

Graphic Design Overview – Key Stage 3



The Design and Technology curriculum has evolved into an engaging carousel system, meaning your child will study a range of stimulating subjects allowing them to experience and explore the breadth of contemporary Design and Technology. Depending on which class your child is in, will alter the order in which they move through the carousel. At some point in your child's Key Stage 3 journey, they will study:

Topic(s)	Pop-Up Card: Kindness
Topic Objectives	Students explore the knowledge and skills required to design and make a pop-up greetings card inspired by kindness. They investigate designers, develop hand-rendered and digital design skills, experiment with paper engineering, design and refine ideas, evaluate outcomes, and apply technical knowledge relating to typography, colour, and composition.
Acquired Knowledge/Skills	<ul style="list-style-type: none"> • Research designers such as Jason Naylor and Sonia Yim to understand how contemporary designers work, supporting the curriculum requirement to know about great artists, craft makers and designers. • Develop hand-rendered typography, strengthening drawing skills and meeting expectations to use a range of techniques to record observations and increase proficiency in handling materials. • Create digital patterns and use digital media, aligning with the curriculum requirement to work with a range of techniques and media, including digital. • Develop Photoshop skills, improving digital literacy and supporting curriculum emphasis on developing creativity and proficiency through digital tools. • Construct pop-up mechanisms (e.g., V-folds and internal stands), building practical making skills that link to curriculum guidance on 3-dimensional construction or prototyping and proficiency in diverse art, craft, and design techniques. • Record ideas, observations, and explorations in a structured way. • Analyse own and others' work, fulfilling the curriculum requirement to evaluate and analyse creative works using the language of art, craft, design and technology. • Develop creativity, technical skill, cultural understanding, and critical thinking, aligning fully with the National Curriculum aim to engage, inspire and challenge.
Assessments	Students receive ongoing formative feedback and summative assessment through final outcomes and production logs.
Citizenship	<p>PSHE Development: Students develop creativity, resilience, and responsible digital practice.</p> <p>Careers Education: Students explore pathways in graphic design, illustration, branding, and digital media.</p> <p>Fundamental British Values: Students demonstrate respect for diverse artistic influences and responsible use of digital tools.</p> <p>SMSC Development: Students explore visual communication, symbolism, and cultural influences.</p>



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Topic(s)	Onomatopoeia Pop Art: Box Diorama
Topic Objectives	Students explore Pop Art-inspired graphic outcomes based on onomatopoeia. They investigate artists, develop hand-rendered and digital design skills, design and refine ideas, evaluate outcomes, and apply technical knowledge relating to typography, colour theory, pattern, and composition. Finalising their designs using engineering skills to create a 3D outcome.
Acquired Knowledge/Skills	<ul style="list-style-type: none"> • Research artists such as Warhol, Lichtenstein, Britto, and Morris to explore cultural influences and evaluate past and present creative practices, supporting the curriculum requirement to evaluate past and present design and technology and understand its wider impact. • Analyse how artists communicate ideas visually, aligning with the D&T expectation to use research and exploration, such as the study of different cultures, to identify and understand user needs. • Practising expressive lettering, Ben-Day dots, digital layering and composition, students develop the creative, technical and practical expertise required by the national curriculum. • Apply an iterative design process, testing and refining ideas • Communicate ideas through digital and visual methods, supporting the expectation that they develop and communicate design ideas using annotated sketches, digital presentations and modelling. • Critique their own work and the work of peers, addressing the aim that pupils should critique, evaluate and test their ideas and products and the work of others. • Build a repertoire of knowledge and skills that help them produce visually effective and meaningful outcomes, supporting the curriculum aim to design and make high-quality prototypes and products for a wide range of users.
Assessments	Students receive ongoing formative feedback through green-pen improvements, teacher modelling, and peer critique. Summative assessment includes a final digital outcome and a completed production log demonstrating research, idea development, digital experimentation, and evaluation.
Citizenship	<p>PSHE Development: Students develop independence, resilience, and creative confidence through extended design challenges. They learn to manage digital workflows responsibly and reflect on their progress with increasing maturity.</p> <p>Careers Education: Students explore pathways in graphic design, illustration, branding, advertising, and digital media. They develop transferable skills such as visual communication, digital literacy, problem-solving, and creative decision-making.</p> <p>Fundamental British Values: Students demonstrate respect for shared digital resources, follow classroom routines, and collaborate effectively. They explore diverse artistic influences, promoting tolerance and appreciation of cultural variety in design.</p> <p>SMSC Development: Students explore cultural symbolism, visual storytelling, and the impact of graphic communication on society. They develop spiritual appreciation of creativity, consider moral issues around digital manipulation and representation, and collaborate socially through shared critique and discussion.</p>

