

TAC – Graphics

20 week course completed in Year 7 or 8. Comprises 20 lessons.

| Curriculum Statement | 20 week course completed in Year 7 or 8. Comprises 20 lessons. | |
|---|--|---|
| | Knowledge | Skills |
| How images are represented on screen, and key properties (resolution, RGB colour) | <p>Pupils taught how images are represented on screen. In particular, pixels, screen resolution, pixelation, and RGB colour</p> <p>Assessed in end of course assessment at the end of the 20 weeks.</p> | <p>Pupils taught how to set an appropriate resolution for an image when creating a new file in Photoshop.</p> <p>Assessed as part of their poster coursework</p> |
| Source assets identified for use in a digital graphic (i.e. images and graphics) | | <p>Pupils taught how to source digital images while considering resolution.</p> <p>Assessed as part of their poster coursework</p> |
| How different purposes and audiences influence the design and layout of digital graphics (e.g. the use of colour, composition, white space and styles). | <p>Pupils are taught how colour and composition can be used for different purposes.</p> <p>Assessed as part of their poster coursework</p> | |
| Understand how image editing software can be used; including different contexts, and the ability to discuss the ethical implications of using image editing software. | <p>Pupils taught about the different contexts for using image editing software, specific ways image editing software can be used, and how people perceptions can be manipulated by image editing software</p> | |
| The difference between destructive and non-destructive editing through the use of layers in image editing software | <p>Pupils taught the purpose and importance of layers</p> <p>Assessed in end of course assessment at the end of the 20 weeks.</p> | <p>Pupils taught how to create new layers and add images to these layers.</p> <p>Assessed as part of their poster coursework</p> |
| create a digital graphic using a range of tools and techniques within the image editing software application (e.g. cropping, rotating, brightness, contrast, colour adjustment) | | <p>Pupils taught how to use:</p> <ul style="list-style-type: none"> • Quick Select tool • free transform (inc. rotation and maintaining aspect ratios) • Eraser tool • Move tool • Rectangular and Elliptical Marquee • Clone Stamp |

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| | | <ul style="list-style-type: none"> • Blur • Horizontal Type • Clipping Masks • Layer styles (e.g. stroke effect) • Curving text • Creating 3D effects by having text seem like it penetrates an image • Creating Ellipse • Path selection • Desaturation • Creating vignettes using inverse selection • Feathering • Adjustment layers • Overlays • Filters <p>Pupils apply these to varying small scenarios and then finally create a digital graphic over the course of 3 lessons.</p> <p>Assessed as part of their poster coursework</p> |
| save a digital graphic in a format appropriate to the software being used | | <p>Pupils taught how to save in different file formats appropriate for the context and the software used. In particular PSD files and JPG files.</p> <p>Assessed as part of their poster coursework</p> |
| export the digital graphic using appropriate formats and properties for digital use. | | <p>Pupils taught how to save in different file formats appropriate for the context (only digital use) and the software used. In particular PSD files and JPG files.</p> <p>Assessed as part of their poster coursework</p> |
| identify areas in a digital graphic for improvement and further development (e.g. cropping, rotating, | Pupils taught what areas to consider when identifying areas for improvement | Pupils have to evaluate their final digital graphic; including identifying areas for improvement. |

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| brightness, contrast, levels, colour adjustment). | Final evaluation is assessed and this mark contributes to their overall final grade. | Final evaluation is assessed and this mark contributes to their overall final grade. |
| Be able to create a mood board, mind map, and visualisation diagram | Pupils briefly taught what these documents should look like. Assessed as homework | Pupils create these pre-production documents as homework. Assessed as homework |