

Subject	<i>Graphics</i>
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Introduction:

Welcome to the Graphics area.

Graphics is a creative and technical subject which involves designing, making and problem solving. Students use the design process to develop innovative solutions to design problems. Students will be introduced to a range of design and modelling techniques and will use CAD packages such as Photoshop, Illustrator, In Design, Google sketch up and 2D Design to develop and realise their ideas.

Graphics is taught as an option subject. Students can study GCSE *Design and Technology: Graphics* in year 10 and year 11. They can also continue their studies to A level and follow the *Product Design: Graphics* course. We use the Edexcel specification for both the GCSE and A level.

Graphics is a popular and successful subject at Yateley School. Our GCSE results are amongst the top schools in Hampshire (average of 90% A*-C) and our A level results are in the top 10% of all schools nationally.

Graphics is taught by-

Miss Williams

Mr Evans

Mr Pettengell

You can contact us at-

Graphics@yateley.hants.sch.uk

Please follow us on twitter-



Don't forget to join us at the 'Yateley Young Designers' Summer Exhibition in July where we showcase our creative talents.



YATELEY YOUNG DESIGNERS



YOU LOVE DESIGN WE LOVE DESIGN



We are also one of the few secondary schools to have the Design Mark



Many of our students go onto study a Design related course at further education.



All Graphics classes are mixed ability.

- KS4 – 3 lessons per week as an option subject

- KS5 – 5 lessons per week


Course content:

At GCSE and A level Graphics is divided into 2 main parts-

50% Controlled assessment (contextual challenge- coursework)

50% Exam

<p>Year 10</p>	<p>New GCSE from September 2017 (images will be added soon)</p> <p>Autumn term</p> <ul style="list-style-type: none"> • Packaging Project- design and make a novelty chocolate box for a Christmas promotion • Mechanisms- design and make a moving toy for a child. • Materials- investigation and testing a range of materials • Designers- investigate the work of past and current designers and design a product based on this. <p>Spring Term</p> <ul style="list-style-type: none"> • Board Game- design and make a board game that would keep the user entertained during a long haul flight • Smart Materials- investigation and testing of a range of smart materials • Electronics- design and make a greetings card which incorporates electronics. • Systems- robot challenge <p>Summer Term</p> <ul style="list-style-type: none"> • New Technologies • Contextual Challenge- Start of the Contextual challenge (coursework project worth 50% of the GCSE)
<p>Year 11</p>	<p>Controlled Assessment (60% of GCSE)</p> <p>Pop-up Book Project- Design and make a pop-up book for a child</p> <ul style="list-style-type: none"> • Research- including existing products and pop-up mechanisms • Design Ideas- including characters, background scenes and pop-ups • Development- use of Photoshop to colour characters and backgrounds, refinement of the pop-up mechanism. • Manufacture- making the pop-up book • Evaluation- use of Specification and client testing, leading to modifications and improvements <p>Exam (40% of GCSE)</p> <p>Technical Aspects of Designing and Making (drawings techniques, Materials, processes and Sustainability)</p> <p>Examples of work-</p>

	
<p>Year 12</p>	<p>New A Level from September 2017 (images will be added soon)</p> <p>Autumn term</p> <ul style="list-style-type: none"> • Introduction to design techniques (sketching and CAD) • Product Design – design a ‘Shelter’ for a chosen site in Yateley School for students to use a break and lunch times. • Product Investigation- investigate the materials and manufacturing processes used to produce a range of drinks cans and bottles. <p>Spring Term</p> <ul style="list-style-type: none"> • Product Manufacture- manufacture the ‘Shelter’ using a range of materials and techniques (including laser cutting and 3D printing) <p>Summer Term</p> <ul style="list-style-type: none"> • Independent design and make project- client led brief. Students undertake a design and make project of their own choosing, working with a client. Student follow the design process including research, designing, development, manufacture and evaluation. (this counts for 50% of the A level grade) <p>Theory and assignments- on-going throughout the year including-</p> <ul style="list-style-type: none"> • Materials • Manufacturing processes • Digital technologies • Ergonomics • Design history <p>The exam takes place in June in year 13 and counts for 50% of the A level grade.</p>

Year 13

Coursework Project (60% of the grade)

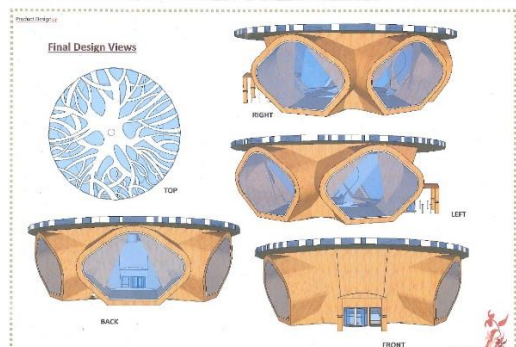
- Independent design and make project- client led Brief. Students undertake a design and make project of their own choosing, working with a client. Student follow the design process including research, designing, development, manufacture and evaluation.

Exam (40% of the grade)

Theory and assignments – on-going throughout the year including-

- ICT
- Biotechnology
- Design History
- Sustainability
- Minimising waste
- Robotics
- Anthropometrics and Ergonomics

Examples of work-



Assessment:

How do you assess progress of students? Tests, coursework, frequency?

KS4	KS5
<ul style="list-style-type: none"> • Monthly progress monitoring with up-date of progress charts and PDF file created for each student with feedback. • End of unit assessment for project work with 1-9 grading. • Regular verbal feedback in lessons. • Exam question HW's assessed weekly according to exam board criteria. • Mock exams in December. • Revision leading up to the exam in June includes further exam practise. 	<ul style="list-style-type: none"> • Monthly progress monitoring with up-date of progress charts and individual student feedback sheets. • End of unit assessment for project work with A*-E grading. • Assignments set and assessed monthly according to exam board criteria. • Mock exams in January • Revision leading up to the exam in June includes further exam practise.
Assessment criteria	
<i>Please email your progress grid separately to be inserted here.</i>	