



A-LEVEL GRAPHIC COMMUNICATION

CURRICULUM

INTENT

Graphic Communication gives students the skills to produce personal creative work and develop their understanding of Graphic Design. Students will develop their knowledge of materials and techniques, and the skills to communicate ideas and information visually. This includes learning relevant computer aided design skills in Photoshop, InDesign and Illustrator. It will help students to develop an effective personal visual language and develop their understanding of historical and contemporary influences on design.

Graphic communication opens the door to a large number of fascinating and rewarding specialisms and careers in industry, commerce and the media. Relevant degree options include: animation, digital arts, graphic communication, graphic design, graphic and communication design, media design, illustration, printmaking, packaging design, typographic design.

Scheme of Assessment (specification abstract):

Component 1: Portfolio – ‘Festival’ - 7243/C

BRIEF: Festivals around the world celebrate different cultures and traditions. Some festivals are based on folklore or the seasons. Others celebrate art, music, dance, sport, or food and wine. You are required to design a poster and leaflet promoting a festival event that will stimulate audiences with imaginative design solutions that may; engage and inform, challenge and persuade, shock and provoke, excite and entertain the viewer. Designs should feature information such as the name of the festival, date, opening times, performance details, location, and cost.

The emphasis of this component will be on the development of understanding and skills using an appropriate range of materials, processes and techniques. Students should produce a collection of materials that exemplifies work carried out during the AS course.

Component 2: Externally set assignment: 7243/X

AQA will provide a separate externally set assignment for each title, each with five different starting points. Students must select and respond to **one** starting point from their chosen title.

This will be issued to students on the 1st February or as soon as possible after that date.

The externally set assignment provides evidence of their ability to research and develop ideas and to make clear the link between their own and others’ work within specified time constraints.

	Autumn Term		Spring Term		Summer Term	
	<p>Assessment objective focus: A01 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. A03 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Overview of tasks undertaken:</p> <ul style="list-style-type: none"> • Route option diagram • Statement of intent • Trip Report • Photoshoot • Secondary Product Analysis • Mood-boards • Typography experiments • Logo Analysis • Logo Scamp Designs • Research Conclusion • Initial product scamp designs. • Artist critical studies • Artist transcriptions 	<p>Assessment objective focus: A02 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. A03 - Continue to Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. A04 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. Overview of tasks undertaken:</p> <ul style="list-style-type: none"> • Final Piece Plan • Media experiments • Development of final ideas • Personal response in the creation of a logo design. • Development of Initial product scamp designs 	<p>Assessment objective focus: A01 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. A02 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. A03 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Specific tasks to be decided by the student(s) and/or the starting point requirements. Students will be guided to complete:</p> <ul style="list-style-type: none"> • Route option diagram - investigating the creative brief set. • Mood-boards • Individualised photoshoots • Artist critical studies • Artist Transcriptions • In the style of... 	<p>Assessment objective focus: A01 - Continue to develop ideas through investigations, demonstrating critical understanding of sources. A02 - Continue to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 - Continue to record ideas, observations and insights relevant to intentions as work progresses. Specific tasks to be decided by the student(s) and/or the starting point requirements. Students will be guided to complete:</p> <ul style="list-style-type: none"> • Development & refinement of final design(s) 	<p>Assessment objective focus: A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Specific tasks to be decided by the student(s) and/or the starting point requirements. Students will be guided to complete:</p> <ul style="list-style-type: none"> • Personal Responses <ul style="list-style-type: none"> ○ Supervised time - 10 hours • Final piece evaluation 	<p>Year 13 Component 1: Personal investigation Assessment objective focus: A01 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. A03 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Overview of tasks undertaken:</p> <ul style="list-style-type: none"> • Route option diagram(s) • Statement of intent • Mood-boards
<p>Sequence (Where does this fit – what have they done before which supports it, where does it link with future units?)</p>	<p>Prior Knowledge KS4 Art, Design technology and ICT. Visual analysis in Art, critical annotation and evaluation. Computer and software skills.</p> <p>Future Learning: Media and material performance. Development of the formal elements; Line, Symmetry Vs Asymmetry, Scale, Hierarchy, Type, Texture, and space.</p>	<p>Prior Knowledge KS4 Art Media and material Performance.</p> <p>Future Learning: Exploration and experiments with media and techniques - trying out a range of processes and techniques relevant to intentions.</p>	<p>Prior Knowledge Refinement of ideas and selective experimentation.</p> <p>Future Learning: Cultural and contextual connections through written and visual analyses</p>	<p>Prior Knowledge Ability to embed features in InDesign to house a digital portfolio to ensure a streamlined and consistent look for pages.</p> <p>Future Learning: Personal style and self-expression</p>	<p>Prior Knowledge Consolidation of the formal elements when developing a personal response.</p> <p>Future Learning: Critical analysis of personal response through written and visual connections.</p>	

