

| Graphics Curriculum Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                       | Year 9                                     |
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| <p>The Year 9 Graphics curriculum builds on the visual communication, branding and digital design skills developed in Years 7 and 8 and applies them within a more sophisticated commercial design context. The central project is the design and construction of a model shop front, allowing pupils to explore how branding, signage, colour, typography and layout influence the way customers respond to a business.</p> <p>Across the three topics, pupils move from idea development using ICT and mood boards, to the technical construction of the shop front, and finally to adding computer-generated logos and final branding to present the completed outcome. This follows the Head of Art’s sequence directly.</p> <p>Pupils begin by researching their chosen shop category and creating mood boards, sketches and design ideas to inspire the final outcome. They then plan and construct the model shop front, incorporating features such as signage, window displays, entrances and decorative details.</p> <p>The project develops pupils’ ability to think about target audience, branding and style in a more deliberate and realistic way. The Year 9 curriculum specifically expects pupils to explore how visual design can attract and engage customers, experimenting with colour, signage, window displays and decorative features to produce a detailed and imaginative final outcome.</p> <p>By the end of Year 9, pupils should be increasingly confident in using visual communication, layout, typography, colour and presentation techniques, while understanding how design can influence an audience. The curriculum also identifies these skills as preparation for more complex creative work at Key Stage 4, including Art, Photography and Design Technology.</p> <p>Topic Sequence:</p> <ul style="list-style-type: none"><li>• Topic 1: Idea development using ICT and mood boards</li><li>• Topic 2: Technical construction techniques and making the shop front</li><li>• Topic 3: Adding computer-generated logos and presenting the final branding</li></ul> |                                                                                       |                                            |
| Topic 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    | Idea Development Using ICT and Mood Boards |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Big Picture</b><br><i>What are the main ideas and big questions in this topic?</i> |                                            |
| Topic 1 introduces the Year 9 Graphics shop-front project through idea development using ICT and mood boards. Pupils build on the branding, logo design, typography and packaging work completed in Year 8 and now apply those skills to a more realistic commercial context. They begin by researching their chosen shop category and developing a clear visual direction for a model shop front.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                       |                                            |

The Year 9 curriculum states that pupils should begin with research, mood boards, sketches and design ideas before moving into construction.



### **Zoom In**

*What knowledge, skills and key vocabulary will we learn step by step?*

#### **Substantive Knowledge:**

Pupils understand the purpose of mood boards within graphic design and how they help establish a visual direction before detailed design begins.

They develop knowledge of:

- branding
- visual identity
- target audience
- shop category
- typography
- colour
- imagery
- signage
- layout
- style
- digital presentation
- commercial design

Pupils understand that a shop front needs to communicate the identity of a business clearly and attract the intended audience.

They also recognise that graphic design decisions should be consistent across the whole visual identity.

#### **Disciplinary Knowledge:**

Pupils research their chosen shop category and select relevant visual references.

They use ICT to organise mood boards and present visual inspiration clearly.

They analyse how existing shops use:

- logos
- colour
- typography
- signage
- window displays
- imagery
- decorative features

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| <p>Pupils generate and develop their own ideas from this research.</p> <p>They make clear links between shop type → target audience → branding → visual style<br/>They begin sketching possible shop-front layouts and annotate ideas to explain their choices.</p> <p>Key Vocabulary: branding, visual identity, mood board, target audience, shop front, signage, typography, colour, imagery, layout, style, commercial design, research, annotation, idea development, digital presentation</p>                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|  <p><b>Pre-Requisite Knowledge</b><br/><i>What have we already learned that will help us with this topic?</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  <p><b>Pitch Up</b><br/><i>How will we challenge ourselves?</i></p>                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <p>Pupils build directly on the Year 8 Graphics project.</p> <p>They should already understand:</p> <ul style="list-style-type: none"> <li>• logos</li> <li>• branding</li> <li>• target audience</li> <li>• typography</li> <li>• colour</li> <li>• layout</li> <li>• digital design</li> <li>• visual hierarchy</li> <li>• how design can influence consumers</li> </ul> <p>They also draw on Year 7 knowledge of research, mood boards and visual communication.</p> <p>The Year 9 curriculum expects pupils to build on prior experience of designing products, constructing models and presenting ideas, while working with greater independence.</p> |  | <p>Pupils are challenged to create mood boards that are purposeful and selective, not just collections of attractive images.</p> <p>They should explain why each visual reference is relevant to the chosen shop and how it might influence their own design.</p> <p>More confident pupils should compare different branding approaches and justify which direction best suits their target audience.</p> <p>The strongest work will show a clear progression of research → mood board → analysis → visual direction → initial design ideas</p> |  |
|  <p><b>Wider Framework</b><br/><i>How does this learning connect to future topics and bigger goals?</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  <p><b>Curriculum Hinterland</b><br/><i>What wider knowledge will deepen our understanding of this topic?</i></p>                                                                                                                                                                                                                                                                                                                                          |  |
| <p>Topic 1 prepares pupils directly for Topic 2, where they move into the technical construction of the model shop front.</p> <p>The design work completed here should therefore be detailed enough to guide the structure, layout and visual features of the final model.</p>                                                                                                                                                                                                                                                                                                                                                                             |  | <p>Pupils explore how visual communication is used in real-world contexts such as advertising, branding, shop design and packaging.</p> <p>They consider how colour, typography, imagery and layout influence how people respond to businesses and products.</p>                                                                                                                                                                                                                                                                                |  |

