KS3 ATTAINMENT BAND EXPECTATIONS

Year 9 *Graphics* – Project 1 – Illustration research project

	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+
What is Illustration	Learners will cover some characteristics of design within the field of illustration. Students will cover some research areas, such as history and uses of illustration. Students may not cover where research is from. Some copy and pasting of text evident in work, or points are not clearly explained.	Learners will define some characteristics of design within the field of illustration. Students will cover a range of research areas, such as history and uses of illustration. Student will use at least two named sources in their research. Most work is in their own words.	Learners will define a good amount of characteristics of illustration. 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.	Learners will clearly define a wide number of characteristics of illustration. 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.
Designer Research	Students have profiled one to two designers. Students will cover a small amount their design style and characteristics. Some content about the designer, not all relevant. Student has not named sources or named just one source. Some copied and pasted text.	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.	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.	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.
Leaflet	Purpose of the leaflet is not clear. Poor use of composition and selection of ideas. Poor presentation of ideas. Poor use of space and layout.	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.	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.	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.

Evaluation	Identified some positives, mostly self-congratulatory rather than reflective. Outcome does not reflect designs. Has not compared against the brief.	Identified some positives and negatives, overall self-congratulatory rather than reflective. Outcome reflects designs. Some comparison against brief.	Clear evaluation of both strengths and weaknesses. Outcome reflects designs. Final work compared against brief.	Highly reflective positives and negatives, with improvements if more time were available. Outcome strongly reflects designs. Fully compared against brief with outcomes fully justified.

KS3 ATTAINMENT BAND EXPECTATIONS
Year 9 *Graphics* – Project 2 – Graphic Design Brief – Fast Food Logo Design

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.

Respond to a Brief / Develop Ideas	Learners will analyse the brief and demonstrate their understanding of most requirements. Their conclusions will be mostly 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 and be simplistic with limited development..	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.	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.	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.
Final Idea	The developed final idea will be mostly accurate and relevant to meeting some of the brief. The learner will show selection and application of some technical skills and basic use of resources in the execution of the final graphic design idea.	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.	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.	The developed final idea will be accurate and relevant in meeting all the requirements 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.
Evaluate	Learners can describe some processes used to create their work, the purpose and impact, some use of resources and how problems were solved in relation to the design brief. Learners covers some of what went well/not so well in relation to the design brief, although this may not be detailed.	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.	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.	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.

KS3 ATTAINMENT BAND EXPECTATIONS

Year 9 *Graphics* – Unit 1 – 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.

Understand the components of graphic design The learner must know about: • colour • tone • line • composition • typography • imagery	Describes the graphic design components 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.	Describes the graphic design components Learners must describe each of the following: colour, tone, line, composition, typography and use of imagery with annotated visual examples.	Describes the graphic design components and makes some links between them 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.	Describes the graphic design components and explains how they are linked 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.
Experiment with the graphic design components The learner must demonstrate use of: • colour • tone • line • composition • typography • imagery	Carries out some experiments with brief links to development of ideas. 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.	Carries out purposeful experiments with some links to development of ideas. 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.	Carries out focused experiments with evidence of how this has been used in the development of ideas. 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.	Carries out thorough experiments with clear evidence of how this has been used in the development of ideas. 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.

Review their graphic design experiments The learner must evaluate: • the visual impact of their experiments • the choices made during their experiments	Describes the visual impacts of graphic design components in experimental work. Learners will describe the visual impacts of colour, line, tone, composition, typography, use of imagery in their experimental work.	Describes the visual impacts of graphic design components in experimental work. Learners will describe the visual impacts of colour, line, tone, composition, typography, use of imagery in their experimental work.	Describes the visual impacts of graphic design components in experimental work, explaining choices made during experimentation with one component. 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.	Describes the visual impacts of graphic design components in experimental work, explaining choices made during experimentation with more than one component. 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.

Year 8 *Graphics* – Long Term Plan 2018-19 *Students on a 9 week rotation

	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.
Term 1	Illustration project	Illustration project	Illustration project	Illustration project	Illustration project	Illustration project	Revision and consolidation Trust Revision booklets. **Illustration project**	**Illustration 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.	
Term 2	Illustration project	Illustration project	Illustration project	Illustration project	Illustration project	*PRAG Progress week* **Illustration project**	**Illustration 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.		
Term 3	Graphic Design Brief Project	Graphic Design Brief Project	Graphic Design Brief Project	Graphic Design Brief Project	Revision and consolidation Trust Revision booklets.	Graphic Design Brief Project		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		

	25 Feb.	4 Mar.	11 Mar.	18 Mar.	25 Mar.	1 April
Term 4	**Graphic Design Brief Project**	**Graphic Design Brief Project**	**Graphic Design Brief Project**	**Graphic Design Brief Project**	*PRAG Progress week*	**Unit 1 Project**

	Week 1 22 April	Week 2 29 April	Week 3 6 May	Week 4 13 May	Week 5 20 May	
Term 5	**Unit 1 Project**	**Unit 1 Project**	**Unit 1 Project**	Revise, review and Improve Trust Revision booklets	**Unit 1 Project**	

	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
Term 6	**Unit 1 Project**	**Unit 1 Project**	. **Unit 1 Project**	Assessment weeks 3 GL	Assessment weeks 3	**Unit 1 Project**	**Unit 1 Project TBC Y10**