



GCSE GRAPHIC COMMUNICATION

CURRICULUM INTENT

Within graphics you can communicate any message. We arm our students with the intelligence of imagination and as imagination has no limits, we are constantly stimulating progress through our curriculum. Art education at Copleston High School is not seen as a luxury, it is available to all and is accessible to everyone. It develops motor skills, language skills, social skills, risk taking, problem solving and inventiveness. We encourage students to think outside the box and develop creativity and expression. Creativity is essential for creating well-rounded, well-prepared learners and leaders. Developing creative intelligence enables students to develop the world around them and can also be used to explore difficult concepts from history, politics, science, and math in a visual manner. It therefore connects students with their own culture and the wider world. The world needs the imaginative minds of young people for the development of tomorrow, and we are working with passion to ensure we achieve this.

Content - Year 9 - Subject/Unit of Study

Throughout the entirety of Year 9, students will look at the broad theme of ‘Studio techniques, exploration and mixed media techniques’.

The use of digital art has rapidly become a primary method of communication in our fast-paced, visually-oriented culture. Artists, craftspeople and designers use a broad range of materials, techniques and processes in their work, sometimes combining traditional craft with contemporary art and design in innovative ways. Developments in new technologies have brought a wealth of new opportunities to the creative process.


The aim of each unit is to develop students’ skills and understanding in working safely and creatively with the materials, techniques and processes associated with their specialist pathway. Students will demonstrate an ability to, and an exploratory attitude and approach to using, a wide range of art tools, materials, and techniques.

	Autumn Term		Spring Term		Summer Term	
What will be learned?	<p>Assessment objective focus: A02 - Selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Focus:</p> <ul style="list-style-type: none"> Build upon understanding of vector design tools and manipulation tools. <p>Overview of tasks undertaken: This introductory unit explores current software available to the artist/designer - Specifically Tools and techniques using Adobe Illustrator.</p> <ul style="list-style-type: none"> Drawing Page Layout Creating for the screen vs. creating for print Composition development 	<p>Assessment objective focus: A01 - Develop ideas through investigations, demonstrating critical understanding of sources. A02 - Selecting and experimenting with appropriate media, materials, techniques and processes. A03 - Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Focus:</p> <ul style="list-style-type: none"> Understanding the principles of Graphic Communication Intro to Project Brief & Artists <p>Creative Brief: Type as Image Colchester Zoo would like a memorable, hand-lettered illustrative design within an animal silhouette to appear on their cap merchandise. Customise the front of a cap to create an essential accessory that visitors will never leave behind!</p> <p>Overview of tasks undertaken:</p> <ul style="list-style-type: none"> Artist moodboard Mind mapping (research) Photography contact sheet Composition developments 	<p>Assessment objective focus: A02 - Selecting and experimenting with appropriate media, materials, techniques and processes. A03 - Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Focus:</p> <ul style="list-style-type: none"> To develop students’ skills and understanding in working safely and creatively with the materials, techniques and processes associated with their specialist pathway. Use digital and hand media to produce various elements combined with software manipulation. Drawing skills in various media. <p>Overview of tasks undertaken:</p> <ul style="list-style-type: none"> Critical studies Transcriptions x2 (analogue and digital techniques) Development of final ideas Pages. (Combining analogue and digital techniques). Tech pack creation Personal Responses 	<p>Assessment objective focus: A02 - Selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Focus:</p> <ul style="list-style-type: none"> Consideration of exemplary material, to gain an understanding of the structural framework that needs to be put in place. Development of practical skills in the use Adobe InDesign to prepare for Component 1 Portfolio. <p>Overview of tasks undertaken: This introductory unit explores current software available to the artist/designer – Specifically Tools and techniques using Adobe InDesign.</p> <p>Part 1 - Preparation</p> <ul style="list-style-type: none"> Document set-up In Adobe InDesign Adobe InDesign interface introduction The links panel in Adobe InDesign <p>Part 2 - Implementation</p> <ul style="list-style-type: none"> Laying out frame box’s / build composition structure Managing / formatting text & tables In Adobe InDesign Placing images into Adobe InDesign <p>Part 3 - Finalisation</p> <ul style="list-style-type: none"> Pre-flight in Adobe InDesign Export to PDF in Adobe InDesign 	<p>Assessment objective focus: A01 - Develop ideas through investigations, demonstrating critical understanding of sources. A02 – Selecting and experimenting with appropriate media, materials, techniques and processes. A03 – Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Focus:</p> <ul style="list-style-type: none"> Using artists (typography artist and mixed media artist) to inspire designs Embedded drawing & shading skills Developing draft compositions linking to typography and layout Using hand media to produce various elements combined with software manipulation. <p>Creative Brief: Custom typographic alphabet Colchester Zoo would like you to create a full alphabet and number set to appear on all their corporate branding using only custom, hand lettered type.</p> <p>Overview of tasks undertaken:</p> <ul style="list-style-type: none"> Secondary Moodboard Technical Transcriptions x3 Developing text through technical understanding 	<p>Assessment objective focus: A03 - Record ideas, observations and insights relevant to intentions as work progresses. A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Focus:</p> <ul style="list-style-type: none"> To demonstrate an appreciation of the appropriate use of typography. Experiment, Review and modify work as it develops. <p>Overview of tasks undertaken:</p> <ul style="list-style-type: none"> Exploring Case Custom typographic designs

