

# Graphics – Year 10

## Course Overview

Term	Topic	Activity
1	Pre-assessment	Activity sheet for students to demonstrate current knowledge: <ul style="list-style-type: none"> <li>• accurately drawing 2d geometric shapes</li> <li>• sketching and rendering basic shapes: cube, pyramid, sphere, cylinder</li> <li>• identifying drawing styles: isometric, oblique, perspective</li> <li>• using hatching to shade simple objects</li> <li>• outlining: creating outlines around simple shapes</li> <li>• identifying the design process: simple ordering exercise given the stages</li> </ul>
	<p>2D and 3D Logo Design:</p> <p>Sketching/Rendering</p> <p>Students who complete this well and show enthusiasm for the subject will be allowed to use the computers on the next project.</p> <p>Teaching:</p> <ul style="list-style-type: none"> <li>- design process</li> <li>- line weights</li> <li>- different shapes and different compositions of geometric shapes</li> <li>- rendering techniques</li> <li>- demonstrate extending the logo back to get depth</li> </ul>	<p>Students will explore sketching and rendering basic geometric shapes while creating a simple personal logo. Logo will include at least two geometric shapes and the student's name.</p> <p>1. Introduction to the design process: Students will do simple research (homework) to get ideas; create concept ideas; develop a final idea and render it in a final sketch; complete a simple evaluation form; hand in their work for marking</p>
	<p>Poster Design: Band OR Skateboard deck design</p> <p>Modes and Media</p> <p>Teaching:</p> <ul style="list-style-type: none"> <li>- creating stencils (masking)</li> <li>- tracing</li> <li>- use of ink, pastels, pencils</li> <li>- isometric, oblique &amp; perspective</li> <li>- explore shading in 3D</li> </ul> <p>Reinforcing:</p> <ul style="list-style-type: none"> <li>- design process</li> <li>- pictorial sketching</li> <li>- rendering</li> </ul>	<p>Students will explore different modes and media used in graphics.</p> <p>Students will design a simple poster for their favourite band or a deck for a skateboard. These need to include:</p> <ul style="list-style-type: none"> <li>- imagery created using: sketching, stencils, traced images, photocopied, computer (where applicable)</li> <li>- students should use a range of: ink, pastel, pencil, coloured card</li> </ul> <p>Students need to demonstrate previous skills: pictorial drawing, sketching, rendering, geometric shapes</p>
2	<p>Sticker Design:</p> <p>Teaching:</p> <ul style="list-style-type: none"> <li>- simple use of computers to create vector stickers (inkscape)</li> <li>- solid colour fills</li> </ul> <p>Reinforcing:</p> <ul style="list-style-type: none"> <li>- design process</li> </ul>	<p>Students will design a simple character using vector drawing and simple colours</p> <p>Students can hand draw the character or, if available use the computers to render (this will need to be strictly scheduled)</p> <p>Students can use tracing paper and ink to finalise their character before scanning.</p>

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	<ul style="list-style-type: none"> <li>- sketching</li> <li>- outlining</li> </ul>	<p>Final work will be printed (hand drawn images can be scanned in).</p> <ul style="list-style-type: none"> <li>- if available will be printed to transfer paper for iron on to tshirt.</li> </ul>
	<p>Town Planner</p> <p>Teaching:</p> <ul style="list-style-type: none"> <li>- simple orthographic sketching</li> <li>- simple instrumental drawing (using t squares, set squares etc)</li> <li>- perspective sketching (single point)</li> <li>- modelling techniques (advanced students)</li> </ul> <p>Reinforcing:</p> <ul style="list-style-type: none"> <li>- design process</li> <li>- sketching</li> <li>- rendering</li> </ul>	<p>Students will design a building to be part of a larger town using provided geometric shapes.</p> <p>Students will be encouraged to think about how the items are placed, constructed and, if applicable, move.</p> <p>Students will create mockups and models of their final building. Printed textures can be used to show design features.</p>