

## AHS Art Curriculum: GCSE Graphic Communication Programme of study

**KS:** By the end of KS4 students should be fully informed as to potential further education and career opportunities within the creative industries, in particular graphic design. They will have developed a secure process to respond to any given brief that will target a specific audience. They will have an embedded understanding of how to express, suggest and describe using the formal, figurative and typographical elements. They will have strong understanding of visual language and use composition purposefully to aid the reading and intention of a visual outcome. They will be prepared to take further study at BTEC level 3 or A' level. They will develop a passion for design solutions and the arts.

### HEALTH & SAFETY

	Course Composition			Assessment
	<p><b>60% Personal portfolio</b></p> <p>The GCSE graphics communications course begins with 4 mini projects that introduce methodology and foundation skills in digital software - Adobe Photoshop, Illustrator and Bridge.</p> <p>Students then complete an extended, independent project (7 weeks) to a given brief where they can further develop and hone skills using preferred techniques. This culminates in a 10hr assessment to realise a response.</p> <p><b>40% Externally Set Assignment.</b></p> <p>Our examination board, Edexcel, sets an external assignment where students can show case their skills so far. This culminates in a 10hr exam to realise ideas based on work that they have developed in lessons.</p>	<p><b>Note:</b></p> <p>This course is fast paced and not for the work shy. Meeting deadlines for class and homework is imperative to achieving a good grade.</p>	<p><b>Note:</b></p> <p>This course provides an amazing set of skills, many that can be applied to other areas of study. Students thoroughly enjoy the content and the skills they develop.</p>	<p>Students will be marked using the Edexcel assessment descriptors.</p> <p>Limited Basic Emerging (Competent) Competent (and Consistent) Confident and assured Exceptional</p> <p>This will transfer in to numerical marking as the course and understanding of the assessment objectives develop.</p>
<b>Projects.</b>	<b>Intent</b>	<b>Key Skills</b>	<b>Key Concepts / Knowledge &amp; Understanding.</b>	
<p><b>Project 1</b></p> <p><b>Gift Wrap</b></p> <p>(Introduction to Adobe illustrator)</p>	<p>What is graphics? (Client, designer, target audience)</p> <p>Students create a souvenir gift wrap design for the Sainsbury Centre of the Visual Arts. The design is to be inspired by the SVCA's extensive collection of Art Nouveau artefacts.</p> <p>Key intentions: Introduction to the GCSE assessment objectives. Developing digital sketchbook presentation. Introduction to Adobe Illustrator Identifying key characteristics and concepts of Art Nouveau Research and critical analysis of artworks. Issues of quality within photography.</p> <p><b>Homework:</b> Students will be expected to complete 3hrs homework a week. This will take the form of completing presentation and annotation of digital sketchbooks, artist research and analysis, taking photographs.</p>	<p><b>New skills:</b> Digital sketchbooks Print screen evidence of skills Adobe Illustrator (line, colour, creating motifs, creating patterns) Adobe Bridge (creating contact sheets) Photography (considering purpose and intentions, issues of quality. Commentary and running notation of ideas.</p> <p><b>Revisiting skills:</b> Research and analysis Balanced, uncluttered sketchbook presentation. Interpreting and responding to a brief. Drawing for ideas.</p>	<p><b>New Knowledge:</b></p> <p>Artist: Art Nouveau Movement and chosen artist's within that. Respond to a brief understanding the framework: Client, designer, target audience.</p> <p><b>Revisiting knowledge:</b> The formal and figurative elements Evaluation of ideas. The links between assessment objectives.</p>	<p>Students are encouraged to look at each other's work regularly and work that meets the success criteria is discussed in depth.</p> <p>Teacher assessment: verbal and written on the following:-</p> <p>AO1: Research and analysis of Art Nouveau. AO2: Experimentation of ideas developed in illustrator and idea sketches. AO3: The quality and purposeful intentions of photographs. AO4: Final gift wrap response.</p> <p>H&amp;S: Students advised of computer usage: regular screen breaks</p>

