



The Ridgeway School & Sixth Form College

...Inspiring Learners For Their Future

*'Our shared vision is that our students, colleagues and families will be part of a **FAIR** community.'*

*We will support our school **Family** to **Achieve** their potential, and **Inspire** students to **Reach** the very best destinations.'*



Graphics

Curriculum Overview

RESPECT | HONESTY | ENDEAVOUR | CREATIVITY | COMMUNITY

Year 7 Design & Technology Curriculum Overview – Subjects taught in rotation over 12 week modules

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Food Basic skills in preparation and cooking:</p> <ul style="list-style-type: none"> - Weighing and measuring - Bridge and claw method - Rubbing in method - Safe use of the knife and oven <p>The Eatwell Guide (nutrients and their sources) Sensory Analysis Recipe modification</p>	<p>Graphics</p> <ul style="list-style-type: none"> ● Introduction to colour theory and colour blending/ rendering ● Understanding motions theory(Linear, Reciprocal, Rotary,) ● Developing skills using craft knife and cutting mats safely to create pop up page and front cover 'Torch light mechanism' ● Understanding how levers and linkages can change direction of movement 	<ul style="list-style-type: none"> ● Understanding how 'modelling' can prove and test ideas ● Resources and materials <p>Card, cutting mat, craft knives, stationary, computers</p> <ul style="list-style-type: none"> ● Health & Safety <p>Safe use of craft knife and cutting mat via demonstration and student practice</p> <ul style="list-style-type: none"> ● Imaginative project to create and illustrate story via moving book 	<p>Product Design</p> <ul style="list-style-type: none"> ● Introduction to tools and equipment <p>Basic hand tools, soldering iron</p> <ul style="list-style-type: none"> ● Health & Safety in the workshop <p>Soldering iron, electronics</p> <ul style="list-style-type: none"> ● Design <p>Target market Hand designs converted onto 2D design</p> <ul style="list-style-type: none"> ● CAD / CAM <p>2D Design. Laser cutter</p> <ul style="list-style-type: none"> ● Materials <p>Electronic components</p> <ul style="list-style-type: none"> ● Construction 	<ul style="list-style-type: none"> ● Evaluation <p>Evaluate final product</p>	<ul style="list-style-type: none"> ● Resources and materials <p>Materials/fabrics, threads, cord</p> <ul style="list-style-type: none"> ● Embellishment <p>Basic hand embroidery stitches with modifications</p> <ul style="list-style-type: none"> ● Design <p>Presentation, use of colour, annotation</p> <ul style="list-style-type: none"> ● Construction <p>Pocket, casing, plain seam</p> <ul style="list-style-type: none"> ● Quality Checks <p>Accuracy: 0.5 cms embroidery stitch length, measurements for casing, seam allowance</p>
					<p>Textiles</p> <ul style="list-style-type: none"> ● Introduction to tools and equipment <p>Small equipment, sewing machine, iron</p> <ul style="list-style-type: none"> ● Health & Safety <p>In the workshop, use of sewing machine & iron</p> <ul style="list-style-type: none"> ● Appreciation of designs from a chosen genre <p>Contemporary embroidery</p>	

Year 8 Design & Technology Curriculum Overview – Subjects taught in rotation over 12 week modules

