CURRICULUM PLAN

GRAPHICS

BRAMHALL HIGH SCHOOL

Curriculum Intent

YEAR 7
DMA projects that help students to develop the skills, knowledge and understanding to design and make high quality 3D products and to communicate their design journey.

YEAR 8
DMA projects that help students to develop the skills, knowledge and understanding to design and make high quality 3D products and to communicate their design journey.

YEAR 9
DMA projects that help students to develop the skills, knowledge and understanding to design and make high quality 3D products and to communicate their design journey.

YEAR 10
DMA projects that help students to develop the skills, knowledge and understanding to design and make high quality 3D products and to communicate their design journey.

YEAR 11
DMA projects that help students to develop the skills, knowledge and understanding to design and make high quality 3D products and to communicate their design journey.

Academic Year: 2025-2026

Review Date: September 2026

Author: Mr S Connick – Head of Design and Technology & Art

YEAR 7

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Yr 7 students remain in a D&T subject for 12 weeks. Yr7 students rotate around all D|&T subjects – 3 rotations in Yr7 and 2 in Yr8	Students create a personalised CD of themselves. They use a digital camera and upload the images from FOLDR. Drawings are traced using light boxes and the images are scanned, edited and coloured using CS6. Students then experiment with filters and layers and design their own CD using existing examples as inspiration. ***(learning & developing)*** **Skills, Knowledge and Understanding** Creation of folders Target market	A = AIMS D = Design M = Make E = Evaluate T = Technical Knowledge A1, A2, A3, D3, D4, D5, M1, M2, E3	See assessment planning • Front cover • Hand drawn CD - planning • Band Ideas page • Scanning and editing • Filters and effects • Final CD	Subject design competitions 3D printer club Ambassadors meetings & tasks	Photograph Download Trace Crop Place Baby Bear (slang) Double-click Right & Left click Ungroup Silhouette Line-Art Scan (PNG File) Edit

	CD Research & analysis – specification Use of digital camera Tracing using light box Downloading from VLE Booklet creation Scanning – photoshop Editing – Illustrator Coloring – Illustrator & Photoshop Vector and bitmap awareness Downloading simple backgrounds Simplistic experimatation with layout Creation of final product Evaluation against design criteria				Layer Rasterise Place inside container Filter gallery Save-as Specification Survey Social Media QR Code Bar Code Booklet

YEAR 8

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Y8 students remain in a D&T subject for 12 weeks for 2 more rotations and then study mini-projects for 5 Weeks – rotating 5	Students create a personalised ring for themselves using the 3D Printer. Students measure each other's hands to appreciate anthropometric data and its importance when designing products to be used/worn. Students design a variety or ring designs by hand before tackling the 'Sketch-up programme'. Rings are coloured, viewed and client-oriented views are generated. Promotional materials and 3D packaging (time allowing). Meeting set deadlines Independent creation	A = AIMS D = Design M = Make E = Evaluate T = Technical Knowledge A1, A2, A3, D3, D4, D5, M1, M2, E2, E3, E4, T4	See assessment planning • Anthropometric data • Hand drawn rings/isometric sketching • Sketch-up ideas • Views • Promotion / launch • Final RING	Packaging extension tasks for the more able. Promotional material to sell the products	Sketch-up Toolbar large toolset Anthropometric data Bespoke Leonardo Davinci Average / mean Use of mm Diameter Radius push & pull Isometric sketch

	of design work Planning time effectively Problem & design brief understaning Target market clarified and eplored CD Research & analysis – specification Use of SKETCH-UP programme Tracing using light box – isometric 3D sketching Downloading from VLE 2D exporting of images Use of CAD & CAM – 3D Printer (not block modelling) Powerpoint creation to promote a product Anthopometric data – understanding Downloading backgrounds independent experimatation with layout Creation of final				Upload & download 3D printer Export 2d Graphic Export 3D Graphic Depth Thickness Width Upload Target Market Base

	product Creativity and originiality Evaluation against design criteria Presentation in a booklet				

YEAR 9

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Y9 students remain in a D&T subject for 18 weeks. Students then rotate 2 or 3 rotations dependent upon staffing/option popularity and group size	Students create a3D promotional material for a new movie of their choice. All folder work uses CS6 and is A3 sized. Students select a theme and develop images for their movie. Images are drawn/traced, scanned, edited and coloured. Layouts are considered, and a final 2D cinema stand is designed. The 3D element utilises 2D Design programme, where a 1:5 scale stand is modelled and made using GX300. Working as an individual Select design theme Planning time effectively to utilise lesson and home tasks	A = AIMS D = Design M = Make E = Evaluate T = Technical Knowledge A1, A2, A3, D3, D4, D5, M1, M2, E2, E3, E4, T4 A1, A2, A3, D3, D4, D5, M1, M2, E3	See assessment planning • Thought shower • Film ideas • Image development • 3D modelling of stand • Stand development 1 • Stand development 2 • Final stand • Problem & Design Brief	A series of skills, knowledge and understanding lessons support the projects. Students rotate round and experience a bespoke programme where they learn essential elements for their examination.	Folder Download Trace Crop Place Baby Bear (slang) Double-click Right & Left click Ungroup Silhouette Line-Art Scan (PNG File) Edit

