

Subject: Graphic Communications

Curriculum Staff: TFN / KHO / LUG



How does Graphics develop:	
Respect	Students gain an appreciation for culture and heritage through the exploration of Graphic Design.
Courage	Students are encouraged to take risks in the development of ideas and the creation of work. Trying new artistic endeavors teaches you to think in different ways.
Community	Students work in an inspiring studio environment that breeds compassion and acceptance. An understanding of the role that the Arts play in the community is fostered through a combination of research and discussions.
Wisdom	In a world increasingly dependent on visual media, it is essential to teach students visual literacy. Studying a Creative Arts subject will equip students the wisdom to be able to unpack and respond to visual stimuli.

Key Stage 3 - Intention Statement:

At ASA, our Graphic Communication Curriculum is specifically designed to provide the students with a strong foundation in Graphic Communication, we aim to provide the skills, knowledge and understanding needed to be successful at GCSE level. Giving pupils a taste of how to use Photoshop to realise drawn intentions, and building on ideas to develop towards an outcome. Tasks escalate in difficulty with previously studied techniques being combined together to allow the creation of more complex outcomes. Skills are revisited regularly through different tasks and continue to be revisited through each year.

'Good Art Inspires. Good Design Is Understood. Good Design Is an Opinion. Good Design Is a Skill. Good Design Sends the Same Message to Everyone. Design is everywhere.'

'Creativity is allowing yourself to make mistakes, Design is knowing which ones to keep.'

Intention Overview:

Curriculum Knowledge

Understanding the use of Typography and its effective use in Design:

Typography is a fundamental principle of good design. Whether you're designing for print or the web, good typography helps balance the visual structure of your design between the content and the visuals.

Understanding key values and concepts behind branding:

In a world where people are constantly looking for connections with their favourite brands, it's crucial for companies to give their customers something that they can relate to, that goes beyond a beautiful logo or an impressive website. While the external elements of a brand like the voice and even the name, can help to establish awareness and affinity among the customers, it's the brand values that deliver real engagement and direct brands towards more powerful bonds with the target audience.

Re affirming the importance of colour and typography in design. Applying in different contexts:

Colour theory is a science and art unto itself, which some build entire careers on, as colour consultants or sometimes brand consultants. Knowing the effects colour has on a majority of people is an incredibly valuable expertise that designers can master and offer to their clients

Formal Elements and Principles of Design through image analysis and evaluation of completed work. Photoshop Mastery - Photoshop has become one of the main programmes used in industry, across different specialisms, an early grasp of the technology will benefit pupils in later work, and life, should they choose a career related to art and design.

Essential Skills to Develop

Subject Specific Skills

Year 7

Creative and personalised typography.
Image Analysis.
Refinement of ideas and outcomes.
Book Cover Design.

Year 8

Supportive Learning Skills and Attributes

Recall skills - Spaced retrieval activities are strategically placed throughout projects to allow students to build solid knowledge blocks and progress their skills, knowledge and understanding.

Literacy - Images are analysed in detail with the accurate use of keywords being paramount to success. Students develop a sophisticated vocabulary as the course progresses. Verbal and

<p>Recognising successes of other brands. Image Analysis. Building a brand identity. Refinement of ideas and outcomes. Application of brand. Year 9 Image Analysis. Mixed Media Experimentation. Refinement of ideas and outcomes. Practical Application within a specific context.</p>	<p>written articulation of personal views and opinions are a regular component of the course.</p> <p>Numeracy - The formal elements are used consistently throughout in the application of Line and shape. Students develop an understanding of how geometry and grids can affect the hierarchy of a piece of design, and how each aspect within the space of the design highlights specific areas of importance to communicate more effectively.</p> <p>Problem solving - what happens when something goes wrong? Particularly in Photoshop, how do we fix it? Solving problems and overcoming creative challenges promotes resilience.</p> <p>Students are able to share their own experiences and work as a team to develop their understanding. Working together and helping one another promotes empathy.</p>
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Cultural Capital (opportunities and experiences)

Focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the students time in Art & Design. Observational drawing, composition and creating links are key components of the courses.

Keywords are taught strategically with a firm understanding of the underpinning elements of Art & Design instilled into the students before they undertake any of the Creative Arts GCSE options that are available to them. Knowledge tests are regularly used to check understanding and address any misconceptions.

Pupils are encouraged to work as teams to agree on a selection of outcomes that could be worked towards, ideas are then built on from these initial thoughts. Ideas are shared and collaborative learning is encouraged in order to collectively attain an understanding enough to answer a brief appropriately.

Good work is celebrated. Mistakes encouraged and all pupils made aware of this. Positive atmosphere in not being negative towards anyone's work as experimentation with different media means different strengths in different areas. Pupils are encouraged to express their individuality when producing outcomes and are celebrated for thinking differently.