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<p>Food Development of skills in preparation and cooking:</p> <ul style="list-style-type: none"> - Safe use of the oven - Accuracy and precision - Knife skills (dicing) - Variety of cooking methods <p>Nutrient sources and functions Analysing food packaging (for sugar content) Recipe design and modification</p>	<p>Graphics</p> <ul style="list-style-type: none"> ● Development of skills to include intro to photoshop (Playing Card designs, animation drawings and use of pen and ink and water colour paint) ● History of playing cards ● Animation processes over time ● Manipulating imagery (adding colour to line drawing using Photoshop) ● Understanding of Photoshop tools/icons 	<p>Resources and materials Stationary, computers, fine liners and examples</p> <p>Brands and logos Brand pull, images and pricing (including designers)</p> <p>Introduction to digitally supported designing</p> <p>CAD/Word drawing tools, Paint</p>	<p>Product Design</p> <ul style="list-style-type: none"> ● Introduction to tools and equipment <p>Hand equipment Marking tools Belt sander Disc sander</p> <ul style="list-style-type: none"> ● Health & Safety <p>Recap and reinforce in the workshop</p> <ul style="list-style-type: none"> ● Design <p>Specifications Hand design</p> <ul style="list-style-type: none"> ● CAD / CAM <p>2D Design to convert image into vectors</p> <ul style="list-style-type: none"> ● Materials <p>Ply wood</p> <ul style="list-style-type: none"> ● Construction <p>Finger joints Lap joint</p>	<p>Evaluation Final product</p>	<ul style="list-style-type: none"> ● Resources and materials <p>Cotton calico fabric, threads, magic touch heat transfer paper</p> <ul style="list-style-type: none"> ● Modelling & embellishment <p>Heat transfer of design, more complex hand embroidery stitches, machine embroidery.</p> <ul style="list-style-type: none"> ● Design <p>‘In the style of’ Pop Art. Links to Andy Warhol and/or Roy Lichtenstein. Presentation and annotation</p> <ul style="list-style-type: none"> ● Construction <p>Neatened plain seam, facings</p> <ul style="list-style-type: none"> ● Quality checks <p>Links to Pop Art, accuracy and evenness of hand & machine embroidery. 1.5 cms seam allowance, trimmed corners</p>
					<p>Textiles</p> <ul style="list-style-type: none"> ● Revisit tools and equipment <p>Small equipment, computerised use of sewing machine, iron, heat press</p> <ul style="list-style-type: none"> ● Health & Safety <p>In the workshop, use of sewing machine, iron & heat press</p> <ul style="list-style-type: none"> ● Colour theory <p>Colour wheel, primary, secondary, complimentary colours</p> <ul style="list-style-type: none"> ● Research – appreciation of designs from a chosen genre <p>Pop Art:- Artists and characteristics</p>	

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Year 9 Design & Technology Curriculum Overview – Subjects taught in rotation

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	<p>Food Development of more complex skills in preparation, cooking and presentation:</p> <ul style="list-style-type: none"> - Accuracy and precision - Garnishing - Variety of knife and cooking methods - Complex techniques <p>Food provenance (grains and cereals) Diet analysis Sensory analysis Recipe design and modification</p>	<p>Graphics Introduction to Photoshop, Photography and GCSE Graphics Projects.</p> <p>Students create the branding for a Café (Logo and cup design):</p> <ul style="list-style-type: none"> - Design components within graphics - Mood Board - Designer Research and ITSO - Primary and secondary images – How to take a successful image (lighting, rule of thirds) - Design Ideas - Final designs 	<p>Resources</p> <p>Computers with Photoshop, fine liners, Playing cards</p> <p>(Summer term) Water colours, pen and ink, craft knives, cutting mats</p> <p>Health & Safety</p> <p>Reinforce safe use of craft knives and cutting mats</p> <p>Research</p> <p>History timeline of the 'playing card'</p>	<p>Product Design</p> <ul style="list-style-type: none"> ● Introduction to tools and equipment ● Health & Safety in the workshop ● Design ● CAD / CAM ● Materials ● Construction 	<ul style="list-style-type: none"> ● Quality checks ● Evaluation 	<ul style="list-style-type: none"> ● Resources and material <p>Greater range of threads, printing techniques and range of fabrics</p> <ul style="list-style-type: none"> ● Modelling and embellishment <p>Curved stitching, block embroidery, printing, paper pattern making</p> <ul style="list-style-type: none"> ● Design <p>One-line drawings, modifying portraits & photos, repeat patterns</p> <ul style="list-style-type: none"> ● Construction <p>Embroidered stretched canvas portrait. Circular travel bag, with casing</p> <ul style="list-style-type: none"> ● Quality Control <p>Accuracy of curved stitching and block embroidery. Repeat patterns, even casing.</p>
					<p>Textiles</p> <ul style="list-style-type: none"> ● Tools and equipment <p>Independent use of equipment</p> <ul style="list-style-type: none"> ● Health and safety <p>In the workshop, use of dyes and printing inks</p> <ul style="list-style-type: none"> ● Research-appreciation of designs from chosen genre <p>Contemporary embroidery - <i>Maurizio Anzeri & Victoria Villasana</i></p>	

