Term 1 – Week 1		
	1	**2**
Lesson Focus	Purpose of visual identity Component features of visual identity	Elements of visual identity
Prerequisite Knowledge		Purpose of visual identity Component features of visual identity
Core Knowledge	Understand the course and how the course runs - 1 exam, 2 pieces of coursework **Purpose of visual identity -** Recognition/familiarity, Establish a brand, Develop brand loyalty and Visual communication with audiences/consumers **Component features of visual identity** - Name, Logo & Slogan/strap line	**Elements of visual identity** - Graphics, shape/symbol, Typography, Colour palette and meaning & Layout/complexity **Visual identity design style -** Business type, Brand values, Brand positioning (economy ▪ mid-range ▪ high-end)
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Use of visualiser to begin annotation of client brief. WAGOLL of pre-production documents.	Discussion Analysis in groups
Independent Practice	Students must create **pre-production documents** such as a wireframe, mood board or visualisation diagram for a client.	**Storyboarding** for a client-based scenario.
Assessment (Informal/Formal)	Informal teacher to support students to complete the task and give feedback	Informal teacher to support students to complete the task and give feedback
Resources		
Specific SEN(D)/EAL support	Overlays to support, expert model and use of visual examples	Overlays to support, expert model and use of visual examples

Term 1 – Week 2		
	1	**2**
Lesson Focus	Visual identity design style	**1.1 Purpose, elements and design of visual identity assessment**
Prerequisite Knowledge	Elements of visual identity Purpose of visual identity Component features of visual identity	Elements of visual identity Purpose of visual identity Component features of visual identity
Core Knowledge	Know how visual identity relates to Brand. Know how visual identity elements are influenced by business type, brand values and brand positioning	None – Assessment and CTG lesson
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	WAGOLL of pre-production documents.	None – Assessment and CTG lesson
Independent Practice	Students must create pre-production documents Logo improvements	Students will complete a series of **assessment style** questions under **assessment expectations**.
Assessment (Informal/Formal)	Informal teacher to support students to complete the task and give feedback Kahoot – Visual identity design quiz	Formal assessment lesson. Tracker updated.
Resources	https://create.kahoot.it/details/1c725e54-292a-48fa-aa78-afa19e7dafee	PPT
Specific SEN(D)/EAL support	Overlays to support, expert model and use of visual examples	Overlays to support,

	Term 1 – Week 3	
	1	**2**
Lesson Focus	Concepts of graphic design	Layout conventions for different graphic products and purposes
Prerequisite Knowledge	All knowledge from unit 1.1.	All knowledge from unit 1.1 Concepts of graphic design.
Core Knowledge	Know that graphic design has layout conventions for different graphic products and understand the importance of this.	Know that graphic design has layout conventions for different graphic products and understand the importance of this.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Use of visualiser to begin annotation of client brief. WAGOLL of pre-production documents.	Use of visualiser to shows steps in colour activity research task: Choose colour to use. Find colour on the colour wheel. Choose the most appropriate from the list.
Independent Practice	Students must create pre-production documents such as a **wireframe**, **mood board** or **visualisation diagram** for a client.	**Layout conventions** activity.
Assessment (Informal/Formal)	Informal teacher to support students to complete the task and give feedback Kahoot – Visual graphic design concepts quiz	Informal teacher to support students to complete the task and give feedback Kahoot – Visual identity elements quiz
Resources	PPT	PPT
Specific SEN(D)/EAL support	Overlays to support, expert model, and use of visual examples	Overlays to support, expert model, and use of visual examples