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| <p>The wider Year 9 curriculum states that these skills help pupils develop confidence in visual communication, layout, typography, colour and presentation, while preparing them for more complex creative projects at Key Stage 4.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>This helps pupils understand that a shop front is not simply decoration; it is part of a wider brand identity designed to attract and communicate with customers.</p>                                                                                                                                                               |
| <div>  <b>Authentic connections</b><br/> <i>How does this topic connect to real life, careers, other subjects and important values?</i> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                        |
| <p>Spiritual development is supported through creative exploration and the development of an individual visual identity. Moral development is developed through considering how branding and commercial design can influence customer behaviour. Social development is strengthened through discussion, peer critique and collaborative interpretation of design ideas. Cultural development is supported through exploring different retail styles, brand identities and visual influences across different communities and markets.</p> <p>The topic also connects strongly with Business and Enterprise through branding and customer appeal, Art and Design through composition and colour, and Digital Literacy through ICT-based research and presentation.</p> <p>Career Links:</p> <ul style="list-style-type: none"> <li>• A Retail Designer develops the visual appearance of shops and commercial spaces to attract customers and support brand identity.</li> <li>• A Visual Identity Designer creates consistent brand systems using logos, typography, colour and imagery.</li> <li>• A Trend Researcher investigates current styles, consumer preferences and visual trends to inform commercial design decisions.</li> </ul> <p>The main Skills Builder focus for this topic is Creativity, Planning and Problem Solving.</p> <ul style="list-style-type: none"> <li>• Creativity is developed through experimenting with different branding and visual directions.</li> <li>• Planning is developed through organising research and preparing ideas before construction.</li> <li>• Problem Solving is developed as pupils consider how to make a shop front visually appealing while still communicating a clear brand identity.</li> </ul> |                                                                                                                                                                                                                                                                                                                                        |
| <div>  <b>Resources</b><br/> <i>What books, websites, videos and materials will support our learning?</i> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <div>  <b>Assessment</b><br/> <i>How will we show what we know, remember and can apply?</i> </div>                                                                                                                                                |
| <p>Pupils use:</p> <ul style="list-style-type: none"> <li>• computers or iPads</li> <li>• examples of shop fronts</li> <li>• branding references</li> <li>• mood board templates</li> <li>• typography and colour examples</li> <li>• research sheets</li> <li>• sketching materials</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Topic 1 includes the baseline assessment for Year 9 Graphics.</p> <p>Approximately 45% of assessment focuses on substantive knowledge and 55% on disciplinary knowledge.</p> <p>The 45% substantive knowledge includes understanding branding, mood boards, target audience, typography, colour, signage and commercial design.</p> |



- digital presentation software

The Year 9 curriculum specifically identifies mood boards, sketches and design ideas as the starting point for the shop-front project.

The 55% disciplinary knowledge assesses pupils' ability to research, select relevant visual references, develop a clear visual direction and generate design ideas using ICT.

High expectations are placed on pupils to demonstrate independent research, clear visual reasoning and purposeful idea development that prepares them effectively for the construction stage.

## Topic 2

Topic



## Technical Construction Techniques and Making the Shop Front



### Big Picture

*What are the main ideas and big questions in this topic?*

Topic 2 moves pupils from visual research and idea development into the technical construction of the model shop front. Pupils now apply the branding direction, mood boards and initial sketches developed in Topic 1 to a three-dimensional model. The Year 9 curriculum states that pupils should plan and construct their model shop front, including features such as signage, window displays, entrances and decorative details.

The focus is therefore on combining visual design with accurate model-making, so that the final shop front is structurally sound, clearly presented and ready for the branding work in Topic 3.



