Curriculum Overview

BE KIND
WORK HARD
AIM HIGH

GRAPHICS

At Coquet Community School, we provide a broad and balanced, ambitious curriculum for all pupils. Our graphics curriculum builds upon the knowledge and skills pupils have developed in first school through a well-planned and sequenced curriculum. Our curriculum plans follow the National Curriculum as well as drawing upon best practice within the field of art, graphics and textiles. We draw on evidence-based research to ensure our curriculum is high quality and meets the needs of our pupils. We provide regular opportunities to revisit learning, so it becomes embedded in our pupils' long-term memory. The overview of our plan is below:

Assessment: This includes one key piece of assessed work per term						
Year	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
7	**Graphic Products - Pop up Cards** Building on knowledge from Y6, pupils in Y7 will produce an interactive pop up card themed on an occasion of their choice. With a focus on paper engineer Robert Sabuda, pupils will be inspired by his exceptional work to create their own engineered cards. Pupils will explore a range of moving parts and mechanisms including v folds, sliding mechanisms, rotary mechanisms and internal stands. Their final outcome will showcase their learning and understanding in a good quality and functioning outcome. ON ROTATION WITH DT and FOOD		**Graphic Products - Pop up Cards** Building on knowledge from Y6, pupils in Y7 will produce an interactive pop up card themed on an occasion of their choice. With a focus on paper engineer Robert Sabuda, pupils will be inspired by his exceptional work to create their own engineered cards. Pupils will explore a range of moving parts and mechanisms including v folds, sliding mechanisms, rotary mechanisms and internal stands. Their final outcome will showcase their learning and understanding in a good quality and functioning outcome. ON ROTATION WITH DT and FOOD		**Graphic Products - Pop up Cards** Building on knowledge from Y6, pupils in Y7 will produce an interactive pop up card themed on an occasion of their choice. With a focus on paper engineer Robert Sabuda, pupils will be inspired by his exceptional work to create their own engineered cards. Pupils will explore a range of moving parts and mechanisms including v folds, sliding mechanisms, rotary mechanisms and internal stands. Their final outcome will showcase their learning and understanding in a good quality and functioning outcome. ON ROTATION WITH DT and FOOD	
8	**Graphic Design - Wrapping paper** Pupils in Y8 will be given the opportunity to deepen their understanding of graphics through the design and creation of wrapping paper, while		**Graphic Design - Wrapping paper** Pupils in Y8 will be given the opportunity to deepen their understanding of graphics through the design and creation of wrapping paper, while		**Graphic Design - Wrapping paper** Pupils in Y8 will be given the opportunity to deepen their understanding of graphics through the design and creation of wrapping paper, while	

	taking inspiration from M.C Escher's tessellated works to create a repeated pattern. Pupils will learn that graphics can often involve the use of CAD to support the creation of printed artworks. The pupils will go through a design process which involved refining and redrafting ideas before committing them to create a final outcome using photoshop. ON ROTATION WITH DT and FOOD	taking inspiration from M.C Escher's tessellated works to create a repeated pattern. Pupils will learn that graphics can often involve the use of CAD to support the creation of printed artworks. The pupils will go through a design process which involved refining and redrafting ideas before committing them to create a final outcome using photoshop. ON ROTATION WITH DT and FOOD	taking inspiration from M.C Escher's tessellated works to create a repeated pattern. Pupils will learn that graphics can often involve the use of CAD to support the creation of printed artworks. The pupils will go through a design process which involved refining and redrafting ideas before committing them to create a final outcome using photoshop. ON ROTATION WITH DT and FOOD
9	**Graphic Products: Toothbrush** Moving into Y9, pupils will experience how the world of graphic products and graphic design can work together to generate creative outcomes. Pupils will complete a design process to produce a concept design for a prototype toothbrush aimed at young children which will be sculpted using plasticine. Following this, pupils will use their product to inspire the design of their packaging and consider how graphic design can enhance consumer attraction. Pupils will construct the packaging for their toothbrush product using suitable materials and techniques. ON ROTATION WITH DT and FOOD	**Graphic Products: Toothbrush** Moving into Y9, pupils will experience how the world of graphic products and graphic design can work together to generate creative outcomes. Pupils will complete a design process to produce a concept design for a prototype toothbrush aimed at young children which will be sculpted using plasticine. Following this, pupils will use their product to inspire the design of their packaging and consider how graphic design can enhance consumer attraction. Pupils will construct the packaging for their toothbrush product using suitable materials and techniques. ON ROTATION WITH DT and FOOD	**Graphic Products: Toothbrush** Moving into Y9, pupils will experience how the world of graphic products and graphic design can work together to generate creative outcomes. Pupils will complete a design process to produce a concept design for a prototype toothbrush aimed at young children which will be sculpted using plasticine. Following this, pupils will use their product to inspire the design of their packaging and consider how graphic design can enhance consumer attraction. Pupils will construct the packaging for their toothbrush product using suitable materials and techniques. ON ROTATION WITH DT and FOOD

Examples of on-going assessment and feedback in lessons
● Verbal feedback by the teacher to the whole class which pupils act on in the lesson ● Pupils self-assess or peer-assess work with a clear framework guiding them through this ● Teachers circulate to give 'LIVE' and immediate feedback as pupils are working independently ● Pupils may complete mini quizzes or retrieval activities that revisit prior learning and receive verbal feedback ● Use of tailored questioning by the teacher