Year 10 Graphics Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Unit 1 Graphic elements theory, research and related practical skills development</p> <ul style="list-style-type: none"> • Colour theory and associations Mixed media colour wheel • Tone – Tonal examples sphere, cone and cube • Typography – font types and styles. Hand created typography • Line – Psychological effects of different kinds of line and direction 	<p>Unit 1 Continued</p> <ul style="list-style-type: none"> • Imagery <p>Different types of imagery, sourcing images copyright law.</p> <p>Double exposure workshop</p> <ul style="list-style-type: none"> • Composition <p>Golden Rule, rule of thirds, hierarchy</p> <p>Start Pizza Project</p>	<p>Unit 2: Responding to a brief to apply graphic elements</p> <p>Frank's Pizza Parlour – Pizza box design and logo</p> <p>Use of Photoshop to create repeat pattern</p>	<p>Unit 3 Designers research and practice</p> <ul style="list-style-type: none"> • Researching book illustrators • Designer copies and In The Styles Of - Quentin Blake • Skills development – Water colour, pen and ink 	<ul style="list-style-type: none"> • Unit 4 Visual Language of Graphic Designers • Communication – meaning, message, reaction • Aesthetics – shape, texture, pattern, colour • Context- personal, social, cultural, economic, political 	<ul style="list-style-type: none"> • Unit 5 Graphic Design Principles • Hierarchy • Alignment • Balance • Contrast • Rhythm • Proximity • Colour & Space

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Year 11 Graphics Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Unit 3 Coursework Project – Responding to a Graphic Design Brief <ul style="list-style-type: none"> • UNIQFEST music festival poster, ticket and wrist band • Ideas development 	Unit 3 continued <ul style="list-style-type: none"> • Final idea for poster, wrist band and ticket • Evaluation – Linking Graphic Elements and justifying outcome with brief 	Review all units <ul style="list-style-type: none"> • Respond to feedback for all 3 units • Exam preparation – Drawing /illustration 	Mock exam Externally assessed exam – Assessment window Feb 8th -March 3rd	Graphics in industry	External assessment Exam prep June 2023

Sixth Form Graphics Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<p>Unit 1 Introduction unit: Architecture – Swindon Regeneration Project</p> <ul style="list-style-type: none"> Skills workshops AO3 – recording and observations Exploring Ideas – AO2 experimenting with materials and resources 	<p>Unit 1:</p> <ul style="list-style-type: none"> Researching designers ITSOs of designers AO2 Experimenting with new techniques and processes Photoshop 	<p>Unit 1:</p> <ul style="list-style-type: none"> Developing ideas AO1 Developing ideas AO1 - through design, experimenting and recording as ideas progress 	<p>Component 1. Coursework Project: Personal Investigation</p> <ul style="list-style-type: none"> Recording and observations – AO3 linked to chosen theme Developing ideas AO1 –designers research, copies and working ‘in the style of’. 	<p>Component 1. Coursework Project.</p> <ul style="list-style-type: none"> Exploring Ideas – AO2 experimenting with materials and resources 	<p>Component 1. Coursework Project.</p> <ul style="list-style-type: none"> Exploring Ideas – AO2 experimenting with materials and resources Developing ideas AO1 - through design and experimentation ITSOs of chosen designer linked to theme
Year 13						

	<p>Component 1. Coursework Project.</p> <ul style="list-style-type: none"> Developing ideas AO1 - through design and experimentation linked to chosen theme 	<p>Component 1. Coursework Project.</p> <ul style="list-style-type: none"> Developing ideas AO1 – into a Final response. <p>Final piece or pieces AO4</p>	<p>Component 2. Exam Unit.</p> <p>Exam paper with starting points issued by exam board.</p> <ul style="list-style-type: none"> Recording and observations – AO3 linked to chosen question Developing ideas AO1 –Designers’ research, copies and ITSOs 	<p>Component 2. Exam Unit.</p> <ul style="list-style-type: none"> Exploring Ideas – AO2 experimenting with materials and resources Developing ideas AO1 - through design and experimentation 	<p>Component 2. Exam Unit.</p> <p>Final piece or pieces AO4 – 15-hour exam. Dates chosen internally</p>	<p><i>Students have completed the course</i></p>
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