<p>Content sequencing</p> <p>(Where does this fit – what have they done before which supports it, where does it link with future units?)</p>	<p>Prior Knowledge KS3 Art, Design technology and ICT.</p>	<p>Prior Knowledge Basic introduction to Adobe illustrator and Adobe Photoshop.</p>	<p>Prior Knowledge Layout and typography skills</p>	<p>Prior Knowledge Basic knowledge of tools in Adobe photoshop. Layout and typography skills.</p>	<p>Prior Knowledge How to research effectively</p>	<p>Prior Knowledge How to create quality graphic outcomes.</p>
	<p>Future Learning: More thorough understanding of using adobe applications.</p>	<p>Future Learning: Comprehensive understanding of how to use tool in illustrator.</p>	<p>Future Learning: To become more confident with collaboration tools within the Adobe suite.</p>	<p>Future Learning: Greater understanding of embed features in InDesign to house a digital portfolio to ensure a streamlined/consistent look for pages.</p>	<p>Future Learning: How to utilise research to create meaningful outcomes.</p>	<p>Future Learning: To become more confident in presenting professionally personal responses.</p>
<p>Memory for Learning</p> <p>(What skills will students be required to exhibit?)</p>	<p>Students regularly have the opportunity to make art/design work that is a reflection of their own tastes, interests and preferences. The briefs direct students to demonstrate a particular learning/assessment objective but keep the focus for demonstrating that is learning open, especially through the artist they decide upon. This could be through an investigation of the interpretation of an idea, exploring different ways in which artists have executed the technique or by looking at the messages and meanings behind what they have done. This focus therefore becomes more insightful and relatable as the technique or process that is being learned consequently, improves the students’ own skills as they apply to demonstrate this practice. To help reinforce this learning a range of distributed practices (<i>initial mastery, spacing, retrieval and repetition</i>) are interleaved into the portfolio evidence required for each brief which consequently improves the students computer and literacy practice as the portfolio content requirements have a degree of familiarity even though the expected deliverables/personal outcomes are different.</p>					
	<p>Illustrated, retouched and enhanced technical images from digital mechanical files</p>	<p>To show an appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief</p>	<p>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.</p>	<p>Produce and edit layout templates using Adobe InDesign.</p>	<p>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. <i>Retrieval assessment:</i> Typographic understanding.</p>	<p>To develop an understanding of a variety of materials and genres appropriate to their chosen area of graphic communication.</p>
<p>Powerful knowledge in the classroom</p> <p>(what areas/themes/concepts will be explored)</p>	<p>As a department, we want to educate our students not only in the classroom, but ensure they know what opportunities are out in the world and available to them. Our aim is to develop independent learners who can think, explore and reflect themselves. We want our students to enjoy the Art and Design course, to discover things they didn’t know they could do and feel the satisfaction and pride when a piece of design work they have worked so hard on, finally starts to come together. We want our students to be curious learners who have the confidence to explore and investigate with materials, methodology (design principles) and technologies.</p>					
	<p>Technologies: Vector illustration using illustrator. Artists we research: Graphic Designer - Gareth David Personal outcomes produced: Calavera Catrina skeletal figure</p>	<p>Technologies: Manual and vector illustration (illustrator). Artists we research: British graphic designers - Craig Ward, Neville Brody Spanish graphic designer - Alex Trochut American graphic designer - David Carson, Paula Scher, Pae White Personal outcomes produced: Typographic Poster</p>	<p>Technologies: Vector illustration using illustrator. Artists we research: Graphic Designer - Gareth David Personal outcomes produced: Calavera Catrina skeletal figure</p>	<p>Technologies: Manual and vector illustration (illustrator). Artists we research: British graphic designers - Evgeniya Righini-Brand Personal outcomes produced: Cap merchandise</p>		
<p>SEND in the classroom</p> <p>(How will support be seen?)</p>	<p>Some of the ways we as a department support SEND in the classroom will simply be an extension of general good practice in the classroom, whilst other, more specific strategies may be particularly useful in supporting particular needs. Once a child is identified as having a special educational need from our Special Educational Needs Coordinator (SENCo), we implement the recommended strategies or interventions into our classroom teaching. Some of the cognitive and metacognitive strategies implemented into the departments everyday planning and classroom management include:</p>					
	<ul style="list-style-type: none"> Scaffolded tuition videos Practice worksheets files Help sheets Verbalised thought process whilst modelling activities Questioning techniques 	<ul style="list-style-type: none"> Explicit instructions through interactive and printable learning material. Exemplar material Self-regulatory evaluating Questioning techniques Portfolio investigation – understanding, analysing, applying, evaluating Verbalised thought process whilst modelling activities Cognitive thinking skills - recall, use and create Differentiation through outcomes Critiques 	<ul style="list-style-type: none"> Scaffolded tuition videos Practice worksheets files Help sheets Verbalised thought process whilst modelling activities 	<ul style="list-style-type: none"> Explicit instructions through interactive and printable learning material. Exempla material Self-regulatory evaluating Questioning techniques Portfolio investigation – understanding, analysing, applying, evaluating Verbalised thought process whilst modelling activities Cognitive thinking skills - recall, use and create Differentiation through outcomes Critiques 		

