

# KS3 ATTAINMENT BAND EXPECTATIONS

## Year 9 *Graphics*

	<b>RED ATTAINMENT BAND (30%) L1 –pass - Merit</b>	<b>AMBER ATTAINMENT BAND (20%) L1 Distinction – L2 Pass</b>	<b>GREEN ATTAINMENT BAND (30%) L2 Merit</b>	<b>PURPLE ATTAINMENT BAND (20%) L2 Distinction – D+</b>
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### Year 10 *Graphics* – Unit 1 Project – Elements of Design

Learners will develop an understanding of the components of graphic design. They will do this by working with physical and/or digital materials and techniques. The learner will be introduced to graphic design components through personal experimental work.

<p style="text-align: center;"><b><u>Understand the components of graphic design</u></b></p> <p>The learner must know about:</p> <ul style="list-style-type: none"> <li>• colour • tone • line</li> <li>• composition • typography</li> <li>• imagery</li> </ul>	<p>Describes the graphic design components</p> <p>Learners must describe each of the following: colour, tone, line, composition, typography and use of imagery with annotated visual examples. Pages lack information or are not fully annotated.</p>	<p>Describes the graphic design components</p> <p>Learners must describe each of the following: colour, tone, line, composition, typography and use of imagery with annotated visual examples.</p>	<p>Describes the graphic design components and makes some links between them</p> <p>Learners must describe each of the following: colour, tone, line, composition, typography and use of imagery with annotated visual examples. Learners will make some links between the components, eg colour and tone.</p>	<p>Describes the graphic design components and explains how they are linked</p> <p>Learners must describe each of the following: colour, tone, line, composition, typography and use of imagery with annotated visual examples. Learners will explain how the components can be linked giving several examples, eg understanding how design decisions affect each other in a final piece through the choice of typography, line, layout, colour etc.</p>
<p style="text-align: center;"><b><u>Experiment with the graphic design components</u></b></p> <p>The learner must demonstrate use of:</p> <ul style="list-style-type: none"> <li>• colour • tone • line • composition • typography • imagery</li> </ul>	<p>Carries out some experiments with brief links to development of ideas.</p> <p>Learners will have evidence of experiments with all of the following components: colour, tone, line, composition, typography, use of imagery with brief evidence of communicating ideas.</p>	<p>Carries out purposeful experiments with some links to development of ideas.</p> <p>Learners will have evidence of experiments with all of the following components: colour, tone, line, composition, typography, use of imagery with some evidence of communicating ideas.</p>	<p>Carries out focused experiments with evidence of how this has been used in the development of ideas.</p> <p>Learners will have evidence of focused experiments with all of the following components: colour, tone, line, composition, typography, use of imagery with consistent evidence of communicating ideas.</p>	<p>Carries out thorough experiments with clear evidence of how this has been used in the development of ideas.</p> <p>Learners will have evidence of focused experiments with all of the following components: colour, tone, line, composition, typography, use of imagery with consistent evidence of clear communication of ideas.</p>

<p><b>Review their graphic design experiments</b></p> <p>The learner must evaluate:</p> <ul style="list-style-type: none"> <li>• the visual impact of their experiments</li> <li>• the choices made during their experiments</li> </ul>	<p>Describes the visual impacts of graphic design components in experimental work.</p> <p>Learners will describe the visual impacts of colour, line, tone, composition, typography, use of imagery in their experimental work.</p>	<p>Describes the visual impacts of graphic design components in experimental work.</p> <p>Learners will describe the visual impacts of colour, line, tone, composition, typography, use of imagery in their experimental work.</p>	<p>Describes the visual impacts of graphic design components in experimental work, explaining choices made during experimentation with one component.</p> <p>Learners will describe the visual impacts of colour, line, tone, composition, typography, use of imagery in their experimental work. The learner will explain the choices, made during their experimentation with one graphic design component.</p>	<p>Describes the visual impacts of graphic design components in experimental work, explaining choices made during experimentation with more than one component.</p> <p>Learners will describe the visual impacts of colour, line, tone, composition, typography, use of imagery in their experimental work. The learner will explain the choices, made during their experimentation with more than one of the graphic design components.</p>
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## Year 10 Graphics – Unit 2 Project – Understand the work of recognised graphic designers

Learners will explore design disciplines, examine the work of recognised designers and use their understanding of design components to identify successful design practice. They will choose one discipline, select some work by a recognised designer in that discipline and create their own piece of graphic design, taking inspiration from their research and using components found in the work of their chosen designer.

