# KS3 ATTAINMENT BAND EXPECTATIONS
## Year 11 *Graphics*

| | RED ATTAINMENT BAND (30%) L1 –pass - Merit | AMBER ATTAINMENT BAND (20%) L1 Distinction – L2 Pass | GREEN ATTAINMENT BAND (30%) L2 Merit | PURPLE ATTAINMENT BAND (20%) L2 Disticntion – D+ |
|---|---|---|---|---|
| **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. | | | | |
| **The learner will: Understand the requirements of a graphic design brief** The learner must know how to: • respond to a brief • develop ideas | Makes simple conclusions related to the brief. 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. | Makes accurate conclusions based on some information. 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. | Makes accurate conclusions based on all the information 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. | Makes accurate conclusions weighing up the all the information 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. |
| **The learner will: Produce their final graphic design idea** The learner must demonstrate: • technical skills • effective use of resources | Completes staged tasks following the brief accurately Uses a combination of relevant technical skills, equipment, materials and processes. 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. | Completes and presents tasks following the brief with some degree of accuracy selects and uses technical skills. 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. | Completes tasks mostly accurately following the brief Selects and uses a combination of the most appropriate technical skills and processes. 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. | 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. 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. |

| | | | | |
|---|---|---|---|---|
| **Review how they met the brief**<br>The learner must evaluate:<br>• the final outcome<br>• the purpose and impact of the graphic design<br>• effective use of resources<br>• what went well and not so well | Identifies what happened and states an overall conclusion.<br>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. | Describes the processes involved and identifies some aspects of what went well/not so well.<br>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. | Describes the processes involved and identifies what went well/not so well.<br>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. | Describes the processes involved and identifies what went well/not so well and any opportunities for development.<br>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. |

# Year 10 *Graphics* – Unit 4 Project –  Graphic design portfolio

Learners will explore working in the graphic design industry, by looking at different ways to present work to understand different types of portfolio. They will then design and create their own portfolio and review how the portfolio presents their skills as a graphic designer.

| | | | | |
|---|---|---|---|---|
| **Understand working in the graphic design industry.**<br>The learner must know about:<br>• the range of employment opportunities in graphic design<br>• entry and progression routes<br>• ways to present and promote work<br>• the characteristics of digital and physical portfolios | Identifies three points with explanation.<br>Learners will identify a minimum of three examples of each of the following areas: working in graphic design industries, possible types of portfolio and ways to present and promote their work. There will be explanation/description of each example identified. | Describes relevant opportunities in the graphic design industry and how work is presented.<br>Learners will describe a range (more than three) of examples of working in graphic industries, different types of presentation methods and promotional formats, and ways to present and promote their work. There will be little evidence of how examples of working in the graphic design sector and presentation formats are linked. | Describes relevant opportunities in the graphic design industry and how work is presented, and makes some links between them.<br>Learners will describe a range (more than three) of examples of working in graphic industries, different types of presentation methods and promotional formats, and ways to present and promote their work. There will be some evidence of how examples of working in the graphic design sector and presentation formats are linked. | Describes relevant opportunities in the graphic design industry and how work is presented and explains how they are linked.<br>Learners will describe a range (more than three) of examples of working in graphic industries, different types of presentation methods and promotional formats, and ways to present and promote their work. There will be an explanation of how examples of working in the graphic design sector and presentation formats are linked. |