<p><b>Project 2</b></p> <p><b>Together and/or Apart</b></p> <p><b>Photomontage</b></p> <p><i>(Introduction to Adobe Photoshop)</i></p>	<p>Students will create a digital image that responds to the theme 'Together and/or Apart'.</p> <p>Key intentions: To respond to a brief by identifying key concepts of a theme. How can students suggest key concepts by the use of the figurative and formal elements in their imagery? They will develop a foundation of skills in Adobe Photoshop. They will explore both historical and contemporary photomontage to inspire and influence their designs. They will increasingly develop purposeful analysis of chosen artworks to support their idea development.</p> <p><b>Homework:</b>  <b>Students will be expected to complete 3hrs homework a week. This will take the form of completing presentation and annotation of digital sketchbooks, artist research and analysis, taking photographs.</b></p>	<p><b>New skills:</b>  Photoshop: creating custom filters and use of blending modes. Scanning.</p> <p><b>Revisiting skills:</b>  Creating class mind maps to explore the theme.  Photoshop (from Yr8): layers, cropping, masking and colour adjustments.  In-depth analysis.  Print screen evidence of skills</p>	<p><b>New Knowledge:</b>  Identifying and responding to key concepts.  Historical photomontage (incl. The Dada Movement)  Contemporary photomontage</p> <p><b>Revisiting knowledge:</b>  The formal and figurative elements  Suggestive use of composition</p>	<p>Students are encouraged to look at each other's work regularly and discuss work that successfully meets the assessment criteria.</p> <p>Teacher assessment: verbal and written on the following:-</p> <p>AO1: Research and analysis of Art Nouveau.  AO2: Experimentation of ideas developed in illustrator and idea sketches.  AO3: The purpose and quality of photographs.  AO4: Photomontage realisation..</p> <p><b>H&amp;S: Students advised of computer usage: regular screen breaks</b></p>
<p><b>Project 3</b></p> <p><b>'Typomania'</b></p> <p><b>Laptop and Mobile phone Screen Saver</b></p> <p><i>(introduction to typography and advanced skills in Illustrator)</i></p>	<p>Students are briefed to create an engaging laptop screen saver for an avant-garde design agency. How can their designs inspire creative thinking in the work place?</p> <p>Key intentions: Students will research and watch presentations of what it is like to work in a design agency further developing their knowledge of careers within the field of design. They will use this research to establish key concepts for their target audience (other designers). They will research the historic design movements of Bauhaus, Futurism and Constructivism to influence a contemporary design that meets the brief.</p> <p><b>Homework:</b>  <b>Students will be expected to complete 3hrs homework a week. This will take the form of completing presentation and annotation of digital sketchbooks, artist research and analysis, sketching idea solutions.</b></p>	<p><b>New skills:</b>  Illustrator: Manipulation of type. Type on a path, type in an area, anchor points and handles.  Calligramme creation</p> <p><b>Revisiting skills:</b>  Creating mind maps to explore a theme  Identifying and responding to key concepts.  Suggestive use of composition  Research and analysis  Digital Sketchbook presentation.  Commentary and annotation of ideas.  Print screen evidence of skills</p>	<p><b>New Knowledge:</b>  Design agencies.  Historical movements: Bauhaus, Futurism and Russian Constructivism.</p> <p><b>Revisiting knowledge:</b>  The formal and typographical elements (connotation of type styles)</p>	<p>Students are encouraged to look at each other's work regularly and discuss work that successfully meets the assessment criteria.</p> <p>Teacher assessment: verbal and written on the following:-</p> <p>AO1: Research and analysis of Bauhaus, Futurism and Constructivism  AO2: Experimentation of ideas, media and techniques developed using illustrator and hand drawn sketches..  AO3: Annotation of ideas  AO4: Screen saver realisation.</p> <p><b>H&amp;S: Students advised of computer usage: regular screen breaks</b></p>