### Zoom In

*What knowledge, skills and key vocabulary will we learn step by step?*

Substantive Knowledge

Pupils understand how two-dimensional design ideas are translated into a three-dimensional model.

They develop knowledge of:

- construction techniques
- structure
- scale
- proportion
- measurement
- cutting
- joining
- folding
- assembly
- model-making
- shop-front features

- presentation quality

Pupils understand the purpose of key shop-front features such as:

- entrance
- windows
- signage areas
- display zones
- decorative details

They also understand that the physical construction needs to support the intended visual design and branding.

Disciplinary Knowledge

Pupils use their Topic 1 design work to plan the structure of the shop front.

They measure and mark out accurately.

They cut, fold and assemble materials carefully.

They make decisions about the position and proportion of:

- windows
- doors
- signs
- display areas
- decorative elements

Pupils test how the model looks as it develops and refine any areas that are inaccurate or unclear.

They make links between design idea → scale → construction → presentation and begin to judge whether the model is suitable for the intended branding.

Key Vocabulary: construction, model-making, scale, proportion, structure, measurement, mark out, cut, fold, join, assemble, façade, entrance, window display, signage, refinement, presentation



### **Pre-Requisite Knowledge**

*What have we already learned that will help us with this topic?*

Pupils build directly on Topic 1.

They should already have:

- researched their chosen shop category
- created a mood board



### **Pitch Up**

*How will we challenge ourselves?*

Pupils are challenged to construct with accuracy and control, rather than treating the model as a rough representation.

They should ensure that scale and proportion are consistent and that the model reflects the intended design.

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| <ul style="list-style-type: none"> <li>• developed a clear visual direction</li> <li>• produced initial shop-front ideas</li> <li>• considered target audience</li> <li>• selected branding and style influences</li> </ul> <p>They also draw on earlier Design Technology experience of constructing models and improving the quality and accuracy of practical outcomes, which the Year 9 curriculum identifies as prior knowledge.</p>                                                                                                                                                                                                                                                                                               | <p>More confident pupils should refine small details such as:</p> <ul style="list-style-type: none"> <li>• clean edges</li> <li>• accurate joins</li> <li>• consistent dimensions</li> <li>• realistic window and entrance proportions</li> <li>• well-positioned display areas</li> </ul> <p>They should also anticipate how Topic 3 branding will be applied and make sure the model has appropriate spaces for logos and signage.</p> <p>The strongest work will show a clear relationship between design plan → accurate construction → functional layout → preparation for branding.</p>                                                                                                                                   |
| <div data-bbox="107 657 174 730"></div> <div data-bbox="197 657 1019 730"> <p><b>Wider Framework</b><br/><i>How does this learning connect to future topics and bigger goals?</i></p> </div> <p>Topic 2 prepares pupils directly for Topic 3, where they will add computer-generated logos to the constructed shop front and present the final branding.</p> <p>The physical model created here therefore needs to be sufficiently accurate and complete to support the final visual identity.</p> <p>The Year 9 curriculum states that pupils should develop planning, presentation and model-making skills, while applying the full design process.</p>                                                                               | <div data-bbox="1137 657 1205 730"></div> <div data-bbox="1227 657 2078 730"> <p><b>Curriculum Hinterland</b><br/><i>What wider knowledge will deepen our understanding of this topic?</i></p> </div> <p>Pupils develop a wider understanding of how retail designers, architects and model makers communicate proposed spaces before full-scale construction.</p> <p>They begin to recognise that models allow designers to test:</p> <ul style="list-style-type: none"> <li>• proportions</li> <li>• layout</li> <li>• signage position</li> <li>• visual impact</li> <li>• customer-facing features</li> </ul> <p>This links closely to the Year 9 curriculum focus on real-world advertising, branding and shop design.</p> |
| <div data-bbox="107 1189 174 1262"></div> <div data-bbox="197 1189 1276 1262"> <p><b>Authentic connections</b><br/><i>How does this topic connect to real life, careers, other subjects and important values?</i></p> </div> <p>Spiritual development is supported through the satisfaction of turning a visual concept into a physical model. Moral development is developed through responsible use of materials and consideration of waste during construction. Social development is strengthened through peer feedback and working responsibly with shared tools and materials. Cultural development is supported through recognising how shop-front design varies across different places, retail environments and audiences.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

The topic also connects strongly with Mathematics through scale, measurement and proportion, Art and Design through composition and form, and Business and Enterprise through retail presentation and customer attraction.

**Career Links:**

- A Set Designer creates three-dimensional environments and models for theatre, film and television.
- An Architectural Model Maker produces scale models to communicate how buildings and spaces will look before construction.
- An Exhibition Designer creates three-dimensional displays and environments for exhibitions, museums and commercial events.