<p><b>Understand the work of recognised graphic designers</b></p> <ul style="list-style-type: none"> <li>• examples of design practice in a chosen discipline</li> <li>• recognised graphic designers in a chosen discipline</li> <li>• the characteristics of design practice</li> </ul>	<p><u>Summarises information from at least two different sources.</u></p> <p>Learners will provide a summary of the practice of graphic designers from their chosen discipline, using information from at least two different sources.</p>	<p>Learners will define some characteristics of design within the field of graphic design. Students will cover a range of research areas, such as history and uses of graphic design. Student will use at least two named sources in their research. Most work is in their own words.</p>	<p>Learners will define a good amount of characteristics of graphic design. Students will cover a wide range of research areas. Student will use at least two named sources in two different formats in their research. All work is in their own words.</p>	<p>Learners will clearly define a wide number of characteristics of graphic design. Students will cover a wide range of research areas clearly explained and illustrated. Student will use at least two named sources in two different formats in their research. They will state which has the most value and why. All work is in their own words, points are clear and concise.</p>
<p><b>Produce a graphic design inspired by the work of a chosen graphic designer</b></p> <p>The learner must demonstrate use of:</p> <ul style="list-style-type: none"> <li>• technical skills <ul style="list-style-type: none"> <li>• processes</li> <li>• techniques</li> <li>• equipment <ul style="list-style-type: none"> <li>• material</li> </ul> </li> <li>• composition</li> </ul> </li> </ul>	<p><u>Uses a combination of relevant skills, equipment, materials and processes.</u></p> <p>Learners will create a graphic design, using a minimum of three of the graphic design components, inspired by the graphic designers work. They would demonstrate consistent use of some technical skills.</p>	<p>Students will profile two designers. Students will briefly cover their design style and characteristics. Some interesting facts included about the designers life. Some irrelevant content. Student will use at least two named sources in their research. Most work is in their own words.</p>	<p>Students will profile at least two designers. Students will cover their design style and characteristics. Most facts included are interesting. A small amount of irrelevant content. Student will use at least two named sources in two different formats in their research. All work is in their own words.</p>	<p>Students will profile at least three designers. Students will cover in depth their design style and characteristics. All facts included are interesting and relevant. No irrelevant content. Student will use at least two named sources in two different formats in their research. All work is in their own words.</p>

<p><b>The learner will:</b> <b>Review their graphic design</b> <b>The learner must evaluate:</b></p> <ul style="list-style-type: none"> <li>• how their design reflects the work of the graphic designer</li> <li>• their technical skills</li> <li>• their use of graphic design components</li> <li>• ways of improving</li> </ul>	<p><u>Makes simple conclusions related to their graphic design.</u> Learners make some simple conclusions about the appropriate use of technical skills and graphic design components; in response to their chosen designer.</p>	<p>Purpose of the leaflet can be found with further reading. Some use of composition and selection of ideas. Ideas reflect the research. Some good use of space and layout. Text has been edited to suit the purpose.</p>	<p>Purpose of the leaflet is clear. Clear use of composition and selection of ideas. Ideas match the research. Good use of space and layout. Text has been fully edited to suit the purpose.</p>	<p>Purpose of the leaflet is extremely clear. Clear use of composition and selection of ideas. Ideas match the research, with editing suited to the use of the product.. Excellent use of space and layout. Text has been fully edited to suit the purpose.</p>
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## Year 10 Graphics – Unit 3 Project – Responding to a graphic design brief

Learners will analyse the requirement of a graphic design brief. They will understand the requirements and develop some possible ideas to meet the brief. The learner will further develop an idea and present their final graphic design. Finally, the learner will analyse their work and review how they have met the brief.

<p><b>The learner will:</b> <b>Understand the requirements of a graphic design brief</b></p> <p>The learner must know how to:</p> <ul style="list-style-type: none"> <li>• respond to a brief</li> <li>• develop ideas</li> </ul>	<p><u>Makes simple conclusions related to the brief.</u> Learners will make general conclusions about the requirements of the brief and will develop straightforward possible ideas. These may be inaccurate and not meet all of the requirements of the brief.</p>	<p><u>Makes accurate conclusions based on some information.</u> Learners will analyse the brief and demonstrate their understanding of its requirements. Their conclusions will be accurate but will only take into account some of the client's requirements. The ideas developed in response to the brief will only be based on some of the client's requirements.</p>	<p><u>Makes accurate conclusions based on all the information</u> Learners will analyse the brief and demonstrate their understanding of its requirements. Their conclusions will be accurate and take into account all of the client's requirements. The ideas developed in response to the brief will be based on all of the client's requirements.</p>	<p><u>Makes accurate conclusions weighing up the all the information</u> Learners will analyse the brief and demonstrate that their understanding is based on an examination of all of its requirements. Their conclusions will be accurate and effectively balance all of the client's requirements. The ideas developed in response to the brief will successfully resolve all of the client's requirements.</p>
<p><b>The learner will:</b> <b>Produce their final graphic design idea</b></p> <p>The learner must demonstrate:</p> <ul style="list-style-type: none"> <li>• technical skills</li> <li>• effective use of resources</li> </ul>	<p><u>Completes staged tasks following the brief accurately Uses a combination of relevant technical skills, equipment, materials and processes.</u> Learners will develop their final idea that accurately meets the brief. The execution demonstrates consistent use of technical skills and effective use of resources, although these may lack finer application.</p>	<p><u>Completes and presents tasks following the brief with some degree of accuracy selects and uses technical skills.</u> The developed final idea will be accurate and relevant to meeting the brief. The learner will show selection and application of technical skills and effective use of resources in the execution of the final graphic design idea.</p>	<p><u>Completes tasks mostly accurately following the brief Selects and uses a combination of the most appropriate technical skills and processes.</u> The developed final idea will be mostly accurate and relevant to meeting the brief. The learner will show effective selection and application of technical skills and effective use of resources in the execution of the final graphic design idea. However, this may not be consistently applied.</p>	<p><u>Completes tasks accurately meeting all of the requirements of the brief. Selects and uses a combination of the most appropriate relevant skills, equipment, materials and processes.</u> The developed final idea will be accurate and relevant, meets all therequirements of the brief. The learner will show the most effective selection and application of technical skills and effective use of resources in the execution of the final graphic design idea. These will be consistently applied throughout the production of the final design idea.</p>