<p><b>Project 4</b></p> <p><b>Together and/or Apart 2.</b></p> <p><b>Exhibition Poster</b></p> <p>(Combined Photoshop and Illustrator development)</p>	<p>Students are to create a poster for a photomontage exhibition called 'Together and/or Apart'.</p> <p>Key intentions: This project is designed to combine skills learnt in in projects 1, 2 and 3 to create a design solution that is informative in both imagery and text. They will learn new skills using existing imagery from all three projects to combine Illustrator and Photoshop ideas. They will demonstrate in-depth ability to review, modify and refine their work in this project .e.g. What photographs need to be retaken? How should these photographs need to be composed to be functional for sketched composition ideas that combine imagery and text? Students will research posters and engaging designs that play with the combination of image and typography.</p> <p><b>Homework:</b> Students will be expected to complete 3hrs homework a week. This will take the form of completing presentation and annotation of digital sketchbooks, artist research and analysis, sketching idea solutions, taking revised photographs.</p>	<p><b>New skills:</b> Combining Photoshop and Illustrator Photoshop: Clipping masks, clipping paths.</p> <p><b>Revisiting skills:</b> Creating mind maps to explore a theme Identifying and responding to key concepts. Composition (visual hierarchy, salience, vectors, space) Research and analysis Digital Sketchbook presentation Photography: quality and purpose. Print screen evidence of skills</p>	<p><b>New Concepts / Knowledge:</b> Functional and expressive use of typography Poster composition Image and type composition.</p> <p><b>Revisiting Concepts / knowledge:</b> Figurative, formal and typographic elements. Compositional devices.</p>	<p>Students are encouraged to look at each other's work regularly and discuss work that successfully meets the assessment criteria.</p> <p>Teacher assessment: verbal and written on the following:-</p> <p>AO1: Research and analysis of posters and image/type designs. AO2: Experimentation of ideas developed in Illustrator/Photoshop and idea sketches. AO3: The purpose and quality of photographs. Annotation and commentary. AO4: Poster realisation.</p> <p>H&amp;S: Students advised of computer usage: regular screen breaks</p>
<p><b>Personal Portfolio Main Project</b></p> <p><b>Independent Enquiry, Response and realisation.</b></p> <p><b>'I, Me, Mine'</b></p> <p><b>Music CD Design and mobile phone music app icon.</b></p>	<p>Students will create the outside sleeve, back cover and mobile phone icon for a fictitious band that explores the theme 'I, Me, Mine'. The theme allows for highly personalised outcomes.</p> <p>What does 'I, Me Mine' entail? A written and visual mind map helps to explore and establish key concepts of the theme.</p> <p>Key intentions: Students will now have preferences for software and are encouraged to research software tutorials to develop personal skill development pathways. Students will research existing CD covers and establish key concepts of visual and musical style in order to pursue their ideas. They will connect their CD research movements to artists, art movements and undertake personal research. Students apply their existing knowledge of the approach to responding to a brief ensuring they meet all assessment objectives.</p> <p><b>Homework:</b> Students will be expected to complete 3hrs homework a week. This will take the form of completing presentation and annotation of digital sketchbooks, artist research and analysis, sketching idea solutions, taking revised photographs.</p>	<p><b>New skills:</b> Personal software skill development Visual mood boards of lifestyle. Generating album and song titles.</p> <p><b>Revisiting skills:</b> Creating mind maps to explore a theme Identifying and responding to key concepts. Composition (visual hierarchy, salience, vectors, space) Research and analysis Digital Sketchbook presentation Photography: quality and purpose. Print screen evidence of skills</p>	<p><b>New Concepts / Knowledge:</b> Exploring lifestyle Defining key concepts from visuals and sound. CD composition.</p> <p><b>Revisiting Concepts / knowledge:</b> Figurative, formal and typographic elements. Compositional devices. Functional and expressive use of typography Image and type composition.</p>	<p>Students are encouraged to look at each other's work regularly and discuss work that successfully meets the assessment criteria.</p> <p>Teacher summative assessment: verbal, written and numerical feedback on the following:-</p> <p>AO1: Research and analysis of CD research and artist research. AO2: Experimentation of ideas, media and techniques. AO3: Photographs, drawings and written annotation. AO4: CD design realisation.</p> <p>AO4 will be conducted in a 10hr controlled assessment.</p> <p>Student's will be advised of dates</p> <p>H&amp;S: Risk assessments are differentiated and prepared based on the student's individual needs. Potential equipment and material usage: spray paints / scalpels / fixative spray / spray glue.</p>

<p><b>ESA</b></p> <p><b>Externally set assignment.</b></p> <p><b>7.5wks</b></p>	<p>The theme will be announced by Edexcel in January. AHS students will start the ESA Project at the end of February. The sequencing of theme will run to the same schedule and expectations as Component 1 Personal Portfolio Main Project.</p>			<p>Teacher summative assessment: numerical feedback will be provided on 25<sup>th</sup> May:-</p> <p>AO1: Research and analysis of CD research and artist research.  AO2: Experimentation of ideas, media and techniques.  AO3: Photographs, drawings and written annotation.  AO4: Realisation.</p> <p>.</p> <p><b>AO4 will be conducted in a 10hr controlled assessment</b></p> <p><b>Students will be advised of dates.</b></p> <p>H&amp;S: Risk assessments are differentiated and prepared based on the student's individual needs.  Potential equipment and material usage: spray paints / scalpels / fixative spray / spray glue.</p>
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