	Problem & design brief mastery Target market mastery CD Research & analysis – specification mastery Use of digital camera mastery Tracing using light box mastery Downloading from VLE mastery Use of VLE for independent study Booklet creation mastery Use of CAD & CAM – cnc GX 300 mastery Independently Scanning – photoshop mastery Independently Editing – illustrator mastery Independently Coloring – CS6 – EMF File mastery Vector and bitmap understanding & mastery Background experimtation and				Layer Rasterise Place inside container Filter gallery Save-as CAD & CAM Cam Machine Scale 1:1 1:5 1:10 etc Net / Development 2D Design Gridlock / attach tool CNC Output Cut by Colour Passes, Force, Speed

	innovation Experimatation & layout mastery Creation of final layouts – apply criteria Independent reativity and originiality Evaluation against design criteria Hand skills mastery classes				Spray mount & Contact adhesive

YEAR 10

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	**Key Ring 'ready for sale' Design task.** *(strict non-negotiable design criteria)* Key Ring using the Laser Cutter. Images are scanned, edited and are then either coloured using Photoshop or Imported into Lightburn where the Image Is manipulated into a key ring.	AQA Specification - full coverage Students will attend a knowledge lesson each single lesson – rotating round Res Mat & Graphics. The series of 1-hour lessons provided by Graphics are as follows: • Crating • Isometric Projection	Individual elements are assessed but the whole project must fit on one A3 page. Sketching Imagery Scanning (Photoshop) Editing (Illustrator) Colouring (Photoshop) Lightburn keyring design Layout of page of all elements including the 3D Process of laser cutting.	3rd angle orthographic projection, Smart & modern materials Isometric projection Packaging of product time permitting.	Scan PNG file Edit place ungroup smart-object rasterize layers outline etch & cut Lightburn Import / export Vacuum forming Thermoplastic Mould

Term 1b	**Client led brief – Specsavers and 'Save-the-Children Charity as combined clients.** *(Strict non-negotiable brief)* *Students are designing and making a 3D glasses case for an exemplar pair of glasses(provided). The packaging must also support some element of learning within a specific age group and subject area.*	• 3rd Angle Orth Proj • Smart & Modern Materials • Section C exam technique	**MOCK 1 – Students sit a full GCSE Mock Exam. *(non- aided the design theme is not shared with students)*** Mind map Design Spec Isometric ideas	Printing techniques Exploded drawings Crating	
Term 2a	**Continuation of the project** *The case must also provide organisational support for students within the agreed target market* *The whole project must fit on 3 A3 sheets.*		Modelling 5mm sq Cad & Cam evidence QC (quality control) Label creation	Students create a 25min lesson in pairs to teach to the class.	

Term 2b	**3D PRINTER 'Camping trip' Design task.** *(strict non-negotiable design criteria)* Students are taught to use sketch-up programme and take a driving test to create a designated product and size. Students design and make a product which can be taken on camping trips by young adults.		Brain storm, Target Market, Anthropometric Data, Ideas, Development and modifications, Research, 6-R's, Sketch-up journey, Views, Evaluations x 3 **MOCK 2 – Students sit a full GCSE Mock Exam.** ***(students are supported with the theme and are prepared within lessons)*** Brain storm, Target Market, Anthropometric Data, Ideas, Development and modifications, Research, 6- R's, Sketch-up journey,	Students teach their own prepared lessons on specific knowledge areas. Smart/Modern materials booklets created	layer push and pull arthrometric data accuracy large-tool set Export 2D graphic Export 3D graphic Sketch Developing idea Modifications Target market Needs & wants

			Views, Evaluations x 3		
Term 3a	Sketchup – driving test, 3D sketching – crating Cloudburst, Investigation into the 6 R's, Anthropometric data Design ideas / development, Sketch-up designing Journey recording with annotation and explanation Multiple views to explain how the product works. A detailed evaluation against: Design criteria, Initial intentions, 3rd party opinion Photos of final product	**Creation of sketch-up I-Beam as evidence.**	Brain storm, Target Market, Anthropometric Data, Ideas, Development and modifications, Research, 6-R's, Sketch-up journey, Views, Evaluations x 3	Students teach their own prepared lessons on specific knowledge areas. Smart/Modern materials booklets created.	

Term 3b	**GCSE PROJECT THEMES ARE RELEASED BY AQA** Students are made aware of the dept limitations for their CA projects. **CONTROLLED ASSESSMENT STARTS**		**Projects negotiated and deadlines agreed before summer break.** **4 A3 pages min requirement**		

YEAR 11					
Term	**Programme of Learning**	**Links to the National Curriculum / Specification / Additional**	**Assessments**	**What extra learning opportunities are planned?**	**Disciplinary Literacy**

Term 1a	CONTROLLED ASSESSMENT		**MOCK 3 – Students sit a full GCSE Mock Exam. *(students are supported with the theme and are prepared within lessons)*** **Mock feedback session**		
Term 1b	CONTROLLED ASSESSMENT		**MOCK 3 – Students sit a full GCSE Mock Exam. *(students are supported with the theme and are prepared within lessons)*** **Mock feedback session**		

Term 2a	CONTROLLED ASSESSMENT		**MOCK 3 – Students sit a full GCSE Mock Exam. *(students are supported with the theme and are prepared within lessons)* Mock feedback session**		
Term 2b	**Submission of Controlled Assessment. Half term**				

Term 3a	Yr11 have tailored revision lessons to prepare them for their exam whilst exploring gaps in learning. Boosters planned and delivered to prepare students.				