Homework	<p>Week 1 – Elements of art and design Design principles</p> <p>Week 3 - Elements of art and design Colour Theory</p> <p>Week 5 - Elements of art and design Value, Line and Texture</p>	<p>Week 7 - Type as Image Secondary Moodboard</p> <p>Week 9 - Handmade Textures Photography</p> <p>Week 11 - Combing typography and illustration</p>	<p>Week 13 - Combing typography and illustration Part 2</p> <p>Week 15 - Week 9 - Handmade Textures 2d Origami</p> <p>Week 17 - Personal response design decision</p>	<p>Week 19 - Elements of art and design Colour Theory - Part 2</p> <p>Week 22 - Understanding the brief</p>	<p>Week 25 - QUIZ: What's the difference between a Font and a Typeface?</p> <p>Week 27 - Creative Typography Secondary Moodboard</p> <p>Week 29 - Technical transcriptions</p>	<p>Week 31 - Typographic investigation</p> <p>Week 35 - Custom typographic designs Continuation</p>
Assessment	<p>During Year 9 students will work towards a material experiment portfolio. This is a skills building portfolio exploring techniques they can explore for component 1 and 2 during year 10 and year 11. 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 GCSE Art and Design specifications and all exam boards. Students will receive centre feedback against the assessment objectives below:</p> <ul style="list-style-type: none"> AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 					

Content - Year 10 - Subject/Unit of Study

<p>Scheme of Assessment (specification abstract): Component 1 continued</p> <p>Internal Creative Brief: Typographic Poster</p>  <p>Educational Visits Colchester Zoo</p> <p><i>During this term students will be given the opportunity to attend the educational school trip to Colchester Zoo to help inform their design direction for the Internal Creative Brief: Conservation Brief and allow them to collect imagery to help support their sustained project.</i></p>	<p>Scheme of Assessment (specification abstract): 8203/C</p> <p>In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation. Graphic communication is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.</p> <p>Over the next 16 months students will complete a variety of briefs to explore that will allow them to experiment and develop their understanding of Graphic Communication.</p> <p>Brief Overview: Wild animals are something brought into aquariums and sea-life centres, zoos and safari parks for conservation, breeding or exhibition purposes. Colchester Zoo is rebranding its current identity to highlight the importance of animal conservation at the heart of its operations. The revenue that is generated from visitors, and through the sale of promotional goods, directly impacts on the survival of the zoo and its continuing conservation work.</p> <p>Brief topics explored:</p> <ul style="list-style-type: none"> • Communication graphics • Advertising and branding • Illustration • Package design • Typography • Interactive design (including web, app and game) • Motion graphics • Signage <p>Students will learn how to develop creative ideas in response to a design brief. They will explore how the use of image and text can be used to promote, advertise and inform. There will be opportunities to work with a range of media and techniques such as photography, digital design, drawing and mixed media to create a variety of outcomes. The work that is developed will form a personal coursework portfolio.</p>
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Autumn Term		Spring Term			Summer Term	
<p>What will be learned?</p>	<p>Assessment objective focus:</p> <p>A02 - Continue to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Overview of tasks undertaken:</p> <ul style="list-style-type: none"> • Development of final ideas Pages • Personal Response Typographic Poster <p>TRIP: Component 1: Animal Conservation</p> <ul style="list-style-type: none"> • Colchester Zoo trip 	<p>Assessment objective focus:</p> <p>A01 - Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A03 - Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Overview of tasks undertaken:</p> <ul style="list-style-type: none"> • Route option diagram - investigating the creative brief set. • Statement of intent • Trip Report • Photoshoot (taken during school trip) including annotations • Product Analysis • Primary and Secondary Moodboard 	<p>Assessment objective focus:</p> <p>A01 - Continue to develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A03 - Continue to record ideas, observations and insights relevant to intentions as work progresses.</p> <p>A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Overview of tasks undertaken:</p> <ul style="list-style-type: none"> • Typographic research • Typography experiments • Artist moodboard • Artist critical studies • Artist transcriptions 	<p>Assessment objective focus:</p> <p>A02 - Continue to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A01 - Continue to Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>Overview of tasks undertaken:</p> <ul style="list-style-type: none"> • In the style of... • Initial product scamp designs. • Visual Linking 	<p>Assessment objective focus:</p> <p>A01 - Continue to Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>A02 - Continue to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Overview of tasks undertaken:</p> <ul style="list-style-type: none"> • Development of final ideas Pages • Creation of Final Product(s) 	<p>Assessment objective focus:</p> <p>A01 - Continue to Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>A02 - Continue to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Overview of tasks undertaken:</p> <ul style="list-style-type: none"> • Creation of Final Product(s) • Evaluation