Skills Acquired	Illustrated, retouched and enhanced technical images from digital mechanical files	To have an awareness of intended audience or purpose in relation to the foundation skills mini projects. To be able to demonstrate an understanding of what good typography looks like.	To have the ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area of graphic communication	Produce and edit layout templates using Adobe InDesign.	To show an appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief	To develop an understanding of a variety of materials and genres appropriate to their chosen area of graphic communication.
KS5 Behaviours of Excellence	<p>At KS5 Art and Design Graphic Communication, the students will build their confidence in a wide range of practical skills, from working with traditional materials to using the CAD/CAM equipment within the school's faculties.</p> <p>They will always be working safely and follow the rules for the use of equipment within the workshops and classrooms.</p> <p>They will learn how to work neatly and tidily, clearing up as they go along, so that they can manage their area and resources safely and respectfully. With greater efficiency, they will be able to manage their time and keep up with the pace of the course. They will respect the students around them, working collaboratively to support each other's progress.</p> <p>Homework and written tasks will be completed on time and developed following peer and teacher feedback in an endeavour to improve knowledge and understanding. Students will take part in class discussion of relevant topics to develop their wider learning of the subject in the context of today's world. Wider reading is encouraged as is watching design programmes and reading industry magazines.</p>					
Useful resources	Publication list		Online resources		Events/exhibitions	
	<p>Books:</p> <ul style="list-style-type: none"> • Thinking With Type • Logo Modernism • Designing Brand Identity: An Essential Guide for the Whole Branding Team • Making and Breaking the Grid: A Layout Design Workshop • Graphic Design, Referenced • Creative Workshop • How To be A Graphic Designer Without Losing Your Soul <p>Magazine Subscriptions:</p> <ul style="list-style-type: none"> • Creative Review • D&AD • Design Observer • AIGA Eye on Design • Creative Lives in Progress • Design Matters Live 	<p>Colour Palettes</p> <ul style="list-style-type: none"> • Kuler • Colors • Color Hunt • Paletton <p>Textures and Patterns</p> <ul style="list-style-type: none"> • The pattern Library • Texture Palace • Wild Textures • CG Textures <p>Design Inspiration</p> <ul style="list-style-type: none"> • Dribbble • Behance • Httpster • Pinterest <p>Free Graphic Design Tools</p> <ul style="list-style-type: none"> • Inkscape • Gimp • Canva 	<p>Fonts</p> <ul style="list-style-type: none"> • Fonts in Use • DaFont • 1001Fonts • Font Squirrel <p>Stock Images</p> <ul style="list-style-type: none"> • Unsplash • Pexels • Pixabay <p>Visit the following websites for up-to-date news on illustration and the creative industries.</p> <ul style="list-style-type: none"> • It's Nice That • D&AD • Varoom 	<ul style="list-style-type: none"> • NEA Graduate Showcase • University of Suffolk Showcase • Sudbourne Park Printmakers • Design Museum • Tate Modern • The V&A • Hackney Flea Market • The Cartoon Museum • The London Design Festival • Snap Store • Nelly Duff • The London Illustration Fair • Magma 		
<p>Assessment:</p> <p>During Year 12 students will work towards their portfolio Component 1 – Portfolio (60% AS weighting) and Component 2: Externally set assignment (40% AS weighting). Students' work will be marked using an online assessment grid and feedback booklets once a term.</p> <p>Assessment objectives (AOs) are set by Ofqual and are the same across all A level Art and Design specifications and all exam boards.</p> <p>Students will receive centre feedback against the assessment objectives below:</p> <p>AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>AO3: Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>						

Scheme of Assessment (specification abstract):

In Component 1 - Portfolio - 7203/C

Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student’s ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student’s ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.

Component 2: Externally set assignment: 7203/X

AQA will provide a separate externally set assignment for each title, each with five different starting points. Students must select and respond to one starting point from their chosen title. This will be issued to students on the 1st February or as soon as possible after that date.

The externally set assignment provides evidence of their ability to research and develop ideas and to make clear the link between their own and others’ work within specified time constraints.

Autumn Term		Spring Term		Summer Term	
<p>Assessment objective focus: A01 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. A03 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>Overview of tasks undertaken:</p> <ul style="list-style-type: none"> • Trip Report • Photoshoot • Secondary Product Analysis • Typography experiments • Logo Analysis • Logo Scamp Designs • Research Conclusion • Initial product scamp designs. • Artist critical studies • Artist transcriptions 	<p>Assessment objective focus: A02 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. A03 - Continue to Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. A04 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p> <p>Overview of tasks undertaken:</p> <ul style="list-style-type: none"> • Final Piece Plan • Media experiments • Development of final ideas pages • Personal response in the creation of a logo design • Development of Initial product scamp designs 	<p>Assessment objective focus: A01 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. A02 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. A03 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>Specific tasks to be decided by the student(s) and/or the starting point requirements. Students will be guided to complete:</p> <ul style="list-style-type: none"> • Route option diagram - investigating the creative brief set • Mood-boards • Individualised photoshoots • Artist critical studies • Artist Transcriptions • In the style of... 	<p>Assessment objective focus: A01 - Continue to develop ideas through investigations, demonstrating critical understanding of sources. A02 - Continue to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 - Continue to record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Specific tasks to be decided by the student(s) and/or the starting point requirements. Students will be guided to complete:</p> <ul style="list-style-type: none"> • Development & refinement of final design(s) 	<p>Assessment objective focus: A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Specific tasks to be decided by the student(s) and/or the starting point requirements. Students will be guided to complete:</p> <ul style="list-style-type: none"> • Personal Responses <ul style="list-style-type: none"> ○ Supervised time - 15 hours • Final piece evaluation 	

Assessment:

During Year 13 students will work towards their portfolio Component 1: Personal investigation (60% A2 weighting) and Component 2: Externally set assignment (40% A2 weighting).

Students’ work will be marked using an online assessment grid and feedback booklets once a term.

Assessment objectives (AOs) are set by Ofqual and are the same across all A level Art and Design specifications and all exam boards.

Students will receive centre feedback against the assessment objectives below:

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.