



St Ives School - Graphic Communication Curriculum Statement



“It’s through mistakes that you actually can grow. You have to get bad in order to get good.”
– Paula Scher Graphic designer

Curriculum Intent

The St Ives School Curriculum ensures that all our students have the opportunity for academic and personal development across a broad range of subjects and experiences. Acquisition of knowledge and transferable skills are the cornerstones of our student's progress and we place a high value on building their understanding of community, place and social justice. Lessons and other learning experiences are carefully sequenced to build on students' prior knowledge, and to ensure that students deepen their understanding of each subject, the interconnection between subjects and how their subjects fit into the local, national and global context.

Our curriculum is the foundation to achieving our Core Principles:

- Students leave St Ives with high value achievements and the life skills and resilience that provide a platform for future success and happiness.
- We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community.
- Continuous improvement is achieved through a whole school culture of, and commitment to, creativity, engagement and professionalism.

What is unique to the study of Graphic Communication?

Our inclusive curriculum ensures that every child, regardless of starting point, income, disability or disadvantage, makes outstanding progress and achieves their full potential. This is key to our commitment that ‘Every Child’ receives the highest quality of education. Any inequality, irrespective of cause, is challenged and repaired through a restorative approach to our student's education. Our highly trained staff team builds learning relationships that support the mental health of all our students. Graphic Communication will foster and develop students' creativity; developing artistic and practical digital design skills and providing methods to explore creative expression, often within a commercial design focused context. In doing so, we wish to explore and enrich our student's passions, cultural awareness and ability to evoke core human emotions through graphical outcomes.

Providing the wider skills to be successful within a modern design society is a priority within the subject. The social skills acquired during creative group work, decision making, adaptability, listening to options and the justification of your own ideas are imperative to personal development. These skills, together with their specialist knowledge, equip our students to continue on to further studies and careers in this creative field.

Our projects are varied and include both succinct workshops to build design techniques, as well as longer time-frame projects where these techniques are used to generate personally designed outcomes in response to realistic briefs. Therefore, learning time management and advanced planning is an important aim of the subject. Success is achieved through a continual cycle of experimenting, exploring new approaches, evaluating and responding to feedback. Trial and improvement develops resilience and leads to positive developments. Students are invited to work independently, applying text, imagery and experiences in personal and original ways that allow them to reflect their true selves and community.

Our curriculum encapsulates St Ives School's educational offer and it is through our curriculum that we deliver our promise of 'inspiring learning' for every child in our school.

Curriculum Implementation

General Principles

- Graphic Communication is based on the Art and Design Curriculum from the Department of Education's National Curriculum
- The KS3 curriculum takes a blended approach to exposing pupils to new knowledge and allowing them to practice and further develop skills. Repeat knowledge and skills are taught through KS3, within different contexts and with increased complexity through to KS4.
- Graphic Communication will foster and develop students' creativity; developing artistic and practical digital design skills and providing methods to explore creative expression, often within a commercial design focused context. In doing so, we wish to explore and enrich our student's passions, cultural awareness and ability to evoke core human emotions through graphical outcomes.
- Supporting wellbeing is key in Graphic Communication and we promote an ethos for students to become confident artists who understand that design can take many different forms. Our curriculum is designed so students can challenge themselves by questioning existing works and using reflective methods to build on their own outcomes. By stimulating creativity, this builds resilience and enjoyment of the subject in an atmosphere where it is safe to question and make mistakes. It is important for students to work independently, building their own ideas and making connections between their own creativity and the world around them.

Student organisation

- Students across all five year groups are taught in mixed ability classes. All classes receive the same curriculum but teaching and learning activities will vary as appropriate to suit each individual class with challenges added to lessons to stretch the students where required.

- KS3 Class groupings are reviewed frequently across the creative block of timetabled lessons (D&T, Art, Graphics, Food, Music & Drama) and any changes made are arrived at collaboratively with subject and pastoral experts to ensure students are placed correctly.

Accumulation of Knowledge

- Delivered as a progressive programme, we encourage our students to work as creative designers and Illustrators and to take inspiration from real life briefs and professional practices. Graphic Communication is a creative subject that allows and encourages ideas to be formed using traditional drawing, mixed media and computer skills. The emphasis is to allow individuals to experiment and develop a range of skills that they are then able to build on, developing an understanding of how Graphic designers use colour, image and typography to communicate an idea. It is highly influenced by current trends including music and fashion and is at the forefront of modern design.
- The National Curriculum underpins the practices used at St Ives School and states that Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- We aim for students to produce creative work, exploring their ideas and recording their experiences, become proficient in drawing, painting, photography and other art, craft and design techniques, to evaluate and analyse creative works using the language of art, craft and design, to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Repeat concepts of *Investigation, Aesthetic Analysis, User Centred Design, Design Development, Technical Skills and Presenting a Response* have been identified and are used to link the components of the National Curriculum strands together and to provide a framework for ongoing assessment and feedback.

