Year	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
7	**Topic:** Mark Making **Resources:** Sketchbooks, worksheets, drawing equipment/templates. **Focus:** Introduction to a range of mark making techniques using various types of media including tonal pencils and fine liner pen. Looking at the work of artist Van Gogh, making a response to his artwork. **Outcome:** Understanding of the effects made from using different types of mark making and line. To build confidence and knowledge of various media and relevant vocabulary. **Duration:** 3 lessons.	**Topic:** Colour Rendering **Resources:** Sketchbooks, Drawing Equipment, colouring pencils, CAD Equipment. **Focus:** Looking at colour theory in design. Developing colour blending skills in pencil. Introducing research skills, looking at designers who explore colour in their work. **Outcome:** Building knowledge in the application of colour in design, drawing techniques with colour. and an introduction to CAD equipment. Researching designers and using colour tools on Photoshop. **Duration:** 3 lessons.	**Topic:** Book Illustration **Resources:** Sketchbooks, pencils, colouring pencils, collage equipment, CAD equipment. **Focus:** Introduction to Illustration and the process of character design using collage as well as drawing and digital work. **Outcome:** Mythical creature character design. Introduction to new techniques and vocabulary. **Duration:** 3 lessons.	**Topic:** Book Illustration **Resources:** Sketchbooks, workbooks, pencils, rulers, card, acrylic paint, colouring pens, CAD equipment. **Focus:** Continuing the project, working using Photoshop. Thinking about layout, legibility and suitable design techniques including shape colour, combining digital and hand drawn artwork. **Outcome:** A printed book cover which has been made both by hand and digitally, as well as building knowledge of digital file formats. **Duration:** 3 lessons.	**Topic:** Introduction to Typography **Resources:** Sketchbooks, squared paper, orthographic paper, Drawing tools: 2H and 2B pencils, rulers, fine liner pens . **Focus:** How typography is used in design. Looking at how to create unique lettering and how shape is used to allow for word to be easily read. **Outcome:** Knowledge in type, introduction to vocabulary related to font design. Drawing skills to create a personal alphabet. **Duration:** 3 lessons.	**Topic:** Advertising **Resources:** Sketchbooks Drawing tools: 2H and 2B pencils, rulers, fine liner pens, CAD equipment. printer. **Focus:** Looking at the theory of advertising and how graphic communication can be used to make a product appealing. Developing existing designs from the Typography project. **Outcome:** Creating an advertisement poster using CAD, designed for print. **Duration:** 3 lessons.
8	**Topic:** Introduction to 3D Drawing **Resources:** Sketchbooks, worksheets, squared paper, orthographic paper, Drawing tools: 2H and 2B pencils, rulers, fine liner pens, CAD equipment. **Focus:** Build knowledge of drawing in 3D, using various methods to show perspective including looking at light sources and vanishing points. Hand drawn methods as well as using CAD. **Outcome:** Range of new skills developed, increased digital experience and confidence. Completed CAD name tag that displays knowledge of 3D drawing. **Duration:** 3 lessons.	**Topic:** Perspective **Resources:** Sketchbooks, squared paper, orthographic paper, isometric paper, Drawing tools: 2H and 2B pencils, protractors, rulers. **Focus:** Gaining skills in perspective drawing using tools to show accuracy. Introduction to a new range of vocabulary exploring design and geometry. **Outcome:** Knowledge in perspective and refining drawing techniques. **Duration:** 3 lessons.	**Topic:** Pattern **Resources:** Sketchbooks, squared paper, Drawing tools: 2H and 2B pencils, colouring pencils, paint, printing tools, rulers, fine liner pens, CAD equipment. **Focus:** Introduction to pattern, symmetry and optical illusion using tessellation of shapes. Researching artists including Matisse and M.C Escher. **Outcome:** Developing a range of skills using both 2D printing and CAD techniques. **Duration:** 3 lessons.	**Topic:** Stencil Art **Resources:** Sketchbooks, craft knife, paper, card, paint, CAD equipment, laser cutting machine. **Focus:** Researching street artists as inspiration to make stencil art. Drawing and painting techniques to transform into a CAD stencil logo. Building upon pattern designs students have made previously to make stencil art. **Outcome:** Developing techniques in stencilling. **Duration:** 3 lessons.	**Topic:** Comics **Resources:** Sketchbooks Squared paper, orthographic paper, tracing paper, light box, drawing tools: 2H and 2B pencils, rulers, fine liner pens, brush pens. **Focus:** Looking at a contextual background of commercial comic book artists Exploring the anatomy of a comic. Storyboarding visual ideas. How to use onomatopoeia and simple language to communicate something quickly. **Outcome:** A personal comic created with 6 step sequencing. **Duration:** 6 lessons.	**Topic:** Comics **Resources:** Sketchbooks Squared paper, orthographic paper, tracing paper, light box, drawing tools: 2H and 2B pencils, rulers, fine liner pens, brush pens. Computer equipment **Focus:** Creating a final comic, exploring techniques on Photoshop to colour imagery, adding pattern and various effects. **Outcome:** A personal comic created with 6 step sequencing. **Duration:** 6 lessons.

