|  |  |
| --- | --- |
| Year 9 Graphics | **Topic: Sports Branding and Prototyping**  **Period: 8 – 10 Weeks** |
| **Overview of topic:**  This is the final Graphics project of KS3. It builds on students’ previous learning in a number of ways: This project utilises and builds on the previous learning on Adobe Photoshop and CAD/CAM. It will also revisit the drawing and sketching techniques that students have previously developed. Students will revisit their learning about how the design process works. In this project, students will respond to a design brief to develop the branding for a sports company. They will create a range of initial idea sketches that they will then develop and refine through a series of development sketches before using CAD to realise their final design idea. Students will learn how to model their design ideas; firstly by applying their images to a net for a packaging product using the program Techsoft 2D Design, then using the digital 3D modelling program Google Sketchup to create a realistic model of their final design. This project aims to develop students’ ability to work seamlessly between hand developed sketches and a number of CAD programs in order to prepare them for GCSE Design Technology whilst also equipping them with the skills visually communicate their ideas effectively. | |
| **Key** **knowledge:**  **The Design Process**: Students will build on previous knowledge about how the design process works.  **A.C.C.E.S.S.F.M**: The considerations that all designers make when developing products of all kinds.  **Marketing and Branding**: Students will develop some knowledge about the ways in which Companies use images and slogans to convey their messages, that are interpreted both consciously and sub-consciously.  **Cultural Signs**: Students will understand the importance of considering an audience when designing logos that are culturally sensitive and appropriate.  **Shape theory**: Students will learn about how shapes can be used to influence the viewer. For example: **static lines** to create a sense of authority and power, whereas **dynamic lines** are used to give a sense of movement and energy.  **Colour Theory**: Students will revisit previous learning about how colour can be used to create mood.  **CAD/CAM**: Students will revisit and develop further learning about **Computer Aided Design** and **Computer Aided Manufacture**  **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | Advert  Slogan  Marketing  Target Market  Logo  Sketch  Plan  Research  Copyright  Document | Corporate Identity  Specification  Client/End User  Aesthetic  Functionality  Initial Ideas  Development  Plagiarism  Prototype  Demographic  Associations  Connotations  Static/dynamic lines | | **Key skills:**  ***Know how to…***  **Write a Specification:** Students will know how to interpret a design brief in order to write a specification.  **Initial Sketches**: Students will build on earlier learning in sketching and drawing. They will know how to generate a number of  **Develop Sketches**: Students will develop a rage of techniques to experiment with improving and refining their initial idea sketches to better align them to client/end user needs.  **Adobe Photoshop**: Students will develop their knowledge of using Adobe Photoshop, in particular they will be able to use the *pen* tool to draw, along with *fill, gradient, magic wand* and *filter* tools to add colour and detail.  **Techsoft 2D Design**: Students will develop their skills in using ‘2D Design’ to create design drawings that can then be used to make products using CAM machinery.  **Google Sketchup**: Students will learn how to use this program to create digital 3D models of projects. These skills will also help to prepare students for KS4 where they will make 3D models for use with 3D printers.  **Document Progress**: Documenting progress through a project is important, particularly at GCSE. Students will learn how to do this using screenshots, photographs and written accounts during this project.  **Evaluation**: Students will build on previous learning on how to effectively evaluate their project and will use frameworks such as a design specification to help them assess the success of their work. |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)*** | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**  **Wider Reading Opportunities/Links:** |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around the topic * Visit your local library (or BorrowBox), museums, or other locations to explore the topic * Promote books/other texts that explore this topic (see reading section) * Help your child to learn the key vocabulary | |