Time allocation

Each year group will have the following allocation for hours where they are taught the Design & Technology Curriculum across a two-week cycle:

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Hours allocated	75 mins	75 mins	75 mins	5 hrs	5 hrs
Percentage of curriculum time	2.5%	2.5%	2.5%	10%	10%

Teaching and learning provision

- Lessons start with a 3 question retrieval practice in the form of; last lesson, last month, last year - a spaced retrieval based activity.
- Learning objectives are shared at the start and revisited throughout the lesson as appropriate.
- Practical demonstrations are used frequently to introduce new skills and model correct techniques for using new equipment, as well as to provide important health and safety training. Demonstrations are also used as a vehicle to provide whole class feedback to address misconceptions as and when they arise. Question and answer sessions are often used as part of these demonstrations to check understanding before students attempt the tasks.
- Feedback is provided to students 'live' throughout the lessons via one to one support, (especially when using machinery) to ensure students make rapid progress through activities, and develop the necessary confidence to work with increasing autonomy over time.

Adapted provision

- SEND and LPA students benefit from increased levels of one to one support from subject teachers and technicians to ensure they make good progress in line with their peers.
- A variety of alternative materials, tools and equipment are available to support SEND and LPA students (if needed) to give them different ways of producing successful outcomes.
For example - some students who have issues with dexterity are allowed to use laptops to write with instead of notebooks. Students are required to use primary imagery in the form of photography to draw from. Those who struggle with drawing are encouraged to use more abstract drawing techniques to ensure they are still creating imagery that meet the learning outcomes.
- Writing frames, including templates and sentence starters are used to help SEND and LPA students when completing extended NEA's (coursework) or analysing or evaluating in lessons.

Enrichment provision

- The majority of Graphic Communication project work involves an element of students customising outcomes to their own themes and concepts, thereby allowing students to make links to areas of personal interest and hobbies away from school. This enables students to explore new pathways and in many cases to attempt more complex or demanding work to achieve their goals.
- Students are given the opportunity to use a wider range of materials to create work including paints, printmaking materials, a wide range of technical drawing and expressive art materials as well as drawing tablets. Students can also access professional programmes such as Adobe Photoshop, Illustrator, InDesign and Bridge, which will help them gain understanding of what it is like to work at industry level. Schemes of learning are adapted to facilitate this and higher end equipment (such as CAD/CAM) can be utilised to meet student needs

whenever needed, and not just at set points in the key stage. Technician support can be deployed to work with individual students to meet more bespoke student requests to enhance outcomes.

- Where possible, classroom and computer access is provided is social time and after school for students who wish to further develop their skills and experience.
- The Be Inspired programme always includes art, design and CAD/CAM activities available for students who wish to further their knowledge in these areas.

Curriculum impact

Formative assessment

- Formative assessment strategies include:
 - Whole Class Feedback – used with discretion at key points in the year as appropriate.
 - 'Live Feedback'
- Formative assessment is used to monitor student learning style and ability (metacognition) and to provide on-going feedback for student development.
- Planning and teaching methods are adapted to aid students to improve their learning rapidly.

Progress

- Progress is monitored through the 'Assessment Progression Matrix' document which has been customised to match the repeat concepts.
- The quality of teaching and learning is monitored through lesson visits by the faculty lead and by senior leaders.
- Visits are recorded using Sisra Observe, where follow up action points are actioned as necessary.
- In link meetings between the faculty lead and senior leaders, teaching and learning is a standard agenda item and where any necessary action is discussed and agreed.
- Work scrutiny is also completed and recorded on Sisra Observe by the faculty lead and senior leaders. HOF work scrutiny has a strong focus on tier 2/3 vocabulary being used and student productivity.
- Assessments are moderated and standardisation takes place for the marking of GCSE NEA portfolios to ensure consistency and understanding in applying the mark scheme.
- Peer book reviews are also completed in faculty meetings as a form of moderation and to ensure all faculty staff are consistent in their approaches and monitoring progress across the Creative Technology suite of subjects.

Summative Assessment

- Students are given feedback on their progress from the Assessment Progression Matrix document at least twice a year in KS3.
- In KS4 questioning and feedback is used to give students an opportunity to evaluate their own strengths and developments.
- During the spring and summer term of Yr 10, and autumn and spring terms of Yr11, GCSE past papers are used and students are given a 9 – 1 grade alongside their score/percentage using grade boundaries and official marking sheet for that exam series.

Student Feedback

- Student voice activities are completed as distinct exercises and meetings away from the classroom with targeted groups and cohorts, as well as part of learning walks and lesson observations. The findings are used to monitor student's understanding and as part of a collaborative approach to curriculum implementation which feeds into subsequent faculty improvement plans.
- Students have the opportunity to communicate with teachers during the school day and by using Show My Homework and Google Classroom.