

Title: Poster Project (Advertising Heritage)

[Design Technology, Year 8 unit 1]

What previous learning am I building on?	
This project builds on the knowledge and understanding developed during the SDC graphics project in year 7. They will continue to use the design process to demonstrate their skills on paper and using CAD but this time using Photoshop.	By the end of this unit, I will: Understand how to advertise a product for a specific target group. Understand what typography is and the importance of a logo to a brand. Know The names of the four main types of typography and the five different logo types. I will know how to use colour theory when designing and what styles of typography suit what type of audience / product. I will know the basic Photoshop skills needed to produce design ideas. Be able to Produce a logo design for the company Tour Hound and a poster to advertise the country linked to my heritage.
Learning Journey – lesson title and main activities	
1.LESSON 1&2 - Grid Drawing Assessment / Artist Study – See, Think, Wonder writing task. 2.LESSON 3- Brief/Mind map – Introduction to the project brief. 3.LESSON 4&5 - Mood board and annotation – Using the internet find images related to the project theme and draw them showing good observation/presentation skills. 4.LESSON 6 – Colour Theory / Questions – Full answers and keywords must be used. 5.LESSON 7 – Typography Theory / Questions – Full answers and keywords must be used. 6.LESSON 8 – Product Analysis – Drawing study and questions (full answers). Find an existing poster to copy. The questions about the poster relate to the theory on typography and colour. 7.LESSON 9 – Product analysis continues and peer marking. 8.LESSON 10- Logo specification/Mind Map – Using keywords to generate design ideas. 9.LESSON 11 – Logo design – mind map keywords and start designing. 10.LESSON 12 – Finish logo ideas then evaluate each design. Explain how it meets the brief or not. 11.LESSON 13 – Typography designs for the name of the country – experimenting with type. Use the design sheet and the guidelines to produce neat outcomes that suit the brief. 12.LESSON 14 – Finish typography designs and evaluate them. 13.LESSON 15 – Intro to Photoshop – basic tools/logo design ideas using different layers. 14.LESSON 16 – Intro to more tools while recapping the basics – Start poster design (Holly Wales influence). 15.LESSON 17 – Continue final poster design / save and print. 16.LESSON 18 – Exam Assessment – grid drawing and questions.	
How will I be assessed at the end of this unit?	

Students will have a baseline assessment at the beginning of the year and then they will have a summative assessment each half term using the self-assessment sheet in the project booklet. Projects outcomes will be graded holistically at the end of the unit of work.

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
Keywords used to annotate or speak about each other's work Command words word map Do Now tasks to include literacy tasks/tests Extended writing task – Evaluation Specific keywords reintroduced each lesson	The important aspects of the project knowledge and retrieval will be tested using Satchel quizzes.	Practice drawing at home to improve – observation and drawing techniques. Do extra research and interview your parents about the country you going to advertise. Look at Holly Wales' typography.	Think, pair, share. Speak to the teacher in the lesson or privately. Use YouTube videos to practice drawing techniques.

Title: Banner Project (Textiles)

[Design Technology, Year 8 unit 2]

What previous learning am I building on?		What am I learning that is new?	
This project will build on and develop the students' knowledge of subject specific keywords, working from a design brief, developing design ideas using the design process. It will also reintroduce pop art and artists that can be used as inspiration.		By the end of this unit, I will: Understand - what textiles is and how to design for a textile's product using printing. I will understand the three different types of repeat pattern. Know - who the artists Add Fuel and Keith Haring are and what sort of art they create. To know how to create design ideas based on these artists and using repeat patterns. Be able to – Create effective designs for a banner display. To be able to transfer my final design onto poly block and successfully print it on to the banner fabric to be used as a display in school.	
Learning Journey – lesson title and main activities			
LESSON 1&2 - Artist Study – Add Fuel (See, Think, Wonder and grid drawing assessment). LESSON 3- Brief/Mind map – Introduction to the new brief LESSON 4&5 - Mood board and annotation – Create a Keith Haring title and image page using inspiration from the artist’s work. LESSON 6 & 7 - Mood board and annotation – Create an Add Fuel title and image page using inspiration from the artist’s work. LESSON 8 – Theory Poly Block Printing – Whole class reading task and the questions based on what they have learnt. LESSON 9&10 – Design Ideas / Evaluation worksheet – Keith Haring, intro simple repeats (full and half drop). LESSON 11&12 – Design Ideas / Evaluation – Add Fuel, intro simple repeats (mirror repeat). LESSON – Exam assessment – refer to the whole school exam timetable for year 8. LESSON 13- Transferring your design onto poly block / demo printing method (YouTube video – How to do printmaking with styrofoam – The Art Teacher). LESSON 14 – Starting to print in small groups while the rest of the class do an extension task LESSON 15 – Continuing to print in small groups while the rest of the class start/continue the extension task LESSON 16 - Continuing to print in small groups while the rest of the class start/continue the extension task			
How will I be assessed at the end of this unit?			
Students will have a baseline assessment at the beginning of the project and then they will have a summative assessment each half term using the self-assessment sheet in the project booklet. Projects outcomes will be graded holistically at the end of the unit of work.			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?

Keywords will be used to annotate or speak about each other's work Command words will be used to create a word map Do Now tasks to include literacy tasks/tests Extended writing task – Evaluation Specific keywords reintroduced each lesson	The important aspects of the project knowledge and retrieval will be tested using Satchel quizzes.	Practice drawing at home to improve – observation and drawing techniques. Do extra research to discover different printing techniques and look at other street artists like Banksy.	Look back at any of your previous projects that have involved printing to get ideas. Speak to your teacher and ask for specific support. Tomric (DT technician) will be available when we are printing.
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Title

[Subject, Year 8 unit 1]

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Learning Journey – lesson title and main activities			
How will I be assessed at the end of this unit?			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?

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[Subject, Year 8 unit 1]

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