<p>Content sequencing</p> <p>(Where does this fit – what have they done before which supports it, where does it link with future units?)</p>	<p>Prior Knowledge</p> <p>Understanding of design principles and knowledge of hard skills to support appropriate decisions when developing a quality graphical outcome.</p>	<p>Prior Knowledge</p> <p>Knowledge, understanding and interpretation of techniques and generic drawing and editing commands and terms.</p>	<p>Prior Knowledge</p> <p>How to utilise research to create meaningful outcomes.</p> <p>Knowledge of the practical application (this includes applying principles, techniques, procedures and equipment to the design and production of outcomes being explored).</p>	<p>Prior Knowledge</p> <p>Simulated responses. Analog illustration skills. Design principle considerations. Knowledge of the practical application. Visual reference analysis.</p>	<p>Prior Knowledge</p> <p>Interpretation and identification of creative techniques used for effective promotional graphics</p>	<p>Prior Knowledge</p> <p>Skills in applying creative and effective techniques to generate ideas and to produce effective promotional graphic responses to a graphic communication problem</p>
	<p>Future Learning:</p> <p>Exploration into digital communication tools. Conceptual and methodological investigations when exploring current communication methods.</p>	<p>Future Learning:</p> <p>Development of Hard and Soft skills when responding to the brief. Communicating and Integrating strategies to support the development of the brief. Utilise specific software applications.</p>	<p>Future Learning:</p> <p>Skills in applying creative and effective techniques to generate ideas and to produce effective promotional graphic responses to a graphic communication problem or situation.</p>	<p>Future Learning:</p> <p>Understanding of design principles and knowledge of hard skills to support appropriate decisions when developing a quality graphical outcome.</p>	<p>Future Learning:</p> <p>Explore how to utilise research to create meaningful outcomes. Create visual concepts with the goal of attracting the interest of clients through digital and physical designs.</p>	<p>Future Learning:</p> <p>To become more confident in presenting professionally personal responses.</p>
<p>Memory for Learning</p>	<p>Students regularly have the opportunity to make art/design work that is a reflection of their own tastes, interests and preferences. The briefs direct students to demonstrate a particular learning/assessment objective but keep the focus for demonstrating that learning is open, especially through the artist they decide upon. This could be through an investigation of the interpretation of an idea, exploring different ways in which artists have executed the technique or by looking at the messages and meanings behind what they have done. This focus therefore becomes more insightful and relatable as the technique or process that is being learned consequently, improves the students’ own skills as they apply to demonstrate this practice. To help reinforce this learning a range of distributed practices (<i>initial mastery, spacing, retrieval and repetition</i>) are interleaved into the portfolio evidence required for each brief which consequently improves the students computer and literacy practice as the portfolio content requirements have a degree of familiarity even though the expected deliverables/personal outcomes are different.</p>					
<p>(What skills will students be required to exhibit?)</p>	<ul style="list-style-type: none"> selecting and applying manual and/or computer-aided graphic techniques and processes use a range of computer-aided graphic techniques and practices when developing a personal response critically evaluate their capabilities through challenge and application 	<ul style="list-style-type: none"> analyse and investigate the impact of relatable graphic communication to the theme/deliverable being explored knowledge and understanding of the impact specific graphic communication technologies/practices has on the intended environment. 	<ul style="list-style-type: none"> replicating familiar graphic forms visual literacy when interpreting theme specific artists and the graphic communications they have produced knowledge of graphic communication principles/standards and how these apply to the work studied. 	<ul style="list-style-type: none"> applying design skills, including creativity, when developing solutions evaluate work in progress and completed graphics and applying suggestions for improvements applying creative and effective techniques to generate ideas 	<ul style="list-style-type: none"> use a range of computer-aided graphic techniques and practices when developing a personal response 	<ul style="list-style-type: none"> critically evaluate their capabilities through challenge and application evaluating the use of a range of technical graphic techniques and technologies
<p>Powerful knowledge in the classroom</p>	<p>As a department, we want to educate our students not only in the classroom, but ensure they know what opportunities are out in the world and available to them. Our aim is to develop independent learners who can think, explore and reflect themselves. We want our students to enjoy the Art and Design course, to discover things they didn’t know they could do and feel the satisfaction and pride when a piece of design work they have worked so hard on, finally starts to come together. We want our students to be curious learners who have the confidence to explore and investigate with materials, methodology (design principles) and technologies.</p>					
<p>(what areas/themes/concepts will be explored)</p>	<p>Technologies: Vector illustration using illustrator, Applying composition effects in photoshop.</p> <p>Artists we research: Christopher Rouleau, Paul Thurlby, Alex Trochut, Ian Barnard</p> <p>Personal outcomes produced: Topographic Poster</p>	<p>For the conservation brief students can work in one or more areas of graphic communication. The unique brief titles explore communication graphics, design for print, advertising and branding, illustration, package design, typography, motion graphics, signage, and exhibition graphics.</p> <p>Technologies used to respond to the brief will differ depending on the deliverables expected but all students will commonly use vector and raster software applications to reach an outcome. Please refer to individual brief titles for more information including artists influences and the expected outcomes.</p>				
<p>SEND in the classroom</p>	<p>Some of the ways we as a department support SEND in the classroom will simply be an extension of general good practice in the classroom, whilst other, more specific strategies may be particularly useful in supporting particular needs. Once a child is identified as having a special educational need from our Special Educational Needs Coordinator (SENCo), we implement the recommended strategies or interventions into our classroom teaching. Some of the cognitive and metacognitive strategies implemented into the departments everyday planning and classroom management include:</p>					