<p><b>Review how they met the brief</b> The learner must evaluate:</p> <ul style="list-style-type: none"> <li>• the final outcome</li> <li>• the purpose and impact of the graphic design</li> <li>• effective use of resources</li> <li>• what went well and not so well</li> </ul>	<p><u>Identifies what happened and states an overall conclusion.</u> Learners can identify their work produced in relation to the design brief. Learners will provide an overall conclusion about their final outcome which describes how they used resources effectively, how they approached and successfully resolved the challenges of the brief.</p>	<p><u>Describes the processes involved and identifies some aspects of what went well/not so well.</u> Learners can describe the processes used to create their work, the purpose and impact, effective use of resources and how problems were solved in relation to the design brief. Learners can identify some of what went well/not so well in relation to the design brief, although this may not be detailed.</p>	<p><u>Describes the processes involved and identifies what went well/not so well.</u> Learners can describe the processes used to create their work, the purpose and impact, effective use of resources and how problems were solved in relation to the design brief. Learners can identify some of what went well/not so well in relation to the design brief, this will be sufficiently detailed.</p>	<p><u>Describes the processes involved and identifies what went well/not so well and any opportunities for development.</u> Learners can describe the processes used to create their work, the purpose and impact and their effective use of resources. The learners describe how they approached and resolved the challenges presented by the brief. Learners can identify some of what went well/not so well in relation to the design brief, this will be sufficiently detailed. The learner describes opportunities for development or improvement of their graphic design.</p>
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## Year 10 *Graphics* – Long Term Plan 2018-19

	Week 1 3 Sept.	Week 2 10 Sept.	Week 3 17 Sept.	Week 4 24 Sept.	Week 5 1 Oct.	Week 6 8 Oct.	Week 7 15 Oct.	Week 8 22 Oct.
<b>Term 1</b>	Unit 1 Project	Unit 1 Project	Unit 1 Project	Unit 1 Project	Unit 1 Project	Unit 1 Project	Revision and consolidation Trust Revision booklets.  Unit 1 Project	Unit 1 Project
	Week 9 5 Nov.	Week 2 12 Nov.	Week 3 19 Nov.	Week 4 26 Nov.	Week 5 3 Dec.	Week 6 10 Dec.	Week 7 17 Dec.	
<b>Term 2</b>	1 <sup>st</sup> Assessment attempt UNIT 1 & INTERNAL Quality Assessment	Unit 1 Project Updates	Unit 1 Project Updates	2 <sup>nd</sup> Assessment attempt UNIT 1 & INTERNAL Quality Assessment	Unit 2 Project	PRAG Progress week Unit 2 Project	Unit 2 Project	
	Week 1 7 Jan.	Week 2 14 Jan.	Week 3 21 Jan.	Week 4 28 Jan.	Week 5 4 Feb.	Week 6 11 Feb.		
<b>Term 3</b>	Unit 2 Project	Unit 2 Project	Unit 2 Project	Unit 2 Project	Revision and consolidation  Trust Revision booklets.	Unit 2 Project		
	Week 1 25 Feb.	Week 2 4 Mar.	Week 3 11 Mar.	Week 4 18 Mar.	Week 5 25 Mar.	Week 6 1 April		

<b>Term 4</b>	Unit 2 Project	Unit 2 Project	Unit 2 Project	Unit 2 Project	PRAG Progress week	Unit 2 Project	
	Week 1 22 April	Week 2 29 April	Week 3 6 May	Week 4 13 May	Week 5 20 May		
<b>Term 5</b>	Unit 2 Project	Unit 2 Project	<b>1<sup>st</sup> Assessment attempt UNIT 2 &amp; INTERNAL Quality Assessment</b>	Revise, review and Improve <b>Unit 2 Updates</b>	<b>Unit 2 Updates</b>		
	Week 1 3 June	Week 2 10 June	Week 3 17 June	Week 4 24 June	Week 5 1 July	Week 6 8 July	Week 7 15 July
<b>Term 6</b>	<b>2<sup>nd</sup> Assessment attempt UNIT 2 &amp; INTERNAL Quality Assessment</b>	Unit 3 Project	Unit 3 Project	Assessment weeks 3 GL <b>Unit 3 Project</b>	Assessment weeks 3 <b>Unit 3 Project</b>	Unit 3 Project	Unit 3 Project