The main Skills Builder focus for this topic is Planning, Problem Solving and Adapting.

- Planning is developed through organising the construction sequence and managing materials effectively.
- Problem Solving is developed as pupils work out how to translate a flat design into a stable three-dimensional structure.
- Adapting is developed when pupils refine dimensions or construction methods in response to practical difficulties.



|  <b>Resources</b><br>What books, websites, videos and materials will support our learning?                                                                                                                                                                                                                                                                                      |  <b>Assessment</b><br>How will we show what we know, remember and can apply?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>Pupils use:</p> <ul style="list-style-type: none"> <li>• Topic 1 design sheets</li> <li>• shop-front exemplars</li> <li>• construction templates</li> <li>• measuring equipment</li> <li>• cutting tools</li> <li>• card and modelling materials</li> <li>• adhesives</li> <li>• sketching equipment</li> <li>• teacher demonstrations</li> </ul> <p>The Year 9 curriculum identifies model-making and construction as central to the shop-front project.</p> | <p>Assessment in Topic 2 focuses strongly on pupils' ability to apply planning and construction skills accurately.</p> <p>Approximately 35% of assessment focuses on substantive knowledge and 65% on disciplinary knowledge.</p> <p>The 35% substantive knowledge includes understanding scale, proportion, structure, model-making and construction techniques.</p> <p>The 65% disciplinary knowledge assesses pupils' ability to measure, cut, assemble, refine and construct the shop front accurately from their design.</p> <p>This contributes to the practical assessment approach, where pupils are assessed on planning, designing and making skills and the accurate application of techniques.</p> <p>High expectations are placed on pupils to produce a shop-front model that is accurately constructed, visually clear and fully prepared for the addition of branding in Topic 3.</p> |

| <b>Topic 3</b><br>Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               | <b>Adding Computer-Generated Logos and Presenting the Final Branding</b> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Big Picture</b><br><i>What are the main ideas and big questions in this topic?</i>          |                                                                          |
| Topic 3 completes the Year 9 Graphics project. Pupils add computer-generated logos and branding to their constructed shop front and present the final outcome as a coherent commercial design.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                |                                                                          |
| The focus is on bringing together everything pupils have learned across Years 7, 8 and 9 about typography, colour, layout, branding, target audience and visual communication. The final shop front should communicate a clear identity and show how graphic design can influence how customers respond to a business. The Year 9 curriculum explicitly links the project to branding, signage, window displays and customer engagement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                |                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Zoom In</b><br><i>What knowledge, skills and key vocabulary will we learn step by step?</i> |                                                                          |
| <p>Substantive Knowledge</p> <p>Pupils understand the purpose of final branding and how a consistent visual identity strengthens the communication of a commercial design.</p> <p>They revisit and apply knowledge of:</p> <ul style="list-style-type: none"><li>• logo design</li><li>• branding</li><li>• visual identity</li><li>• typography</li><li>• colour</li><li>• imagery</li><li>• signage</li><li>• layout</li><li>• target audience</li><li>• visual hierarchy</li><li>• presentation</li><li>• retail design</li></ul> <p>Pupils understand that branding needs to be applied consistently across the shop front so that the logo, signage, colours and other visual features feel connected. They also understand that final presentation affects how successfully an audience interprets the design.</p> <p>Disciplinary Knowledge</p> <p>Pupils prepare and apply their computer-generated logo to the constructed shop front.</p> |                                                                                                |                                                                          |

They make decisions about:

- logo size
- logo placement
- signage
- colour consistency
- typography
- visual hierarchy
- window graphics
- display details
- final presentation

Pupils refine branding so that it works effectively with the physical structure of the model.

They check whether the finished shop front clearly communicates the intended identity and appeals to the target audience.

They then present and evaluate the final outcome, explaining how successfully the design meets its intended purpose.

Key Vocabulary: branding, logo, visual identity, signage, typography, hierarchy, target audience, commercial design, digital artwork, presentation, consistency, layout, refinement, evaluation, visual communication



### Pre-Requisite Knowledge

*What have we already learned that will help us with this topic?*

Pupils build directly on Topics 1 and 2.

They should already have:

- developed a visual direction using ICT and mood boards
- identified a target audience
- considered branding and style
- produced a model shop front
- developed an understanding of scale, proportion and construction

They also draw heavily on Year 8 work in logo design, packaging and branding.

The Year 9 curriculum expects pupils to continue developing their confidence in visual communication, layout, typography, colour and presentation techniques.