9						
	Topic: Collage **Resources:** Sketchbooks, scissors, craft knife, glue, pencils, CAD equipment: Photoshop. **Focus:** Introduction to Surrealism and the artist Rene Magritte. Using collage to play with scale, composition and the juxtaposition of images, both manually and digitally. **Outcome:** A Surrealist art print that has been developed using Photoshop. **Duration:** 3 lessons.	**Topic:** Product Design **Resources:** Sketchbooks, squared paper, orthographic paper, isometric paper, Drawing tools: 2H and 2B pencils, protractors, rulers, CAD equipment. **Focus:** To gain skills in 3D drawing using isometric and orthographic techniques. Manipulating hand drawn images using CAD equipment. **Outcome:** A computer rendered image of product. **Duration:** 3 lessons.	**Topic:** Typography **Resources:** Sketchbooks, squared paper, orthographic paper, Drawing tools: 2H and 2B pencils, rulers, fine liner pens. **Focus:** Transferring 2D lettering into CAD drawings on Photoshop. **Outcome:** Creating a poster on Photoshop using a personal typeface. Development of design language. **Duration:** 3 lessons.	**Topic:** Magazine Cover **Resources:** Sketchbooks, workbooks, pencils, rulers, CAD equipment. **Focus:** Using skills students have focused on this year they will design a magazine cover showing their knowledge of layout, typography and selection of imagery. **Outcome:** A finished original magazine cover using typography designed in the Typography project. **Duration:** 3 lessons.	**Topic:** Magazine Cover **Resources:** Sketchbooks, workbooks, pencils, rulers, CAD equipment. **Focus:** Using computer skills to put together their magazine cover. Following the formal design elements necessary to create a successful magazine cover. **Outcome:** A finished original magazine cover using typography designed in the Typography project. **Duration:** 3 lessons.	**Topic:** Advertising **Resources:** Sketchbooks, pencils, camera equipment, CAD equipment. **Focus:** Introduction to product advertising and the branding of products. **Outcome:** A personal advertising campaign, with Photoshopped imagery and mock ups of products. Introduction to new photography techniques and vocabulary. **Duration:** 3 lessons.
10	**Topic:** CA - Students work towards chosen brief **Resources:** Dependent on student pathway. **Focus:** Students will demonstrate skills, as defined in the Art and Design Core Content section of the OCR specification, in the context of their chosen area of Graphic Communication. A01, A02, A03 . **Duration:** Dependent on student.	**Topic:** Students will demonstrate skills in A01, A02, A03. **Resources:** Dependent on student pathway **Focus:** Develop ideas through investigations informed by selecting and critically analysing sources Apply an understanding of relevant graphic communication practices in the creative and cultural industries to their work using image and typography. **Duration:** Dependent on student.	**Topic:** A01, A02, A03 **Resources:** Dependent on student pathway. **Focus:** Renew their ideas as work progresses through researching, selecting, editing and presenting graphic communication artefact (s)/product(s)/ personal outcome(s) **Duration:** Dependent on student.	**Topic:** A01, A02, A03 **Resources:** Dependent on student pathway **Focus:** Record their ideas, observations, Insights and independent judgements, in ways that are appropriate to the Graphic Communication title such as, drawing, photographing or applying collected material. **Duration:** Dependent on student.	**Topic:** A01, A02, A03 **Resources:** Dependent on student pathway **Focus:** Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of media, techniques, processes, materials and technologies. **Duration:** Dependent on student.	**Topic:** A01, A02, A03 **Resources:** Dependent on student pathway **Focus:** Use drawing skills for different needs and purposes, appropriate to the area(s) of study used. Drawing may take the form of illustrations, layout and typography using appropriate media and materials. **Duration:** Dependent on student.
11	**Topic:** Finalising Portfolio (Component 1) **Resources:** As for Coursework in Y10. Mounting resources and equipment. **Focus and Outcome:** Individualised Student Presentation of all work for Coursework submission. Concluding and realising intentions of the portfolio of work for Coursework. <u>(60% of overall mark)</u> **Duration:** 25-26 lessons		**Topic:** Externally set task (Component 2) **Resources:** All graphics resources available to support students choice of task. **Focus and Outcome:** Completion of the externally set task. Concluding and realising intentions of the portfolio of work for Component 2. <u>(40% of overall mark)</u> **Duration:** 25-26 lessons		**Topic:** Marking and Moderation. Sending all grades to the Exam Board	