Term 1 – Week 4		
	1	2
Lesson Focus	**Graphic Design and Conventions assessment**	Software tools and techniques used to create digital graphics
Prerequisite Knowledge	All knowledge from unit 1.1 All knowledge from unit 2.1	All knowledge from unit 1.1 All knowledge from unit 2.1
Core Knowledge	None – Assessment and CTG lesson	□ Image/canvas size □ Layout tools □ Drawing tools □ Adjustments to brightness/contrast and colour
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	None – Assessment and CTG lesson	Setting the canvas size - expanding or modifying Using layout tools to help the placement of assets e.g. grids, guides and rulers Using drawing tools e.g. shapes, colour fill, gradients Using brightness and contrast, levels, colour balance, hue, saturation
Independent Practice	Students will complete a series of assessment style questions under assessment expectations.	Video & Practical application
Assessment (Informal/Formal)	Formal assessment lesson. Tracker updated.	Informal teacher to support students to complete the task and give feedback
Resources	PPT	PPT
Specific SEN(D)/EAL support	Overlays to support	Overlays to support, expert model, and use of visual examples

	Term 1 – Week 5	
	7	**8**
Lesson Focus	Software tools and techniques used to create digital graphics	Use of layers and layer styles
Prerequisite Knowledge	All knowledge from unit 1.1 All knowledge from unit 2.1 □ Image/canvas size □ Layout tools □ Drawing tools □ Adjustments to brightness/contrast and colour	All knowledge from unit 1.1 All knowledge from unit 2.1 □ Use of selections □ Use of layers and layer styles
Core Knowledge	□ Use of selections □ Use of layers and layer styles	□ Image/canvas size □ Layout tools □ Drawing tools □ Adjustments to brightness/contrast and colour
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	None – Assessment and CTG lesson	Using selections based on shape, colour or edge contrast Using layers to structure a graphic, create, merge, rename, change opacity Using layer styles to enhance the visual impact e.g. drop shadows, effects, textures
Independent Practice	Students will complete a series of assessment style questions under assessment expectations.	Video & Practical application
Assessment (Informal/Formal)	Formal assessment	Informal teacher to support students to complete the task and give feedback
Resources	PPT	PPT
Specific SEN(D)/EAL support	Overlays to support and practice examples	Overlays to support, expert model, and use of visual examples

Term 1 – Week 6		
	7	8
Lesson Focus	Elements of Typography	**Graphic Design and Conventions assessment**
Prerequisite Knowledge	All knowledge from unit 1.1 All knowledge from unit 2.1 □	All knowledge from unit 1.1 All knowledge from unit 2.1 All knowledge from unit 3.1
Core Knowledge	□ Typography □ Filters and effects	None – Assessment and CTG lesson
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Using typography to add information e.g. text, font styles, sizes and effects Using filters and effects to enhance the visual appeal e.g. stylise, monochrome, colour toning, vignette, sharpen	None – Assessment and CTG lesson
Independent Practice	Video & Practical application	Students will complete a series of assessment style questions under assessment expectations.
Assessment (Informal/Formal)	Informal teacher to support students to complete the task and give feedback	Formal assessment lesson. Tracker updated.
Resources	PPT	PPT
Specific SEN(D)/EAL support	Overlays to support, expert model, and use of visual examples	Overlays to support and practice models

Term 1 – Week 7		
	1	**2**
Lesson Focus	Coursework – Project introduction	**Coursework – Client brief and pre-production**
Prerequisite Knowledge	All knowledge from unit 1.1 All knowledge from unit 2.1 All knowledge from unit 3.1	All knowledge from unit 1.1 All knowledge from unit 2.1 All knowledge from unit 3.1
Core Knowledge	None. Practical based lesson.	None – Practical based lesson.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Steps involved to annotate **_an example_** client brief. Steps involved in organising folder structure. Steps involved in setting up a professional MS Word document.	Steps involved in turning annotation into a write-up. Steps involved in creating a Mind-map.
Independent Practice	Students will create their folder structure for the project. Students will begin annotating their client briefs. Students will create and write the first paragraphs of their project document.	Students will begin their first pre-production document: Mind-map. Students will ensure that their diagram covers all necessary elements through cross referencing with their annotated client brief.
Assessment (Informal/Formal)	Informal – knowledge checks on areas of project worked on throughout the lesson.	Informal – knowledge checks on areas of project worked on throughout the lesson. Coursework tracker updated.
Resources	PPT	PPT
Specific SEN(D)/EAL support	Overlays to support, expert model, and use of visual examples	Overlays to support, expert model, and use of visual examples