### Pitch Up

*How will we challenge ourselves?*

Pupils are challenged to make sure the final branding looks coherent, deliberate and professionally presented.

They should avoid simply placing a logo onto the model without considering scale, position or consistency.

More confident pupils should demonstrate:

- clear visual hierarchy
- consistent typography
- controlled colour use
- strong logo placement
- effective use of signage
- detailed window graphics
- a clear relationship between the shop style and target audience

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                | The strongest outcomes will show a clear progression of research → branding direction → construction → digital logo → final application → presentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Wider Framework</b><br><i>How does this learning connect to future topics and bigger goals?</i>                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Curriculum Hinterland</b><br><i>What wider knowledge will deepen our understanding of this topic?</i> |
| <p>Topic 3 completes the KS3 Graphics curriculum.</p> <p>By this point, pupils should have progressed from:</p> <ul style="list-style-type: none"><li>• Year 7: typography, colour and Zine design</li><li>• Year 8: logos, branding and packaging</li><li>• Year 9: commercial branding and shop-front design</li></ul> <p>The Year 9 curriculum states that these skills can be developed further through KS4 courses such as Art, Photography and Design Technology, while also supporting planning, presentation and evaluation across a range of subjects.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                | <p>Pupils explore how visual communication operates in real retail environments.</p> <p>They consider how designers use:</p> <ul style="list-style-type: none"><li>• shop signage</li><li>• colour</li><li>• logos</li><li>• window displays</li><li>• imagery</li><li>• typography</li><li>• layout</li></ul> <p>to influence how customers perceive a business.</p> <p>The Year 9 curriculum specifically identifies advertising, branding, shop design and packaging as real-world contexts through which pupils develop their understanding of visual communication.</p> <p>This helps pupils see Graphic Design as part of a wider commercial system rather than as an isolated creative activity.</p> |                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Authentic connections</b><br><i>How does this topic connect to real life, careers, other subjects and important values?</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                          |
| <p>Spiritual development is supported through the satisfaction of completing a sustained creative project and presenting a personal design solution. Moral development is developed through considering how branding can influence consumer behaviour and how designers should communicate responsibly. Social development is strengthened through presentation, peer critique and responding constructively to feedback. Cultural development is supported through recognising that branding and retail design are shaped by changing tastes, identities and cultural expectations.</p> <p>The topic also connects strongly with Business and Enterprise through customer attraction and commercial identity, Art and Design through visual composition, and Digital Literacy through computer-generated logos and final presentation.</p> <p>Career Links:</p> <ul style="list-style-type: none"><li>• A Brand Implementation Designer applies logos, colours and visual identity consistently across physical and digital environments.</li></ul> |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                          |

- A Retail Graphics Designer creates signage, window graphics and branded materials for shops and commercial spaces.
- A Creative Producer coordinates the development and presentation of visual projects, ensuring different design elements work together effectively.

The main Skills Builder focus for this topic is Speaking, Creativity and Adapting.

- Speaking is developed as pupils present their final shop front and explain the reasoning behind their branding choices.
- Creativity is developed through the final combination of logo, signage, colour and visual detail.
- Adapting is developed as pupils refine branding in response to the physical model and feedback.

|  | <b>Resources</b><br><i>What books, websites, videos and materials will support our learning?</i>                                                                                                                                                                                                                                                                                                                                                                                                       |  | <b>Assessment</b><br><i>How will we show what we know, remember and can apply?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                   | <p>Pupils use:</p> <ul style="list-style-type: none"> <li>• the completed shop-front model</li> <li>• computer-generated logo files</li> <li>• digital design software</li> <li>• printers</li> <li>• signage templates</li> <li>• typography and colour references</li> <li>• cutting and application materials</li> <li>• presentation and evaluation prompts</li> </ul> <p>The Year 9 curriculum identifies computer-generated logos and final branding as the concluding stage of the project.</p> |                                                                                     | <p>opic 3 includes the final assessment of the Year 9 Graphics project.</p> <p>Approximately 35% of assessment focuses on substantive knowledge and 65% on disciplinary knowledge.</p> <p>The 35% substantive knowledge includes understanding branding, signage, typography, layout, visual identity and presentation.</p> <p>The 65% disciplinary knowledge assesses pupils' ability to apply branding effectively, refine the final visual outcome, present the shop front and evaluate its success.</p> <p>The wider Year 9 DT assessment model states that the final summative assessment focuses on theoretical knowledge developed throughout the project, including key concepts, processes, materials, safety and evaluation.</p> <p>High expectations are placed on pupils to present a shop front that is visually coherent, clearly branded, appropriate for its target audience and reflective of the full design process developed across KS3 Graphics.</p> |