

## YEAR 7 GRAPHIC PRODUCTS CURRICULUM

	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
<b>Unit Title</b>	<b>Computer Game Project:</b> Research and Analysis	<b>Computer Game Project:</b> Character Design & Photoshop	<b>Computer Game Project:</b> Case Design & Photoshop	<b>Computer Game Project:</b> Research and Analysis	<b>Computer Game Project:</b> Character Design & Photoshop	<b>Computer Game Project:</b> Case Design & Photoshop
<b>Overview</b>	Students research and analyse computer game case design with a focus on Target Audience. They draw and render a well-known game case to develop graphic skills.	Students produce designs for their own game character. These are scanned and rendered in Photoshop to create a professional result.	Students produce designs for their game case incorporating their own designed character Development of more advanced Photoshop layout skills.	Students research and analyse computer game case design with a focus on Target Audience. They draw and render a well-known game case to develop graphic skills.	Students produce designs for their own game character. These are scanned and rendered in Photoshop to create a professional result.	Students produce designs for their game case incorporating their own designed character Development of more advanced Photoshop layout skills.
<b>Assessment</b>	<b>Key Assessment 1:</b> Game case disassembly  H/W: <ul style="list-style-type: none"> <li>• Game review</li> <li>• Character drawing</li> </ul>	<b>Key Assessment 2:</b> Character study sheet  H/W: <ul style="list-style-type: none"> <li>• <i>Pixar</i> or other animation case study – research assignment</li> </ul>	<b>Key Assessment 3:</b> Game case design  H/W: <ul style="list-style-type: none"> <li>• Homework project – choice of tasks</li> </ul>	<b>Key Assessment 1:</b> Game case disassembly  H/W: <ul style="list-style-type: none"> <li>• Game review</li> <li>• Character drawing</li> </ul>	<b>Key Assessment 2:</b> Character study sheet  H/W: <ul style="list-style-type: none"> <li>• <i>Pixar</i> or other animation case study – research assignment</li> </ul>	<b>Key Assessment 3:</b> Game case design  H/W: <ul style="list-style-type: none"> <li>• Homework project – choice of tasks</li> </ul>

## YEAR 8 GRAPHIC PRODUCTS CURRICULUM

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Unit Title</b>	<b>Computer Game Project:</b> Research and Analysis	<b>Computer Game Project:</b> Character Design & Photoshop	<b>Computer Game Project:</b> Case Design & Photoshop	<b>Computer Game Project:</b> Research and Analysis	<b>Computer Game Project:</b> Character Design & Photoshop	<b>Computer Game Project:</b> Case Design & Photoshop
<b>Overview</b>	Students research and analyse computer game case design with a focus on Target Audience. They draw and render a well-known game case to develop graphic skills.	Students produce designs for their own game character. These are scanned and rendered in Photoshop to create a professional result.	Students produce designs for their game case incorporating their own designed character Development of more advanced Photoshop layout skills.	Students research and analyse computer game case design with a focus on Target Audience. They draw and render a well-known game case to develop graphic skills.	Students produce designs for their own game character. These are scanned and rendered in Photoshop to create a professional result.	Students produce designs for their game case incorporating their own designed character Development of more advanced Photoshop layout skills.
<b>Assessment</b>	<p><b>Key Assessment 1:</b> Game case disassembly</p> <p>H/W:</p> <ul style="list-style-type: none"> <li>• Game review</li> <li>• Character drawing</li> </ul>	<p><b>Key Assessment 2:</b> Character study sheet</p> <p>H/W:</p> <ul style="list-style-type: none"> <li>• <i>Pixar</i> or other animation case study – research assignment</li> </ul>	<p><b>Key Assessment 3:</b> Game case design</p> <p>H/W:</p> <ul style="list-style-type: none"> <li>• Homework project – choice of tasks</li> </ul>	<p><b>Key Assessment 1:</b> Game case disassembly</p> <p>H/W:</p> <ul style="list-style-type: none"> <li>• Game review</li> <li>• Character drawing</li> </ul>	<p><b>Key Assessment 2:</b> Character study sheet</p> <p>H/W:</p> <ul style="list-style-type: none"> <li>• <i>Pixar</i> or other animation case study – research assignment</li> </ul>	<p><b>Key Assessment 3:</b> Game case design</p> <p>H/W:</p> <ul style="list-style-type: none"> <li>• Homework project – choice of tasks</li> </ul>