(How will support be seen?)	<ul style="list-style-type: none"> Scaffolded tuition videos Practise worksheets files Help sheets Verbalised thought process whilst modelling activities Questioning techniques 	<ul style="list-style-type: none"> Explicit instructions through interactive and printable learning material. Exemplar material Self-regulatory evaluating Questioning techniques Portfolio investigation – understanding, analysing, applying, evaluating Verbalised thought process whilst modelling activities Cognitive thinking skills - recall, use and create Use of technology to capture stages of an activity Differentiation through outcomes Critiques 	<ul style="list-style-type: none"> Scaffolded tuition videos Practice worksheets files Help sheets Verbalised thought process whilst modelling activities 	<ul style="list-style-type: none"> Explicit instructions through interactive and printable learning material. Exempla material Self-regulatory evaluating Questioning techniques Portfolio investigation – understanding, analysing, applying, evaluating Verbalised thought process whilst modelling activities Cognitive thinking skills - recall, use and create Use of technology to capture stages of an activity Differentiation through outcomes Critiques 		
Homework	<p>Week 1 - Development of final ideas annotations</p> <p>Week 3 - Understanding the brief</p> <p>Week 5 - Artist Research</p>	<p>Week 7 - Illustrated route option diagram</p> <p>Week 9 - Pinterest Inspiration</p> <p>Week 11 - Organise and upload primary assets</p>	<p>Week 13 - Typographic research Font styles and experimental techniques</p> <p>Week 15 - Artist Moodboard 01</p> <p>Week 17 - Artist Moodboard 02</p>	<p>Week 19 - In the Style of... (Artists 1) Conclude your interpretation</p> <p>Week 21 - In the Style of... (Artists 2) Conclude your interpretation</p> <p>Week 23 - Initial concept sketches</p>	<p>Week 25 - Development of final ideas (Concept 1 annotations)</p> <p>Week 27 - Development of final ideas annotations (Concept 2 annotations)</p> <p>Week 29 - Development of final ideas annotations (Concept 3 annotations)</p>	<p>Week 6 - Evaluation development Section 2 - Evaluating your final piece</p> <p>Week 3 - Understanding the brief</p>
Assessment	<p>Assessment: During Sept. of Year 10 through to December of Year 11 students will work towards their portfolio Component 1 - 60% GCSE 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 GCSE Art and Design specifications and all exam boards. Students will receive centre feedback against the assessment objectives below:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>					

Content – Year 11 - Subject/Unit of Study

Scheme of Assessment (specification abstract): Component 1 continued

Brief Overview: Brand identity

Create a new logo for Colchester Zoo, owned and run by entrepreneur Dominique Tropeano and his family, who bought the zoo in 1983

Scheme of Assessment (specification abstract):

Component 2: AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to **one** starting point from their chosen title.

