GRAPHICS

POLICY

Graphics Policy

Graphics Design

Graphic Design is the communication of information using visual images (pictures) and types (words) generated by a computer.

Graphics Design KS3

At KS3, pupils will learn and understand how the Apple Mac Computer System operates along with the Adobe Creative Suite, Illustrator, and Photoshop software programs widely used in Graphic Design. Over the 2 years leading up to their options, pupils will learn the different areas of Graphic Design and techniques such as typography, printing, and image editing to produce high-quality work. The subject will cover advertising, branding, packaging, magazine, website and retail design.

Graphics Design KS4

At KS4, if pupils choose Graphic Design as one of their options, they will have a chance to study and achieve a BTEC qualification.

BTEC Skills Level 2 in Art and Design Practice

This qualification is equivalent to a GCSE and is studied over 2 years. There are 3 components to complete to achieve this qualification.

Pupils will work on Components 1 and 2, researching and evidencing their findings using the Apple Mac System to create info sheets. In each Component, a final piece of work has to be produced with backed ideas, research, and evidence on the "theme" to show the process from idea to finished concept. Component 3 is their final project, based on a specified theme provided by BTEC.

BTEC pupils will also attend Art and Design exhibitions, workshops, and design studios as part of their research.

Intent, Implementation and Impact

Intent

At Muntham House School, Graphic Design should be fully inclusive to every child. We aim to fulfil the requirements of the National Curriculum for Graphic Design, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, enable pupils to observe and record from first-hand experience and imagination, develop the pupils' competence in using software and design tools, acquire knowledge and become proficient in various design techniques and processes, begin to develop an awareness of the visual and tactile elements including; colour theory, layout, imagery, typography, line and tone, shape, form and space, foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists and designers, increase critical awareness of the roles and purposes of Graphic design in different times and cultures, and analyse works

using the language of art and design and develop a cross-curricular approach to the use of design in all subjects.

Graphic Design teaching at Muntham House School instils appreciation and enjoyment of the visual arts. Graphic design stimulates imagination and creativity, involving pupils in various visual and tactile experiences that enable them to communicate what they see, think, and feel using colour, layout, imagery, and pattern. Graphic Design promotes careful observation and an appreciation of the world around us. Pupils explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of design, they can explore its impact on contemporary life and different periods and cultures.

Implementation

To ensure high standards of teaching and learning in Graphic Design, we implement a progressive curriculum throughout the whole school. Graphic Design is taught as part of a termly topic, focusing on knowledge and skills stated in the BTEC Curriculum. At Muntham, we ensure that Graphics is given the same importance as the core subjects, as we feel this is important in enabling all pupils to gain 'real-life' experiences.

The Graphic Design curriculum at Muntham House School is based upon the 2022 BTEC Level 1 & 2 Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their graphics lessons to suit their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught progresses from year group to year group.

When teaching Graphic Design, teachers should follow the children's interests and current trends to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement.

Graphic Design provides excellent opportunities to enhance the learning of more able pupils through exploration, analysis of art forms and practical knowledge. At Muntham House School, we offer various opportunities for Design learning inside and outside the classroom. The pupils can get outside into our vast grounds and use our DSLR camera to enhance their creativity.

Impact

Within Graphic Design, we strive to create a supportive and collaborative ethos for learning by providing investigative and skills-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children understand each unit of work covered throughout the school.

Our Graphic Design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on the progression of knowledge and skills, and discreet vocabulary progression also forms part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing pupils' understanding of topic-linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the pupils' practical learning.

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- Moderation meetings are held where pupils' books are scrutinised, and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.

Aims

The aims of teaching Graphic Design in our school are:

- To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own design style and portfolio.
- As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of Graphic design. They should also know how design reflects and shapes our history and contributes to our nation's culture, creativity, and wealth.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in research, illustration, and other design techniques.
- To know about renowned artists and designers and understand their creations' historical and cultural development.

Teaching Guidelines

- Identify what skills and knowledge individual pupils already possess and adapt teaching around this.
- Prepare lessons that will stretch all pupils and their different abilities.
- Have extension tasks for those pupils who are more capable.
- Encourage peer teaching where those who are more able support those less able.

- Each final piece will be evaluated by the teacher and used to track progress.
- All pupils will complete the lesson thoroughly, including tidying away and washing up art materials.
- Pupils are to be formatively assessed during each lesson.
- Help pupils identify different art mediums and how they might be used, combined, and experimented with.
- All pupils are to work towards being autonomous in the Graphics room.
- All work is to be marked regularly. The marking standard is such that pupils can correct work or answer further questions given to them through marking their work.

Curriculum Planning

This is organised in three stages – short-term, medium-term, and long-term:

Long Term Planning

Long-term plans are based on the BTEC Curriculum for Graphics, which details what will be taught over the Key Stages. It provides the skills and experience for planning design activities for each year group. The Graphics coordinator undertakes this planning in conjunction with the Basics Skills team. It is monitored regularly. Planning checks, overseen by the Head of Education, book scrutiny, and liaison between Key Stage 3, 4 and 5 teachers ensure that all areas of the National Curriculum are taught. Staff members are accountable to one another.

Medium Term Planning

Medium-term plans take the long-term plan and organise graphics teaching into half-term sections. Each topic has outcome pieces which are used for assessment and subject

tracking. For Key Stage 3, the half-termly sections are given a topic theme and overall outcome/s, assessed by a 'final assessment piece' towards the end of the half-term.

Planning has historically been based on a 3-year rolling programme. Still, it is being updated to meet pupils' needs, incorporate the 'Covid catch-up' work, and address pupils' changing nature and enthusiasm in our community. Medium-term planning is more detailed, and the objectives are more specific than long-term plans.

Medium-term planning is developed by the class teachers who respond to the needs of their pupils. It also ensures that a balanced distribution of work is undertaken across each term. This differs slightly from Key Stage 4, which considers the exam board criteria. Planning is therefore organised in half-termly sections and follows a 2-year rolling programme.

Short Term Planning

Short-term planning details the Graphics activities that take place throughout a topic. Daily lessons are planned in detail, and the needs of the pupils set specific class objectives. Individual learning goals are set when needed for pupils in some lessons. The teachers collaborate in the planning of Graphics to ensure uniformity in provision and to share expertise.

Monitoring and Assessment

The Graphics curriculum is monitored regularly by the Head of Education, who examines pupils' work, monitors classroom practice and planning, and ensures parity of entitlement for all pupils across the school. The Media department meets half-termly to analyse pupil progress against individual pupil targets and teacher assessments. From this meeting, targets are revised, provision of future interventions are informed, and discussions are had, which can be referred to when writing the pupil end-of-year reports.

The Head of Education identifies the training needs of the staff and plans the training programmes.

Various strategies are used to assess progress, including questioning, discussion, concept mapping and marking. The information is used to identify the pupils' needs and to inform planning.

Graphics assignments are taking place to monitor gaps in learning, which repeated lockdowns and resulting pupil absences from education may have caused. Curriculum coverage, interventions and provisions will be amended if areas of need are identified. Purchases of study books and materials from the Covid catch-up funding to support pupils to work at home and on the floor have been made.

Monitoring the Effectiveness of the Policy

Annually (or when the need arises), the effectiveness of this policy will be reviewed by the Head of English, the Head of Education, and the nominated governor. Necessary recommendations for improvement will be made to the Governors.