## YEAR 9 GRAPHIC PRODUCTS CURRICULUM

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Unit Title</b>	Confectionery Project	Confectionery Project	Confectionery Project	<b>Local Context Design Brief:</b> Educational Clocks (Research & Analysis)	<b>Local Context Design Brief:</b> Educational Clocks (Sketching and Design Skills)	<b>Local Context Design Brief:</b> Educational Clocks (CAD/CAM and Modelling skills)
<b>Overview</b>	Students are working towards starting their controlled assessment in a mini-project designed to prepare them with the necessary skills, knowledge and understanding. In this unit they conduct research into client need and existing products.	Students are working towards starting their controlled assessment in a mini-project designed to prepare them with the necessary skills, knowledge and understanding.  In this unit they develop sketching and ICT skills to enable them to draw their own designs.	Students are working towards starting their controlled assessment in a mini-project designed to prepare them with the necessary skills, knowledge and understanding. Students In this unit they develop specialist practical skills using CAD/CAM to enable them to design and model a new chocolate product.	Students work on a project designing an educational, flat-pack clock to teach primary children how to tell the time. In this unit they conduct research into client need and existing products.	Students work on a project designing an educational, flat-pack clock to teach primary children how to tell the time. In this unit they develop sketching skills to enable them to draw their own designs.	Students work on a project designing an educational, flat-pack clock to teach primary children how to tell the time. In this unit they use Graphics software to design, prototype and make their final proposals.
<b>Assessment</b>	<b>Key Assessment 1:</b> Confectionery Grid Drawing.  H/W: <ul style="list-style-type: none"><li>Font style and hand-drawn font tasks.</li></ul>	<b>Key Assessment 2:</b> Packaging requirements task.  H/W: <ul style="list-style-type: none"><li>Exam based questions.</li></ul>	<b>Key Assessment 3:</b> Final Project Assessment and exam question.  H/W: <ul style="list-style-type: none"><li>Packaging task.</li></ul>	<b>Key Assessment 4:</b> Practice exam  H/W: <ul style="list-style-type: none"><li>Exam based questions.</li></ul>	<b>Key Assessment 5:</b> Sketching and Photoshop Design sheet.  H/W: <ul style="list-style-type: none"><li>Exam based questions.</li></ul>	<b>Key Assessment 6:</b> Project completed and assessed plus exam question.  H/W: <ul style="list-style-type: none"><li>Exam based questions.</li></ul>

## YEAR 10 GRAPHIC PRODUCTS CURRICULUM

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Unit Title</b>	<b>Local Context Design Brief:</b> Educational Clocks (Research & Analysis)	<b>Local Context Design Brief:</b> Educational Clocks (Sketching and Design Skills)	<b>Local Context Design Brief:</b> Educational Clocks (CAD/CAM and Modelling skills)	Controlled Assessment - Research	Controlled Assessment – Research	Controlled Assessment – Investigation
<b>Overview</b>	Students work on a project designing an educational, flat-pack clock to teach primary children how to tell the time. In this unit they conduct research into client need and existing products.	Students work on a project designing an educational, flat-pack clock to teach primary children how to tell the time. In this unit they develop sketching skills to enable them to draw their own designs.	Students work on a project designing an educational, flat-pack clock to teach primary children how to tell the time. In this unit they use Graphics software to design, prototype and make their final proposals.	Students are working towards GCSE controlled assessment (60% of total grade). Students choose their own tasks based on a choice of three provided by AQA.	Students are working towards GCSE controlled assessment (60% of total grade). Students choose their own tasks based on a choice of three provided by AQA.	Students are working towards GCSE controlled assessment (60% of total grade). Students choose their own tasks based on a choice of three provided by AQA.
<b>Assessment</b>	<b>Key Assessment 4:</b> Practice exam  H/W: <ul style="list-style-type: none"><li>Exam based questions.</li></ul>	<b>Key Assessment 5:</b> Sketching and Photoshop Design sheet.  H/W: <ul style="list-style-type: none"><li>Exam based questions.</li></ul>	<b>Key Assessment 6:</b> <b>Project completed and assessed plus exam question.</b>  H/W: <ul style="list-style-type: none"><li>Exam based questions.</li></ul>	GCSE assessment criteria. Ongoing teacher guidance provided to students.  <b>Key Assessment 4:</b> Practice exam question – section B	GCSE assessment criteria. Ongoing teacher guidance provided to students.  <b>Key Assessment 5:</b> Practice exam question – section B	GCSE assessment criteria. Ongoing teacher guidance provided to students.  <b>Key Assessment 6:</b> Practice exam question – section B

## YEAR 11 GRAPHIC PRODUCTS CURRICULUM

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Unit Title</b>	Controlled Assessment - Research	Controlled Assessment – Research	Controlled Assessment – Investigation	Focused Exam Revision	Focused Exam Revision	
<b>Overview</b>	Students are working towards GCSE controlled assessment (60% of total grade). Students choose their own tasks based on a choice of three provided by AQA.	Students are working towards GCSE controlled assessment (60% of total grade). Students choose their own tasks based on a choice of three provided by AQA.	Students are working towards GCSE controlled assessment (60% of total grade). Students choose their own tasks based on a choice of three provided by AQA.	Students work on a series of revision and theory activities to prepare them for the exam element of the course.	Students work on a series of revision and theory activities to prepare them for the exam element of the course.	
<b>Assessment</b>	GCSE assessment criteria. Ongoing teacher guidance provided to students.  <b>Key Assessment 1:</b> Practice exam question – section A	GCSE assessment criteria. Ongoing teacher guidance provided to students.  <b>Key Assessment 2:</b> MOCK EXAM question – section B	GCSE assessment criteria. Ongoing teacher guidance provided to students.  <b>Key Assessment 3:</b> FULL Practice exam – 2 hours	<b>Key Assessment 4:</b> FULL Practice exam – 2 hours	<b>Key Assessment 5:</b> FULL Practice exam – 2 hours	