This will be issued to students on the **2nd January** or as soon as possible after that date.

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

Autumn Term

Spring Term

Summer Term

What will be learned?

Assessment objective focus:
A01 - Develop ideas through investigations, demonstrating critical understanding of sources.
A02 - Selecting and experimenting with appropriate media, materials, techniques and processes.
A03 - Record ideas, observations and insights relevant to intentions as work progresses.

Overview of tasks undertaken:

- Word association
- Secondary moodboard
- Logo Analysis
- Sketches of initial hand drawn designs

Assessment objective focus:
A02 - Continue to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
A03 - Record ideas, observations and insights relevant to intentions as work progresses.

Overview of tasks undertaken:

- Sketches of initial hand drawn designs
- Development & refinement of final designs
- Personal Responses

Assessment objective focus:
A01 - Develop ideas through investigations, demonstrating critical understanding of sources.
A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
A03 - 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:**

- Route option diagram - investigating the creative brief set.
- Mood-boards
- Individualised photoshoots – with annotations
- Artist critical studies
- In the style of...

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:**

- Typography Study
- Development & refinement of final design(s)

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:**

- Personal Responses
- Final piece evaluation

<p>Content sequencing</p> <p>(Where does this fit – what have they done before which supports it, where does it link with future units?)</p>	<p>Prior Knowledge Understanding of design principles and knowledge of hard skills to support appropriate decisions when developing a quality graphical outcome.</p>	<p>Prior Knowledge Knowledge, understanding and interpretation of techniques and generic drawing and editing commands and terms.</p>	<p>Prior Knowledge How to utilise research to create meaningful outcomes. Knowledge of the practical application (this includes applying principles, techniques, procedures and equipment to the design and production of outcomes being explored).</p>	<p>Prior Knowledge Simulated responses. Analog illustration skills. Design principle considerations. Knowledge of the practical application. Visual reference analysis.</p>	<p>Prior Knowledge Interpretation and identification of creative techniques used for effective promotional graphics Skills in applying creative and effective techniques to generate ideas and to produce effective promotional graphic responses to a graphic communication problem</p>	
	<p>Future Learning: Exploration into digital communication tools. Conceptual and methodological investigations when exploring current communication methods.</p>	<p>Future Learning: Development of Hard and Soft skills when responding to the brief. Communicating and Integrating strategies to support the development of the brief. Utilise specific software applications.</p>	<p>Future Learning: Skills in applying creative and effective techniques to generate ideas and to produce effective promotional graphic responses to a graphic communication problem or situation.</p>	<p>Future Learning: Understanding of design principles and knowledge of hard skills to support appropriate decisions when developing a quality graphical outcome.</p>	<p>Future Learning: Explore how to utilise research to create meaningful outcomes. Create visual concepts with the goal of attracting the interest of clients through digital and physical designs.</p>	
<p>Memory for Learning</p> <p>(What skills will students be required to exhibit?)</p>	<p>Students regularly have the opportunity to make art/design work that is a reflection of their own tastes, interests and preferences. The briefs direct students to demonstrate a particular learning/assessment objective but keep the focus for demonstrating that learning is open especially through the artist they decide upon. This could be through an investigation of the interpretation of an idea, exploring different ways in which artists have executed the technique or by looking at the messages and meanings behind what they have done. This focus therefore becomes more insightful and relatable as the technique or process that is being learned consequently, improves the students’ own skills as they apply to demonstrate this practice.</p> <p>To help reinforce this learning a range of distributed practices (<i>initial mastery, spacing, retrieval and repetition</i>) are interleaved into the portfolio evidence required for each brief which consequently improves the students computer and literacy practice as the portfolio content requirements have a degree of familiarity even though the expected deliverables/personal outcomes are different.</p>					
	<ul style="list-style-type: none"> selecting and applying manual and/or computer-aided graphic techniques and processes use a range of computer-aided graphic techniques and practices when developing a personal response critically evaluate their capabilities through challenge and application 	<ul style="list-style-type: none"> applying design skills, including creativity, when developing solutions use a range of computer-aided graphic techniques and practices when developing a personal response applying creative and effective techniques to generate ideas critically evaluate their capabilities through challenge and application evaluating the use of a range of technical graphic techniques and technologies 	<ul style="list-style-type: none"> analyse and investigate the impact of relatable graphic communication to the theme/deliverable being explored visual literacy when interpreting theme specific artists and the graphic communications they have produced knowledge of graphic communication principles/standards and how these apply to the work studied. 	<ul style="list-style-type: none"> applying design skills, including creativity, when developing solutions use a range of computer-aided graphic techniques and practices when developing a personal response 	<ul style="list-style-type: none"> applying creative and effective techniques to generate ideas critically evaluate their capabilities through challenge and application evaluating the use of a range of technical graphic techniques and technologies 	
<p>Powerful knowledge in the classroom</p> <p>(what areas/themes/concepts will be explored)</p>	<p>As a department, we want to educate our students not only in the classroom, but ensure they know what opportunities are out in the world and available to them. Our aim is to develop independent learners who can think, explore and reflect themselves. We want our students to enjoy the Art and Design course, to discover things they didn’t know they could do and feel the satisfaction and pride when a piece of design work they have worked so hard on, finally starts to come together. We want our students to be curious learners who have the confidence to explore and investigate with materials, methodology (design principles) and technologies.</p>					
	<p>Technologies: Vector illustration using illustrator, Applying composition effects in photoshop. Artists we research: Aaron Draplin, Paul Rand, Ivan Chermayeff, Paula Scher</p>	<p>For the Externally Set Assignment students can work in one or more areas of graphic communication. The unique brief titles explore communication graphics, design for print, advertising and branding, illustration, package design, typography, motion graphics, signage, and exhibition graphics. Technologies used to respond to the brief will differ depending on the deliverables expected but all students will commonly use vector and raster software applications to reach an outcome. Please refer to individual brief titles for more information including artists influences, and the expected outcomes.</p>				

