artists work / skateboards etc</p> <p>What is Graffiti? Street Art? Urban Culture?</p>
Suggested Main Activities	<ul style="list-style-type: none"> • Design Brief - discussion of / analysis • Research Tasks – skateboard designs with a typography element • City Name skateboard designs – digital outcomes (Colour & B/W) • Graffiti Creator website – city name outcomes – Colour experimentation
Differentiation & QFT/SEND provision intent	<ul style="list-style-type: none"> • By outcome: different learners will produce different outcomes. • By resource: worksheets are clearly presented and accessible. • By Intervention: by providing different levels of supervision and support • By progressive questioning: exploring pupils' understanding through interactive dialogue. • By grouping: according to prior attainment, gender, social preference, preferred learning style. <p>By offering optional activities: In class or as homework, to extend learning.</p>
Assessment Opportunities	<p>In line with CH assessment and marking policy:</p> <ul style="list-style-type: none"> • regular written feedback in sketchbooks WWW EBI NOW • green sheets completed every term, RAG skills (mini PLC)
Homework Opportunities	<ul style="list-style-type: none"> • See separate homework sheet
Extra- curricular and cross-curricular opportunities	<ul style="list-style-type: none"> • Lunchtime / After school clubs.

Literacy/ Numeracy/ WRL	<ul style="list-style-type: none"> Keywords – Subject Specific Language Annotation of work in progress
HALF TERM 2: RESEARCH / DES. PHASE 2 (Oct-Dec) 7/8 weeks	
Learning Objectives	To develop drawing skills, building on prior learning. (hand and digital)
Learning Outcomes (our intent)	<p>To be able to:</p> <ul style="list-style-type: none"> Research relevant contemporary artists Analyse artist's style and characteristics Explore city landmarks – worldwide (western & non-western) Be able to draw ideas using graphic media – studio materials Present work in a tidy and aesthetically pleasing manner in a sketchbook or design sheets.
Suggested Starters	<p>Peer assessment – WWW EBI</p> <p>Bell work tasks – Describe/Discuss... artists work / skateboards etc</p> <p>What is a landmark? How do we research? What is the artist's style?</p>
Suggested Main Activities	<ul style="list-style-type: none"> Design Brief – continued discussion of / analysis Research Tasks – City Landmarks Landmark Skyline – digital outcomes (Colour & B/W) Graffiti city name & Landmarks – Subway Art
Differentiation & QFT/SEND provision intent	<ul style="list-style-type: none"> By outcome: different learners will produce different outcomes. By resource: worksheets are clearly presented and accessible. By Intervention: by providing different levels of supervision and support By progressive questioning: exploring pupils' understanding through interactive dialogue. By grouping: according to prior attainment, gender, social preference, preferred learning style. <p>By offering optional activities: In class or as homework, to extend learning.</p>
Assessment Opportunities	<p>In line with CH assessment and marking policy:</p> <ul style="list-style-type: none"> regular written feedback in sketchbooks WWW EBI NOW green sheets completed every term, RAG skills (mini PLC)
Homework Opportunities	<ul style="list-style-type: none"> See separate homework sheet
Extra- curricular and cross-curricular opportunities	<ul style="list-style-type: none"> Lunchtime / After school clubs.
Literacy/ Numeracy/ WRL	<ul style="list-style-type: none"> Keywords – Subject Specific Language Annotation of work in progress
	<ul style="list-style-type: none">
HALF TERM 3: RESEARCH / DES. PHASE 3 (Jan-Feb ½ term) 7/8 weeks	
Learning Objectives	To further develop research and drawing skills, building on prior learning.
Learning Outcomes (our intent)	<p>To be able to:</p> <ul style="list-style-type: none"> Research skateboard designs effectively Research relevant contemporary artists – Matt W Moore Explore cities/culture – flags / associated colours Be able to draw ideas using graphic media

	<ul style="list-style-type: none"> Present work in a tidy and aesthetically pleasing manner in a sketchbook or design sheets.
Suggested Starters	Peer assessment – WWW EBI Bell work tasks – Describe/Discuss... artist's work / designs etc How can we develop ideas?
Suggested Main Activities	<ul style="list-style-type: none"> Discussion of / analysis of Matt W Moore's style Research Tasks – Matt W Moore / Patterned skateboards SHAPE skateboard designs – Photoshop outcomes (Colour & B/W) Fine Liner / Coloured pencils / pens skateboards (Collage?)
Differentiation & QFT/SEND provision intent	<ul style="list-style-type: none"> By outcome: different learners will produce different outcomes. By resource: worksheets are clearly presented and accessible. By Intervention: by providing different levels of supervision and support By progressive questioning: exploring pupils' understanding through interactive dialogue. By grouping: according to prior attainment, gender, social preference, preferred learning style. By offering optional activities: In class or as homework, to extend learning.
Assessment Opportunities	In line with CH assessment and marking policy: <ul style="list-style-type: none"> regular written feedback in sketchbooks WWW EBI NOW green sheets completed every term, RAG skills (mini PLC)
Homework Opportunities	<ul style="list-style-type: none"> See separate homework sheet
Extra- curricular and cross-curricular opportunities	<ul style="list-style-type: none"> Lunchtime / After school clubs.
Literacy/ Numeracy/ WRL	<ul style="list-style-type: none"> Keywords – Subject Specific Language Annotation of work in progress

