



Graphic Comms Scheme of Learning

Year 11 – Terms 1-5 (Lockdown)

Intent – Rationale

Graphic Design students will developed their knowledge of the fundamentals of design and have created successful projects that challenge the given brief, following specific guidelines and format. They will now use this knowledge and develop a project from the given starting points. This project will differ from their previous components as the given brief is only a starting point and students will have to develop their own project and show more independence. The brief comprises of six different starting points that are key areas of Graphic Design, students will select a starting point and follow the guidance given. There will be a model of how the students should approach the project with the assessment objectives also made clear. The brief starting points will encourage students to look at cultural, social and moral issues that are apparent at this time.

| Sequencing – what prior learning does this topic build upon? | Sequencing – what subsequent learning does this topic feed into? |
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| <ul style="list-style-type: none"> Fundamentals of design work – continuing to develop knowledge of the core components of graphic design. Development of hand-based skills through media exploration. Development of digital skills through exploration of Adobe Creative Suite. (Photoshop & Illustrator) Continue to develop spoken language and graphic design terminology. | <ul style="list-style-type: none"> Practical & Critical focus – Experiencing the starting points and the coursework/portfolio approach students are getting ready for their final examination in January – this will be the project that they will submit in their final assessment so this current project will prepare them and give them experience into the process and how to approach it. |
| What are the links with other subjects in the curriculum? | What are the links to SMSC, British Values and Careers? |
| <ul style="list-style-type: none"> English – use of key words and terminology. How to respond to artists and designers. History – Looking at past/present world issues that would become the stimulus of the project. EFP – Racism, discrimination, world issues. Computing – Use of digital media to develop and refine final outcomes. Research purposes and responses to artists/designers. | <ul style="list-style-type: none"> British values : BV 3,4 SMSC: SP1-4, C1,2,4 |
| What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading? | What are the opportunities for developing mathematical skills? |
| <p>Evaluation & Knowledge skills:</p> <ul style="list-style-type: none"> Key part of the project will be linking own work to specific artists that are referred to in the brief. Reading/writing and visiting art galleries is key to their understanding of the artists. | <ul style="list-style-type: none"> Development of maths through gridding The use of measuring and rulers in software such as Photoshop and Illustrator Mounting and measuring of work |



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Graphic Communication Scheme of Learning

Year 11 – Terms 1-2

Intent – Concepts

| What knowledge will students gain and what skills will they develop as a consequence of this topic? | |
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| <p style="text-align: center;"><u>Know</u></p> <p style="text-align: center;">Students building a portfolio of experimental Graphic Design practices in response to the starting points. Ss will develop own decision making with materials and equipment to use learning new skills throughout.</p> <p style="text-align: center;">Further development of digital skills through class tutorials and after school workshops. Independent working and Individualised learning and one to one instruction throughout the project.</p> <p style="text-align: center;"><u>Apply</u></p> <p style="text-align: center;">Create their own work from the given starting points, using mixed media/layering & different media combinations. Using Understanding Graphics steps Ss will apply themselves to A01, focusing on relevant designers and own found artists.</p> <p style="text-align: center;"><u>Extend</u></p> <p style="text-align: center;">Advanced Graphics work is encouraged such as large-scale print-based work and digital outcomes. Digital experience in this module will be drawn upon in their Component 1 projects.</p> | |
| What subject specific language will be used and developed in this topic? | What opportunities are available for assessing the progress of students? |
| <ul style="list-style-type: none"> • https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary • Keywords and art terms used throughout this work in their discussion and in their annotations and written responses / research into their chosen designers and artists <ul style="list-style-type: none"> • Ss will complete a keywords and Art vocabulary research project during the holiday. • Students will be given various supporting help sheets with key vocab/terminology on it. • Digital terminology will be given in a booklet or guidance sheet to have in rear of sketchbooks. | <ul style="list-style-type: none"> • Key points during the project formal assessment will be made and one to one feedback given • Digital outcomes and supporting work to demonstrate the creation of work • Final pieces, sketchbooks & folder work |