	Personal outcomes produced: Logo Design					
SEND in the classroom (How will support be seen?)	Some of the ways we as a department support SEND in the classroom will simply be an extension of general good practice in the classroom, whilst other, more specific strategies may be particularly useful in supporting particular needs. Once a child is identified as having a special educational need from our Special Educational Needs Coordinator (SENCo), we implement the recommended strategies or interventions into our classroom teaching. Some of the cognitive and metacognitive strategies implemented into the departments everyday planning and classroom management include:					
	<ul style="list-style-type: none"> • Help sheets • Verbalised thought process whilst modelling activities • Questioning techniques • Explicit instructions through interactive and printable learning material. • Exemplar material • Self-regulatory evaluating • Questioning techniques • Portfolio investigation – understanding, analysing, applying, evaluating • Verbalised thought process whilst modelling activities • Cognitive thinking skills - recall, use and create • Differentiation through outcomes • Use of technology to capture stages of an activity • Plenary discussion - Critiques 	<ul style="list-style-type: none"> • Investigation support (review of brief titles) • Verbalised thought process whilst modelling activities • Questioning techniques • Portfolio investigation - understanding, analysing, applying, evaluating • Extended research tool – websites links • Online key vocabulary tools • Exemplar material • Plenary discussion – Critiques • Use of technology to capture recording methods • Use of IT to organise portfolio 				
Homework	Week 1 - Logo Design: Anatomy of Strong Logos Week 3 - Logo design through word association Week 5 - Initial concept sketches	Week 7 - MOCK WEEK - Assets Preparation Week 9 - Development of final ideas (Concept 1 annotations) Week 11 - Evaluation development Section 2 - Evaluating your final piece	Week 1 - Understanding the brief Week 3 - Artist Research Week 5 - Organise and upload primary assets	Week 7 - Initial concept Sketches Week 9 - Media Experiments write up.	Week 10 - Development of final ideas (Concept annotations) Week 12 - Evaluation development	
<p>Assessment: From January until the remainder of Year 11 students will complete the externally set assignment (exam) – 40% GCSE weighting Students’ work will be marked using assessment grid and feedback booklets once a term. Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards. Students will receive centre feedback against the assessment objectives below: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Following the preparatory period, students must undertake 10 hours of unaided focused study, under supervision.</p>						

