

YEAR 8, Logos (Term 2), ICT and Computing (Tech fac)

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Students have thus far learned the basics of computer skills and coding, which the KS3 curriculum heavily upon. It was paramount to start year 7 with those skills first to build upon on in later units. Year 8 ICT focusses more on the creative side of ICT and Computing so all students are exposed to every aspect of what a computer is capable of doing and also the different careers one can have in the world IT and design.</p> <p>At KS3 learners must:</p> <ul style="list-style-type: none"> <i>Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.</i> <i>Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</i> <p>This unit seeks to begin to achieve these goals. This is a creative unit where users learn how to design logos and think about how their logos (and others) target different groups of people. They must also use a creative design process. Students analyse real world logos and think about how they relate to their targeted audience and purpose.</p>	<p>All students will be taught:</p> <ul style="list-style-type: none"> The basics of graphics software (DrawPlus), giving them a knowledge of how this works in the industry. How to start with a draft design and then develop this with feedback, leading to a final design (building upon knowledge learned in Technology lessons) How to target an audience / target a key market / what makes a brand logo effective (building upon learning from Technology) <p>Design skills can be used and applied in a range of subjects at both KS3 and GCSE level. Being able to use graphics software gives students a broader knowledge range.</p> <p>Could inspire students for a future career in design (web design, graphic designer etc).</p>	<p>Bitmap image (3) Vector graphics (3) Polygon (2) Transparency (2)</p> <p><i>NB. Each lesson has a key words list to accompany the students' learning and more words may be explicitly taught than the above but these are obligatory.</i></p>

Challenge and Support:	World wide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<p>Each lesson has EDSM descriptors and there are tasks in each lesson which target HAPs.</p> <p>This scheme gives students an opportunity to think like a 'brand' and analyse the reasons for their logos/brand names. The design task in the unit become progressively more difficult, culminating in a design project.</p> <p>Students will be taught how to change the colours of documents. A list of key words/ word bank is available for every lesson with definitions.</p> <p>Tasks are chunked with step by step instructions and the lessons powerpoints are saved on the public area. Students who need to, can save a copy to their areas so they can refer back to it. They can print the document if needed and make notes (or do this electronically).</p> <p>Extra help guides are also available in both electronic and printed out formats for various pieces of software.</p> <p>Writing frames / bullet points to support learners with extended writing tasks.</p> <p>Students are given plenty of time (a fortnight) to complete any homework tasks. They are encouraged to complete this at lunchtime or at homework club, giving them access to computers, if they do not have IT access at home.</p>	<p>Each lesson has either a 'real life link' or a 'link to careers' section, depending on which one is relevant to the lesson.</p> <p>This unit prompts students to think about how things online can be edited and how companies use psychology to target their markets in adverts and with their logos.</p>	<p>Graphic design skills are taught in this unit, which are a fundament skills for anybody to have if they want to be a graphic designer, web designer etc.</p> <p>We think about global companies int his unit and why they chose the logos they did.</p> <p>We look at Olympic logos and see how they relate to the places they were set in and analyse their effectiveness based on this premise. In order to decide whether a place has an effective logo, it requires researching online what is special / unique to a certain place and what landmarks it has. This gives students an opportunity to look up cities all around the world.</p>

<p>Lessons will be further differentiated in accordance with SEND and PP passports. Seating plans will be annotated based on passports.</p> <p>To support SEND students further, scaffolding, cognitive and metacognitive strategies, explicit Instruction and flexible grouping are used, along with the aid of technology.</p>		
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<p>Students will be exposed to different cultures via their research on different places.</p> <p>In discussions we touch on the morals of some companies and where their products are made / how much they cost.</p>	<p>This unit links to Geography (places), Art (Design) and Technology (Design briefs / tracking the design process)</p> <p>There are opportunities in earlier lessons to read aloud from the powerpoint to give the class information.</p> <p>Extended writing opportunities come from gathering test buddy feedback and then analysing their own logos.</p> <p>There is an element of numeracy when striving for accuracy in the different shapes students have to create in their tasks. Students will also be reminded of the terminology for different (mathematical) shapes.</p>	<p><i>'Graphic Design is just Art'</i> – Graphic design is much more than Art. In the real world, graphics designers solve problems given to them by clients.</p> <p>Graphic design is a collaboration between a designer and a client or an editor to solve a specific business or communication problem. To accomplish this, designers follow visual principles and fundamentals. For instance, there is always an underlying grid in a design. Without a grid, the layout from page to page would appear inconsistent and messy. There are branding guidelines having to do with logo and colour, as well as typographic rules, that designers have to learn and follow.</p>
<p>Assessment timeline:</p>		
<ul style="list-style-type: none"> • Skills will be assessed on a lesson by lesson basis using AB tutor to monitor students' progress with the development of their graphic design skills. • There is a quiz at the start of the unit and a quiz at the end of the unit to test theoretical knowledge of file formats, software terminology etc. • Project at the end of the unit to show design skill and show understanding of the design process. • There are vocab matches at the end of some lessons to help students get used to using the correct terminology. 		

- All lessons show examples of what students are aiming for.
- EDSM criteria included in all lessons so students can self-assess each lesson
- Assessment scores will be converted into end of unit percentages. A spreadsheet will be generated for every single student and every single answer they gave so I can see which questions / topics they have struggled with and take that into the next unit / recap.

Home learning

HMK focusses on PiXL unlock sheets and literacy tasks. One HMK is given per term in KS3 for IT.

Further reading:

<https://www.creativeboom.com/features/10-essential-books-every-graphic-designer-must-read/>

Feedback

In KS3, marking is via self-marking google quizzes. Students will have at least two of these per unit. (Mid unit and end of unit)
Feedback for HMK is given via google classrooms. There is one HMK per term.

Class discussions used regularly. Online Quizzes. Test buddy feedback (peer assessment) used in class with criteria.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit: Logos (Term 2 of Year 8)																													