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Intent – Concepts

| Week | Assessment Objective | | | What should I make | Hints and Tips | Homework |
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| Term One (2 nd Sept – 22 nd Oct) 1&2 | A03 | | | <p>Choose a start point from the sheet and begin. Observe the world around you: Get to know your subject and draw/photograph subjects relevant to chosen question.</p> <p>Draw from real things - use a variety of media and techniques from direct observation - try stuff out to start with, keep it small. Make quick sketches and studies from different subjects.</p> <p>Photographs: Experiment / Play with the camera settings / subjects. Set up or just shoot some photos – have a purpose. Print out the best ones on a contact sheet to work from.</p> <p>Gather Sources: Use newspaper, magazine/tv imagery or information/words to explore ways in which to respond to the title.</p> | <p>Play with lots of possibilities – mind maps / visual mood board – idea pages/sketches, notes from presentation</p> <p>-use different materials to draw from direct sources – imagination – ideas boards in Pinterest</p> <p>- create a few pages of small sketches that cover a range of things, using 5 or 6 different drawing techniques.</p> <p>- Print images BEFORE the lesson.</p> <p>Familiarise yourself with the artist’s work by visiting Mr Clifford’s Pinterest account:</p> <p>Create your own Pinterest board of source images – limit yourself to 12 images – be selective.</p> | <p>Explore/create studies from ideas, create a few pages which cover lots of different things – drawings, pictures, images you have collected:</p> <p>Focus on Gathering & Responding to sources.</p> <p>- Print out photo shoots and select more successful photographs.</p> <p>Annotate work</p> |
| 3 | A01 | | | <p>Make initial connections to artists work from the paper & make visual and written responses to some artworks that connect to the subject you have chosen.</p> <p>Use the “Graphic Comms” sheet and start to make Responses /Descriptions notes on the work.</p> | <p>- Write your own responses</p> <p>- Find a relevant artist/designer quotes</p> <p>- Choose the right images that relate to your theme</p> <p>- Name /date and title every work</p> <p>- Read, understand and put into own words</p> <p>-What are you telling us about the artist?</p> | Continue to make quality Initial artist studies or gather sources |
| 4 | A02 | | | Practical work from small detail of artists/designers work to explore the media use and the process/techniques used. Apply techniques or digital approach to your own work. | Create a work/page which applies the technique that the chosen artist uses – What skills are you learning from the artist/designer? Explain. | Continue gathering sources or Artist study work |
| 5&6 | A03 | | | With the drawings or the imagery that you have shot and play with a range of media: collage techniques, print techniques, different paints, mixed media, different surfaces, software, stencils and combinations to get a solution. Explore scale, different approaches and techniques – get variety. Look to the designers you have studied for technical reference. Start to make early design ideas and studies from your source’s images. Revisit the first set of images and create new ones which are more specific. Start to make larger drawings and studies from your source’s images. Think about taking work onto the computer to ‘play’ and manipulate the colours and layouts. | <p>Expand your range sheet – do something different, work on different medias.</p> <p>Why not create a page/pages which show you have experimented with lots of different materials / techniques / styles and approaches?</p> <p>Are you clear about what work you must do in the holiday? check with your teacher</p> | <p>Continue to experiment with materials, your ideas and continue working from direct sources</p> <p>Holiday work could be: Make another photoshoot – paint/draw from real life</p> |
| OCT HALF TERM (23 Oct – 1 st Nov) | | | | Collate all work to date. Ensure all work is up to date, printed and annotated in sketchbooks. | | |
| (2 nd Nov – 17 Dec) 7 | A02 | A03 | | Continuation of media exploration and refinement – painting media / Graphics Media (handmade & digital) – experiment with -typography / image / colour choices | <p>Start to work larger & create more ambitious studies / experiments</p> <p>Are you showing your skills off?</p> | Continue to make observational studies or artist studies |
| 8 | A01 | A02 | A03 | Continue to experiment and explore as much as possible – refine and reworking your ideas/observations using different materials Expand your range with media and continue to explore ideas. Make practical work from designer’s work. | Understanding paintings/ Graphic Comms sheet - Why are you looking at this artist? Is it clear – Do you show that you know about the artist? | Revisit and make clear your connections to artists/ designers/area of Graphics/Art |
| 9 | All Assessment Objectives | | | Continue to experiment and explore as much as possible – refine and reworking your ideas using different materials | Try to produce several outcomes rather than one, where you can really show possibilities with your skills and process, experimentation. Have you got stuck with one idea? | Keep revisiting your sources so you are still considering new options. |
| 10&11 | All Assessment Objectives | | | Practice makes perfect: Embark on a series of studies/ designs/more refined works that explore different colour choices and styles and the best ways to make your work : experiment and play with media and final ideas! | Produce more ambitious artworks outside sketch book / Produce digital and hand-made options / variations on the idea – refining the technique and process. | Make it clear how you have connected to the artists/designers that you have looked at during the project |

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| | | <p>- Further exploration of different compositional arrangements and plans. Prepare paper or Graphic Media in readiness for the Mock Examination(Date to be Confirmed).</p> <p>-Consider ways to present your prep work – get black card and start to mount your work or title and name pages in your sketch book</p> | Composition/ design plans need to be drawn out and full colour designs must be completed using media choice / Trial of different surfaces need to be made – canvas / board / card / paper etc. | |
| 12 | All Assessment Objectives | <p>MOCK EXAMINATION</p> <p>5hrs – create an outcome for current project that demonstrates skills and understanding. Link to artists and designers made. Work can be done through hand based or digital media.</p> | 5 hour piece to be pre-planned. Work to be submitted at end of time period. Work created ‘can’ be used as final outcome to component one. Although time remains to work further on this and refine at a later date. | Sketchbooks and planning work to be submitted alongside 5 hour piece. |
| 13&14 | All Assessment Objectives | <p>One to one session with teacher to target key areas to develop in the next phase of the project and talk through of Mock Examination. Mock exam work to be handed back to students to take and complete over the break.</p> <p>Students to continue to complete project work and refine – evolve final piece and book work. Students to ensure all Assessment Objectives have been met.</p> | Students to be given 1:1 advice and target sheets used. Specific tasks given. Students to ensure all targets to be met after the Christmas break. | Complete all project work ready to submit first week back after break. |
| END OF TERM 17 th Dec | | <p>17th – 5 Jan</p> <p>Students should be completing coursework to hand in first week back.</p> | | |
| Wk Commencing 5 th January | | All coursework to be submitted in readiness for exam paper ESA | | |