Implementation:

Our Schemes of Learning include a range of learning activities structured around the TEEP model. The TEEP structure is designed to give students the opportunity to develop the skills naturally from initial concept to final design, slowly increasing in complexity to allow for a better grasp on techniques and application. The full GCSE Assessment Criteria are referred to and revisited regularly to give pupils an insight into the processes of project work. The use of the full assessment criteria throughout also allows for accurate tracking and relevant interventions to be made.

Measuring Impact:

- Regular FAR marking - will allow teachers to address any misconceptions and celebrate any work done well to share good practice and outcomes between pupils.
- PLCs - are structured so pupils can self assess against a teachers assessment to pinpoint where and what a pupils needs to do to improve.
- Data Collections - evidence of progress and accurate forecasting for GCSE.

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ARCHBISHOP
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Church of England

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Key Stage 4 - Intention Statement:

The GCSE Graphics course consists of two units; Unit 1 is a controlled assessment that is completed throughout Yr10 and until Christmas of Yr11 whilst Unit 2 is an externally set assignment that runs for approximately 10 weeks with a 10 hour block of time at the end.

Recall the skills and techniques learned throughout key stage three as they will become more important while working through briefs. Use key stage three work to refer to as guides and reminders as all skills will be revisited, most importantly, the formal elements of design. Throughout years 10 and 11, design outcomes in answer to different briefs which will require the application of all the skills previously taught. Pupils are also given the chance to develop and extend skills, knowledge and understanding by refining different ideas. When completing work, the motivation to practice the skills learned and try to develop outcomes further is encouraged. Art and Design is like sport or music, the more practice is done, the better pupils will become. Throughout the course, professional software is used to an industry standard. Completing the KS4 curriculum will give students the skills, knowledge and understanding necessary to confidently approach the more complex creative problems posed by a KS5 curriculum and beyond. Examples from industry are used to give pupils real world relation to the course that they are doing, along with professionally designed pieces of artwork to analyse, giving pupils an insight into the world of Graphic Design both current and past examples.

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Essential Skills to Develop

Subject Specific Skills

Mental Health Awareness Magazine:

Image analysis.
Emotion photoshoot with multiple exposure.
Manual media Experimentation.
Digital manipulation and idea development - Peter Max, Mike Godwin, Stefan Sagmeister, Neville Brody, Dan Mountford, Marvel Avengers, Ghost in a Shell/3D films, Tanner Grammar, Michal Macku.
Idea Development.
Application.

Elements Branding:

Mindmap and moodboarding idea generation
Image Analysis
Initial sketches.
Refined digital drawing - colourways - typography.

Elements Application:

Image Analysis.
Supportive Photoshoots.
Mixed media experimentation - hand and digital.
Restaurant Graphic market research.
Development of ideas.
Application.

Supportive Learning Skills and Attributes

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Literacy - Images are analysed in detail with the accurate use of keywords being paramount to success. Students develop a sophisticated vocabulary as the course progresses. Verbal and written articulation of personal views and opinions are a regular component of the course.

Numeracy - The formal elements are used consistently throughout in the application of Line and shape. Students develop an understanding of how geometry and grids can affect the hierarchy of a piece of design, and how each aspect within the space of the design highlights specific areas of importance to communicate more effectively.

Problem solving - what happens when something goes wrong? Particularly in Photoshop, how do we fix it? Solving problems and overcoming creative challenges promotes resilience.

Students are able to share their own experiences and work as a team to develop their understanding. Working together and helping one another promotes empathy.

Cultural Capital (opportunities and experiences)

Centred around the creation of a personal portfolio of work that builds upon core ideas whilst allowing the students to explore their own creative instincts. Key components such as observational drawing, composition and creating links are built upon with technical processes pushed to advanced levels. The students develop a wide vocabulary with spaced retrieval exercise regularly employed to strengthen understanding. Image analysis tasks become more fluent with accurate use of keywords.

Through the construction of compositions, pupils are given an introduction into how a design can affect the viewer. Pupils are also encouraged to work as a team or in groups to collectively share ideas towards a final development.

Pupils are encouraged to work with a studio atmosphere and know that they can ask each other for help as well as the teacher. Respect for each others' work is always enforced and correct ways for giving feedback is always evident. Pupils' work regularly used as examples to others' and celebrated when one or more has achieved well. Furthermore, pupils are encouraged and celebrated for developing and presenting individual and personal thoughts, ideas and outcomes when progressing through a topic or project.

Implementation:

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- PLCs - are structured so pupils can self assess against the different tasks to pinpoint where and what a pupil needs to do to improve.
- Data Collections - evidence of progress and accurate forecasting for GCSE.
- Updating trackers when moderating against the full GCSE assessment criteria.