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| Year 7 Graphics | **Topic: Specialized Greetings Card**  **Period: Year 7 Project: 9 weeks** |
| **Overview of topic:**  This is the first graphics project that students will complete in their secondary school education. It aims to build confidence in drawing and dexterity in practical making tasks. The project gives children the opportunity to creatively respond to a well-known piece of writing. The project task is to design and make a ’pop-up’ greetings card based on a passage from the story ***Alice’s Adventures in Wonderland*** by Lewis Carroll. Students will get an introduction to the *‘Design Process’* as they generate initial ideas for their ‘pop-up’ card by responding to a given design brief and following a set process to develop their ideas, before then realising their final product. If time allows, students will also have the opportunity to make their own LED circuit that can then be integrated into their final product. | |
| **Key** **knowledge:**  The Design Process:  Design Brief > Specification > Initial Ideas > Development > Final Idea > Manufacture > Evaluation.  Students will gain knowledge in what is expected at each stage and why.  Mechanisms:  Students will gain knowledge in making and using simple mechanisms.  Mood Boards/ Generating Ideas:  Students will gain an understanding of how to generate their own ideas using a variety of techniques including mood boards.  **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | Fold  Cut  Draw  Imagine  Mood Board  Design  Copy  Trace  Develop  Initial Ideas  Circuit  Final Product  Gather | Mechanism  Parallel  Interpret  Visualise  Realise  Establish  Reimagine  Copyright  Specification  Generate  Component  Inspiration  Technique | | **Key skills:**  ***Know how to…***  **Respond** to a Design Brief.  **Interpret** a given text using images.  Students may **copy** images by observation.  Students may also **trace** images using tracing paper.  Other students will generate their own images.  **Write** a specification.  Sketch, **draw** and establish lines and shapes using the correct proportions in their work using fine liner pen.  Use scissors to **cut out** complex forms from card.  **Generate** their own ideas using a variety of techniques including making mood boards to consolidate visual research and combining images to create new meanings.  **Assemble** (using adhesive) and **test** the effectiveness of a final product.  **Evaluate** their own progress using a given framework and specification criteria. |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***  Graphics Club  STEM ASPIRE day – Bridges and Structures  CREATE Education 3D Printing initiative funded by BAE | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**  *Alice’s Adventures in Wonderland* by Lewis Carroll  Students will interpret the text in order to generate visual ideas.  **Wider Reading Opportunities/Links:**  [Video documents the pop-up book: 'Alice in Wonderland' by Robert Sabuda](https://www.youtube.com/watch?v=L_DkuirvQ5E)  [Main Excerpt - Chapter 8: The Queen’s Croquet-Ground](https://www.alice-in-wonderland.net/resources/chapters-script/alices-adventures-in-wonderland/chapter-8/)  <http://www.robertsabuda.com> – Artist’s website |
| **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 | |