



## Curriculum Map

Subject: DT Graphics – Termly rotation

Year Group: 8

	Autumn 1 / Spring 1 / Summer 1	Autumn 2 / Spring 2 / Summer 2
<p><b>Content</b> Declarative Knowledge – 'Know What'</p>	<p><b>Brief 1:</b> Design a Series of Sport Designs <b>Art Design Movement:</b> Futurism / Saul Bass / Swizz International &amp; Group Mephasis Group <b>Brief 2:</b> Social Justice <b>Art Design Movement:</b> Banky / Shepard Fairey <b>Theme:</b> Strenght and the Heroic Acts</p> <p><b>Research</b> Through mood boards and research into the theme and design movement.</p> <p><b>Experiment with techniques &amp; Design</b> Hand sketches &amp; drawings, collage, photography, photomontage. Shutter Speed. Develop initial ideas through drawing and planning. Link work to Speed &amp; how speed has been depicted (explore Futurism). Develop your personal mood board. Learn how to apply colour, patterns, textures, into digital designs</p> <p><b>Record</b> Through annotation of ideas and written process. Explain design methods and process. Learn and record about Graphics Materials, techniques &amp; Processes. Photograph &amp; use primary images</p> <p><b>Evaluate</b> Initial design development in preparation for refinement. Evaluate designs and how they and where they could be used.</p>	<p><b>Design</b> Establish skills (scaffolding by using templates) to develop computer design skills. Produce four illustrative designs communicating a major sports event. Create a final design with refined ideas from initial design work ensuring a link to the theme and art movement. Merge artwork designs with typographical design work Annotate your design work, explaining your design intentions.</p> <p><b>Plan</b> Write out a plan of work to create your final outcome, including components required. Construct and document 'anti-bullying' role play poses.</p> <p><b>Make</b> Create your final outcome using Photoshop and Design Software Extend your design techniques in set knowledge building lessons, including problem solving and set up. Use role play anti-bullying poses to construct Anti-Bullying Posters</p> <p><b>Evaluate</b> Evaluate your final outcome.</p> <p>Order of Lessons: Trainer Design / Football 5 a Side Kit / Olympic Stamp Designs / Sport Poster with Action Word / Role Play Photography / Anti-Bullying Posters.</p>
<p><b>Skills</b> Procedural Knowledge – 'Know How'</p>	<p><b>Areas of study</b></p> <ul style="list-style-type: none"> <li>• Research and present a visual mood board</li> <li>• Research and present heroic acts in sport .</li> <li>• Gain hand drawing design skills.</li> <li>• Build up Photoshop &amp; Illustrator Skills</li> </ul>	<p><b>Areas of study</b></p> <ul style="list-style-type: none"> <li>• Refinement of design ideas</li> <li>• Photoshop and Illustrator techniques and problem solving</li> <li>• Hand sketching</li> <li>• Illustration and Poster Design</li> </ul>

	<b>Autumn 1 / Spring 1 / Summer 1</b>	<b>Autumn 2 / Spring 2 / Summer 2</b>
	<ul style="list-style-type: none"> <li>• Create initial design ideas and add annotation.</li> <li>• Create consistency in style</li> <li>• Research and present heroic acts through History.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend annotation and evaluation skills.</li> </ul>
<b>Key questions</b>	<ul style="list-style-type: none"> <li>• What is Swizz International Group &amp; What is the Memphis design Group?</li> <li>• What is Social Justice?</li> <li>• Are you able to evaluate how Principles of Design have been integrated into your design work?</li> <li>• What does Magazine Layout involve? What does Magazine Cover Design involve?</li> <li>• What is the difference between primary and secondary source images?</li> <li>• Name four file formats when using imagery?</li> </ul>	<ul style="list-style-type: none"> <li>• What does refinement mean?</li> <li>• Can you use visual language when evaluating your work?</li> <li>• How can you plan to make a final outcome?</li> <li>• Can you label the different interface sections within Photoshop?</li> <li>• Why is evaluation of own working practice important?</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Project evidencing the journey</li> <li>• Feedback is given through peer and teacher assessment throughout the project.</li> <li>• All homework marked and assessed by the teacher</li> <li>• Formative next step assessment marked by teacher, student and peers. Analyse and comment on the context of their own and others' work and explain how their own ideas have influenced their practice</li> </ul>	<ul style="list-style-type: none"> <li>• Project evidencing the journey</li> <li>• Feedback is given through peer and teacher assessment throughout the project.</li> <li>• All homework marked and assessed by the teacher</li> <li>• Formative next step assessment marked by teacher, student and peers. Analyse and comment on the context of their own and others' work and explain how their own ideas have influenced their practice</li> </ul>
<b>Literacy/ Numeracy/ SMSC/ Character</b>	<ul style="list-style-type: none"> <li>• Visual language and research of design techniques and designers.</li> <li>• Evaluation of own work.</li> <li>• Annotation of design intentions.</li> <li>• Links to vocational design outlets</li> <li>• Presenting own ideas to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing properties, extending descriptive language.</li> <li>• Time management and planning</li> <li>• Evaluation of own work</li> <li>• Creative problem solving</li> </ul>