| | | | | |
|---|---|---|---|---|
| **Produce a graphic design portfolio.** The learner must demonstrate: • breadth of work • editing and selection of work • selection of format • presentation skills • reasons for choice | Presents graphic design portfolio accurately. Learners will present their graphic design portfolio. The portfolio will contain a breadth of the work which has been accurately and consistently selected, edited and presented. | Completes and presents their graphic design portfolio with some degree of accuracy Their portfolio will show application of technical skills responding to any straightforward problems that arise. Learners will present their completed graphic design portfolio. The portfolio provides some accuracy in the breadth of the work included and in the editing and selection of work, demonstrating skill as a graphic designer. The learner will make their own choices of format however there may be little or weak evidence of the explanation of their choices. The learner will demonstrate the technical skills used to edit, compile and present the work. | Completes and presents their graphic design portfolio mostly accurately Their portfolio will show the effective application of technical skills while solving any straightforward problems that arise. Learners will present their completed graphic design portfolio. The portfolio will be frequently accurate in the breadth of the work included and in the editing and selection of work, to present the learner's skills as a graphic designer. The learner will explain their choices of format. The learner will demonstrate technical skills used to effectively overcome the challenges of editing, compiling OR presenting the work. | Completes and presents their graphic design portfolio accurately meeting all of the requirements Their portfolio will show the consistent and effective application of technical skills, efficiently solving any straightforward problems that arise. Learners will present their completed graphic design portfolio. The portfolio will accurately and consistently contain a breadth of the work which has been selected and edited to present the learner's skills as a graphic designer. The learner will explain and justify their choices of format. The learner will demonstrate technical skills used to effectively and resourcefully overcome the challenges of editing, compiling AND presenting the work. |
| **Review their skills as a graphic designer** The learner must evaluate: • strengths and weaknesses • technical skills • creative responses • presentation skills | Identifies more than one strength and more than one weakness about their practice. Learners identify more than one strength and more than one weakness about their practice as a graphic designer. Although both are mentioned, they may lack detail. | Describes a range of strengths and weaknesses of their graphic design practice with supporting evidence. Learners have identified a range of strengths and weaknesses, technical skills, creative responses and presentation skills within the graphic design work, making reference to their portfolio. | Describes a range of strengths and weaknesses with supporting evidence and describes the impact on their graphic design practice. Learners have identified a range of strengths and weaknesses, technical skills, creative responses and presentation skills within the graphic design work and will describe how these affected their graphic design work. | Describes a range of strengths and weaknesses of their graphic design practice with supporting evidence, showing evidence of recognising different levels of importance. Learners have identified a range of strengths and weaknesses, technical skills, creative responses and presentation skills within the graphic design work and will describe how these affected the design work. Learners will recognise the levels of importance when describing the impact of different factors upon their design work. |

# Year 11 *Graphics* – Long Term Plan 2018-19

| | Week 1<br>3 Sept. | Week 2<br>10 Sept. | Week 3<br>17 Sept. | Week 4<br>24 Sept. | Week 5<br>1 Oct. | Week 6<br>8 Oct. | Week 7<br>15 Oct. | Week 8<br>22 Oct. |
|---|---|---|---|---|---|---|---|---|
| **Term 1** | Unit 3 Project | Unit 3 Project | Unit 3 Project | Unit 3 Project | Unit 3 Project | Unit 3 Project | Revision and consolidation Trust Revision booklets.<br><br>**Unit 3 Project** | Unit 3 Project |
| | Week 9<br>5 Nov. | Week 2<br>12 Nov. | Week 3<br>19 Nov. | Week 4<br>26 Nov. | Week 5<br>3 Dec. | Week 6<br>10 Dec. | Week 7<br>17 Dec. | |
| **Term 2** | Unit 3 Project | Unit 3 Project | Unit 3 Project | Unit 3 Project | **1st Assessment attempt UNIT 3 INTERNAL Quality Assessment** | *PRAG Progress week*<br>**Exam Prep** | **External assessment Attempt 1** | |
| | Week 1<br>7 Jan. | Week 2<br>14 Jan. | Week 3<br>21 Jan. | Week 4<br>28 Jan. | Week 5<br>4 Feb. | Week 6<br>11 Feb. | | |
| **Term 3** | Unit 4 Project | Unit 4 Project | Unit 4 Project | Unit 4 Project | Revision and consolidation<br><br>Trust Revision booklets. | Unit 4 Project | | |
| | Week 1<br>25 Feb. | Week 2<br>4 Mar. | Week 3<br>11 Mar. | Week 4<br>18 Mar. | Week 5<br>25 Mar. | Week 6<br>1 April | | |
| **Term 4** | **2nd Assessment attempt UNIT 3 INTERNAL Quality Assessment** | Unit 4 Project | Unit 4 Project | Unit 4 Project | *PRAG Progress week*<br>**Unit 4 Project** | Unit 4 Project | | |
| | Week 1<br>22 April | Week 2<br>29 April | Week 3<br>6 May | Week 4<br>13 May | Week 5<br>20 May | | | |
| **Term 5** | Unit 4 Project | Unit 4 Project | Unit 4 Project | Revise, review and Improve | **Final Assessment attempt UNIT 4 INTERNAL Quality Assessment** | | | |
| | Week 1<br>3 June | Week 2<br>10 June | Week 3<br>17 June | Week 4<br>24 June | Week 5<br>1 July | Week 6<br>8 July | Week 7<br>15 July | |
| **Term 6** | Exam prep | **External assessment Attempt 2** | | | | | | |