HALF TERM 4: RESEARCH / DES. PHASE 4 (Feb ½ – Easter) 7/8 weeks

Learning Objectives	To further develop design and drawing skills, building on prior learning.
Learning Outcomes (our intent)	To be able to: <ul style="list-style-type: none"> Research skateboard designs effectively Research theme / Famous people Analyse contemporary artists' style Be able to draw ideas using graphic / digital media Present work in a tidy and aesthetically pleasing manner in a sketchbook or design sheets.
Suggested Starters	Peer assessment – WWW EBI Bell work tasks – Describe/Discuss... artists work / skateboards etc Chosen City ideas – Lists Annotation – keywords focus
Suggested Main Activities	<ul style="list-style-type: none"> Research / Analyse Josh Bryan's style – triangles/polygons/SHAPE You tube videos – Josh Bryan Research a famous person - head Pen tool drawing – LINE - Photoshop Pen tool study – COLOUR - Photoshop Hand drawn triangulation design – Pencil / Pens

Differentiation & QFT/SEND provision intent	<ul style="list-style-type: none"> • By outcome: different learners will produce different outcomes. • By resource: worksheets are clearly presented and accessible. • By Intervention: by providing different levels of supervision and support • By progressive questioning: exploring pupils' understanding through interactive dialogue. • By grouping: according to prior attainment, gender, social preference, preferred learning style. <p>By offering optional activities: In class or as homework, to extend learning.</p>
Assessment Opportunities	<p>In line with CH assessment and marking policy:</p> <ul style="list-style-type: none"> • regular written feedback in sketchbooks WWW EBI NOW green sheets completed every term, RAG skills (mini PLC)
Homework Opportunities	<ul style="list-style-type: none"> • See separate homework sheet
Extra- curricular and cross-curricular opportunities	<ul style="list-style-type: none"> • Lunchtime / After school clubs.
Literacy/ Numeracy/ WRL	<ul style="list-style-type: none"> • Keywords – Subject Specific Language • Annotation of work in progress
HALF TERM 5&6: FINAL DESIGN (Easter-Summer) 11/12 weeks	
Learning Objectives	To complete a finished 'chosen city' skateboard outcome – FINAL DESIGN
Learning Outcomes (our intent)	<p>To be able to:</p> <ul style="list-style-type: none"> • Research skateboard designs – FINAL DESIGN focus • Be inspired by contemporary artists • To realise a finished OUTCOME – personal response • Present work in a tidy and aesthetically pleasing manner in a sketchbook or design sheets.
Suggested Starters	<p>Peer assessment – WWW EBI</p> <p>Bell work tasks – Describe/Discuss... artists work / skateboards etc</p> <p>Annotate your work</p>
Suggested Main Activities	<ul style="list-style-type: none"> • Research 'CHOSEN CITY' • Skateboard design ideas – 'CHOSEN CITY' Focus • Photoshop Outcomes – Silhouette design ideas • Hand drawn design ideas – annotation • Design Sheets – presentation of outcome / final skateboard
Differentiation & QFT/SEND provision intent	<ul style="list-style-type: none"> • By outcome: different learners will produce different outcomes. • By resource: worksheets are clearly presented and accessible. • By Intervention: by providing different levels of supervision and support • By progressive questioning: exploring pupils' understanding through interactive dialogue. • By grouping: according to prior attainment, gender, social preference, preferred learning style. <p>By offering optional activities: In class or as homework, to extend learning.</p>
Assessment Opportunities	<p>In line with CH assessment and marking policy:</p> <ul style="list-style-type: none"> • regular written feedback in sketchbooks WWW EBI NOW

	green sheets completed every term, RAG skills (mini PLC)
Homework Opportunities	<ul style="list-style-type: none"> • See separate homework sheet
Extra- curricular and cross-curricular opportunities	<ul style="list-style-type: none"> • Lunchtime / After school clubs.
Literacy/ Numeracy/ WRL	<ul style="list-style-type: none"> • Keywords – Subject Specific Language • Annotation of work in progress
YEAR 10 - IMPACT	
<ul style="list-style-type: none"> • Pupils will learn how work to a set brief – work through a design project • Pupils will achieve GCSE standard work • Pupils will be able to use Photoshop software to develop design ideas • Pupils will use a digital camera to research and inform their ideas • Pupils will develop their research skills • Pupils will retain knowledge about contemporary art / urban culture • Pupils will be able to work more independently, realise personal intentions 	