



In Graphic Communication we will be learning:		This links to:	Key Vocabulary:	
1	The key Knowledge and understanding - The students will understand the way sources inspire the development of ideas relevant to Graphic Communication such as, how themes, issues and needs can provide the stimulus for creative and imaginative ideas that are for an intended purpose. Projects within Component 1 and 2 offer the students opportunities to respond to a brief which might have a commercial or broader focus, such as a social or environmental issue. - The students are required to adapt to ways in which meanings, ideas and intentions relevant to graphic communication can be communicated. This can take many forms of representation such as brand identity, intended message and target audience. - Detailed schemes of work are utilised for students to follow lesson and homework plans. They also map out key areas within the programme, meeting assessment deadlines and the criteria's for assessment such as the 4 assessment objectives. The Skills - students will demonstrate the ability to use Graphic Communication techniques and processes, appropriate to students' personal intentions, for example: typography, illustration, photography and digital working methods. They will also use a broad range of media and materials, as appropriate to students' personal intention. Illustration is a key aspect of the programme where students can demonstrate elements in Art such as, colour, line, form, tone, texture, shape, pattern, perspective, composition and scale.	- The students will have studied the elements in Art at Key stage 3, such as tone, line, texture, colour, pattern, scale, form, perspective and composition, gaining an awareness of the theory of Art. - Introductory drawing skills are taught from the start of KS3, such as how to add tone and blend colour to a competent level. A broad range of media is utilised throughout KS3, where upon the projects the students are able to confidently demonstrate materials they are skilled at or prefer. - The diverse range of projects and subjects experienced in KS3 enable the students to not only work to set briefs, but also design their own outcomes. - Students are encouraged to reflect upon Artwork and skills, such as how media has been applied in artist analysis work, to final presentations of Artwork. Peer and self-review tasks encourage the students to develop their visual language and communication skills. - In KS3 the students produce written and visual tasks such as analysing artwork, also supporting this with their own questions and views. Art terminology is also taught throughout KS3 & KS4 so students can build upon their knowledge but also develop an understanding of the assessment objectives. This is evidenced in sketchbook annotation and final evaluations of projects	- Elements in Art - Composition - Perspective - Media - Brand identity - Target audience - Traditional and non-traditional media. - Acrylic - Indian Ink - Dry-point mono printing	- Publishing packages - Canva - Adobe Photoshop - Layering, - Filters - Opacity - Define Patterns - Inverse - Select and mask - Double exposure
2	Component 1: Introductory project, 'Saltwell Park poster design' - Following a brief, students will design a poster to advertise Saltwell Park. - A mood board will investigate the starting points such as, artist inspiration, photography of footwear, illustrations for the poster, the graphic theory, strap lines and the digital packages. 2 initial Illustration pieces will be created by investigating artists and differing media such as, Vincent van Gogh and oil pastels and Andrea Joseph using graphite. The students will produce an A4 graphite trainer drawing with a fragmented background to promote Saltwell Park. - An introduction to publishing packages using Canva and Adobe Photoshop will enable the students to utilise non-traditional media to present a final poster design.	Following on from KS3 Art, the students will have gained an awareness of: - Fine Art and Graphic Communication projects, which are a tasters that the students to experience the types of artwork the disciplines can offer. - Working to a brief to produce a range of outcomes, such as designing a book cover, food and drink illustrations, split media soda can illustration and a fragmented portraiture piece. - Graphic communication projects which enable the students to have an understanding of brand identity, graphic illustration and surface pattern. - A breadth of artists which place a context and relevance to why the artwork has been produced.	- Mood board - Strapline - Annotation - Market trends - Historical and contemporary referencing. - Design	- Graphic theory - Hierarchy - Alignment - Balance - Contrast - Repetition
3	Component 1: Extended project, 'Food glorious food' - The students will investigate the title 'Food Glorious Food,' create a written and visual mind map, collect photographs and research upon food and drink. (A01) - Artist research and illustration workshops investigate the current market, such as Sarah Graham, and Georgina Luck. (A01) - Traditional and non-traditional media is experienced in technical workshops to strengthen the students presentation using colouring pencil, biro, watercolour, acrylic paint, Canva and Adobe Photoshop (A02). Print and image manipulation using Photoshop enables the students to use typography, a strapline, and illustration to design development pieces. (A03). - The final conclusion for the project will highlight an intended final direction for the food/drink illustrations produced. Final work can be hand produced or manipulated with Photoshop. Concept boards to visualise how the illustrations will be produced to support final work. (A04)	Following on from the introductory project 'Saltwell Park Poster Design,' the students will have: - Understand how to work to a brief, to create a final direction for 'Food glorious food.' - Gained an understanding of how artists can inspire illustration and outcomes for work. - Utilised traditional media such as graphite. The students will be able to work to a higher level of applying tone and texture to their illustrations. - Shown how to present work in the format of a poster, demonstrated an understanding of the Graphic theory and target audience. The skills developed will also beneficial the designing of final CAD boards for 'Food Glorious Food.' - Used non-traditional media such as Canva and Adobe Photoshop to gain an understanding of the publishing packages.	- Brands - Mind map - Aesthetic - Philosophy - Evaluate - Conclusion	- Split-media - Diptych - Triptych
4	Component 2: External set examination - Choosing an examination question set by AQA students will initially produce a written and visual mind map to outline their ideas. Artist analysis and responses will follow to further connect to the question and theme. Students may produce drawn or digital responses. (A01 & A02) - Students will test out ideas for the direction for their theme in a series of development work, also supported with photographs to produce unique illustrations. The strongest development work will conclude the development stage where the students will produce market research to indicate the Graphic Communication end outcome. (A02 & A03) - A 10 hour focussed examination will see the students produce final piece(s) in their choice of traditional or non-traditional media. (A04)	Following on from the projects 'Saltwell Park Poster' & 'Food Glorious Food,' the students will: - Understand how to work to a brief, to be able to select an appropriate question to produce a folio of work to. - Be able to build upon their understanding of how artists can inspire illustration and outcomes for work. - Utilise a broad range of media, working to a higher level of applying tone and texture to pieces or compositions. - Be able to demonstrate their knowledge of non-traditional media such as, Canva and Adobe Photoshop.	- Genre, period and style - Culture, - Social and economic contexts - Political events - World events	- Collage - Render - Manipulate - Fragmentation - Analyse - Conclude