Literacy opportunities	<p>As in all lessons, effective reading, writing, speaking, and listening enhances the levels of attainment a student can obtain. The levels of attainment for art and design reflect the way speaking and listening underpin the four strands of the programme of study. These abilities can be developed during different stages in the process of learning particularly through speaking and listening.</p> <p>To support students during the completion of a brief we aim to;</p> <ul style="list-style-type: none"> • develop confidence in using subject-specific terminology through speech • encouraging pupils to evaluate and reflect critically on their own work, supporting this by displaying the work of other pupils and artists, discussing and comparing the techniques and approaches used • encouraging pupils to express opinions about their own and others' work, helping them to move from colloquial to more formal language, using an aesthetic and technical vocabulary • provide an example or model the sort of oral language pupils will need to use • provide a glossary of key terms • provide differentiated writing or note-taking frames • provide active reading materials (both physical and online) • present information in a range of different forms and text types • provide opportunities for critical reading • share the marking criteria with pupils • model how to access and use relevant websites • draw out key learning • provide opportunities for peer discussions • ensure accuracy - self editing using a range of computerised applications to support spelling, grammar and layout.
Numeracy/computing skills	<p>The structure of the course reflects the use of graphics in business and industry, both in content and methodology, while embracing the changes brought about by the continuing advances in technology. Manual and computer skills and their effective application will be developed through preliminary production allowing students to consider the impact that graphic communication technologies have on our environment and society.</p> <p>During the GCSE program a variety of graphic design software packages are explored from raster and vector image editing to page layout to typography. We predominantly use the Adobe Suite in years 9-11. Students explore the foundations of these programs in year 9 to understand what kind of application would be most suitable for a given purpose. Students will build upon the knowledge learnt in year 9 and produce outcomes in the most suitable application. Usually, the personal outcomes produced will require the use of 2 or more programs. All portfolio documentation is presented in the form of a digital portfolio produced in InDesign.</p>
Behaviours of Excellence (Character Development)	<p>In KS4 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>
Equality in the classroom (Diversity opportunities)	<p>Copleston Art department is committed to creating an environment of mutual respect, where differences are valued and respected and where innovation, creativity and diversity can flourish. Positive working relationships – whether between staff and staff, staff and students or students and students – are central to this. Mutual respect is facilitated by the promotion of values of dignity, courtesy and respect, alongside a culture of zero tolerance of bullying and harassment.</p> <p>The flexibility of both the in house and externally set assignments set during the art and design program provides a platform to discuss and discover the unique cultures in our community and in the world at large providing students a medium to express, share, and understand the diversity of our community. Each of the briefs set include references to many artistic sources from historical and contemporary sources, gender balance and ethnically diverse sources.</p>

Useful links		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 Coolors Color Hunt Paletton <p>Textures and Patterns</p> <ul style="list-style-type: none"> The pattern Library Texture Palace Wild Textures CG Textures <p>Free Graphic Design Tools</p> <ul style="list-style-type: none"> Inkscape Gimp Canva <p>Stock Images</p> <ul style="list-style-type: none"> Unsplash Pexels Pixabay 	<p>Fonts</p> <ul style="list-style-type: none"> Fonts in Use DaFont 1001Fonts Font Squirrel <p>Design Inspiration</p> <ul style="list-style-type: none"> Dribbble Behance Httpster Pinterest <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 			
Careers Information, Advice and Guidance	Level 3 A-Level qualifications	<p>CHS AQA Art and Design Graphic Communication (7203)</p> <p>Graphic Communication is all around us in the modern world and this absorbing creative subject gives you the opportunity to study how these messages are created and utilised. This course has a strong emphasis on establishing a thorough understanding of design principles and encourages you to develop your powers of observation ideas, imagination, problem-solving, knowledge of contextual studies and practical skills.</p> <p>LEARN MORE ></p>			<p>CHS Edexcel Art and Design Fine Art (9FA0)</p> <p>This is a stimulating and rewarding course for students who wish to explore the disciplines of Fine Art. The course involves the creative use of painting and printmaking techniques. Students are encouraged to pursue their own creative ideas and interpret these into their own work. A significant proportion of students go on to study Art and Design at degree level.</p> <p>LEARN MORE ></p>			
	Level 4-8 Higher Education	<p>If you are interested in a particular Art and Design career path, search on-line for local Level 3/4 Art foundation courses and Level 6 University degree programs. Explore what the courses are looking for in terms of grades/points and recommended subjects. Check "UCAS" and "theuniguide.co.uk" for ideas of entry requirements.</p>						
		<p>Art Foundation</p> <p>Level 4-5</p>	<p>A year between A Level and degree. This year is to support you in developing skills and build a portfolio.</p>		<p>Degree courses</p> <p>Level 6-8</p>	<p>Graphic Design, Graphic Communication, Fine Art, Advertising, Marketing, Media, Motion Graphics, Digital Design, Visual effects, Typography, Graphics for gaming, illustration, fashion design etc.</p>		<p>Apprenticeships</p> <p>Level 4-6</p>