



ART Scheme of Learning

Year 10 – Terms 3 - 4 –2020

Intent – Rationale

Graphic Design students have now developed their knowledge of the fundamentals of design and have created a successful project from the given brief, following specific guidelines and format. They will now use this knowledge and develop a project based on Album Art. The brief will challenge students to recreate an existing album cover and to use their developing knowledge of typography, imagery, layout and colour. Students will research and investigate album art, develop their knowledge and create their own album covers in response.

<p style="text-align: center;">Sequencing – what prior learning does this topic build upon?</p>	<p style="text-align: center;">Sequencing – what subsequent learning does this topic feed into?</p>
<ul style="list-style-type: none"> • Fundamentals of design work – continuing to develop knowledge of the core components of graphic design. • Development of hand-based skills through media exploration. • Development of digital skills through exploration of Adobe Creative Suite. (Photoshop & Illustrator) • Continue to develop spoken language and graphic design terminology. 	<ul style="list-style-type: none"> • Typography • Digital skills through Photoshop and Illustrator
<p style="text-align: center;">What are the links with other subjects in the curriculum?</p>	<p style="text-align: center;">What are the links to SMSC, British Values and Careers?</p>
<ul style="list-style-type: none"> • English – use of key words and terminology. How to respond to artists and designers. • History – Looking at past/present world issues that would become the stimulus of the project. • EFP – Racism, discrimination, world issues. • Computing – Use of digital media to develop and refine final outcomes. Research purposes and responses to artists/designers. 	<ul style="list-style-type: none"> • Problem-solving real-life briefs/scenarios. • Music from various cultures and backgrounds • History of music • How album artwork changes and affects society
<p style="text-align: center;">What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</p>	<p style="text-align: center;">What are the opportunities for developing mathematical skills?</p>
<ul style="list-style-type: none"> • Responses to artworks and artists • Use of key words • Self-learning through online tutorials 	<ul style="list-style-type: none"> • Rulers and measuring in hand based and digital media. • Paper sizes and guides.



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<<Graphic Comms>> Album Project >>Scheme of Learning

Year 10 – Terms 3 & 4

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;">Know</p> <p>Providing students with opportunities to explore and investigate different ways of working in response to Album Artworks. Students explore and experiment with a variety of materials, processes and techniques, and investigate different kinds of sources gaining skills and knowledge about their properties and what techniques and processes they can explore. Students explore a variety of approaches to typography, imagery, colour and layout/written annotation.</p> <p style="text-align: center;">Apply</p> <p>Ss will apply their knowledge in workshops and when approaching the project brief. Ss will be encouraged to apply their knowledge in a range of media to show their learning and promote individuality and skill.</p> <p style="text-align: center;">Extend</p> <p>Ss will be able to build on their project work and will have ample opportunities to take their ideas and outcomes further. Ss will have the opportunities to develop their ideas through more challenging media and the use of programmes such as Photoshop and Illustrator.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Key elements of graphic design – image, colour, layout, typography, genre • Photoshop, illustrator – key words such as selections, layers, editing, adjustments 	<ul style="list-style-type: none"> • 1:1 sessions • Interim assessment • Target sheets • Tracking



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
What is Album Artwork?	<p>Ss are introduced to the project and view a selected number of album covers in pairs, they write how effective they feel the cover is and share it with the rest of the group. The key focus is on colour, genre, layout, type and image. T asks questions and provokes responses.</p> <p>Ss make colour studies in coloured pencil crayon of the album covers and select areas to draw. Work is done in A3 SB and supported by annotation and personal responses.</p>	<p>Further use of key words and terminology More visual and exciting outcomes The use of more media. Ss create a list of an effective album cover. Ss create colour studies of album artwork</p>	Album cover examples, Coloured pencil crayon, A3 paper
Analysis	<p>Ss make written/visual responses of their 3 chosen album covers looking at how the image/type reflect the genre. Work is done in coloured pencil and watercolour. Work is to be made exciting and visual and with in-depth analysis expected.</p> <p>Ss will focus on the key elements Image, Colour, Layout, Text and Genre.</p>	Ss create album cover studies with comparisons and more in depth and complex analysis.	Album cover examples, Coloured pencil crayon, A3 paper
Artist Studies	<p>Ss are introduced to the work of key designers Jamie Hewlett & Matt Maitland. Ss select one of these artists to create a research page into their work, looking at their use of media, colour, type and layout. Ss make studies of their album covers and find information/write responses to the work.</p>	In depth artist study analysis with direction from Looking at Graphic Design Help sheet.	All materials available: ink, water colour, pencil crayon, fine liner, biro... Teacher example needed. Examples of artists works.
Experimentation	<p>T demo on how to explore a variety of media, methods shown. Ss use a range of media to build on their knowledge of typographic methods. Ss use stencils, collage, watercolour and ink to create a range of different type.</p>	More complex exploration of techniques and processes.	Lino, inks, photographs from hwk. WHAT IS A PRINT – MOMA Website https://www.moma.org/interactives/projects/2001/whatisaprint/flash.html
Collage	<p>T demo on collage. Ss create a series of album covers replicated from existing album covers. Ss use craft knives, cutting mats and various techniques to create layered artwork.</p>	More complex collage techniques with clear links to studied artists.	Type sheet, pencil. Examples of good collage and photomontage.
Digital Media Photoshop	<p>T led session on Adobe Photoshop; How to use Photoshop tools, selection tools, type tool, image adjustments and internet imagery. Ss learn the importance of layers and maintaining a well organised desktop. Ss to take notes and watch demo. Ss use selection tools to create a simple photographic cover. Imagery to be used from homework. Ss split in two groups. Group 1 work on the Apple Macs, group 2 to complete previous SB work.</p>	More complex use of layers, tools and editing/manipulation.	Computers – Adobe Photoshop
Digital Media Illustrator	<p>T demonstration on how to add text on Adobe Illustrator, how to add an image inside text. How to add fx to a layer (eg. Drop Shadow, emboss...). Class put into pairs.</p>	More complex use of layers, tools and editing/shapes/pathfinder/pen tools.	Computers – Adobe Illustrator
Design Ideas	<p>Using their homework for reference and the work they have done prior, students create 3 designs for their album cover designs working in a square format. The design must consider the colour,</p>	More complex design ideas and consideration of format.	Students to draw and explore independently. A2/A3 Paper, card.

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	layout, type and image carefully. Ss must consider the target audience and what kind of genre their album cover is based in.		
Development of ideas	Continue with design ideas – Once the student has completed the 3 designs, they are to select one, they must write up/annotate why they have chosen their design. Ss enlarge their chosen design up to 20x20cm template using pencil first. Ss start to draw up design carefully. When ready Ss can use any hand-based media used prior to create their design.	Stronger development of ideas and processes with clear and direct links made to artists.	Range of hand made and digital outcomes.
Outcome	Completion of album cover work.	Completion of final album cover to be submitted by End of Term 4	Students to draw and explore independently. A2/A3 Paper, card. Evaluation guidance sheet