**Subject Year Curriculum Overview-Yr13 Art & Design: Graphic Communication**

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|  | **Autumn** | | | **Spring** | | **Summer** | |
|  | **Learning Cycle 1** | **Learning Cycle 2** | **Learning Cycle 3** | **Learning Cycle 4** | **Learning Cycle 5** | **Learning Cycle 6** | **Learning Cycle 7** |
| **Topic** | NEA | NEA | MOCK EXAM/NEA | EXAM PREP | EXAM PREP | EXAM | Course completes at May half term-all NEA/EXAM work is submitted for moderation. |
| **Critical Prior Knowledge** | Students must develop and apply the knowledge, understanding and skills specified in the [Subject content](https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content) to realise personal intentions relevant to Graphic design and their selected area(s) of study. | | Students will have learnt a variety of Photo and typography editing techniques using Photoshop and Illustrator as a number of mark making skills using other media relevant to their individual NEA titles-including Printing, paint skills, photography, graphic pens. Students will be able to select appropriate artist research, analyse it and respond to it within their own work. | Through the NEA tasks students should have developed knowledge to allow them to select and critically analyse the work of others and use this work to inform their own ideas.  To be able to work in a variety of different media/techniques and processes to realise intentions. This could include;  Advertising, packaging design, design for print, illustration, communication graphics, branding, and multimedia. | | |  |
| **Overall Intent**  **(Big ideas and key concepts)** | Students must understand the way sources inspire the development of ideas, relevant to graphic design including: how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the chosen area.   * How images relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created.   A working vocabulary and specialist terminology that is relevant to their chosen area(s) of graphic communication. | | Develop ideas through investigations, demonstrating critical understanding of sources.  Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  Record ideas, observations and insights relevant to intentions as work progresses.  Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | AQA will provide a separate externally set assignment with seven different starting points. Students must select and respond to one starting point from their chosen title.  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. The extended creative response must explicitly evidence students’ ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time. Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of drawing activity and written annotation. | | |  |
| **Essential**  **Knowledge milestones**  **(What students must master)** | Ability to select appropriate research to inform a theme and develop a personal outcome from.  Ability to critically analyse the work of others and self.  To start to develop ideas through creative outcomes. | An ability to thoughtfully refine ideas with discrimination.  An ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.  An ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. | An ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.  An ability to demonstrate understanding of visual language. | Knowledge, understanding and skills:  Students must develop and apply the knowledge, understanding and skills specified in the Subject content to realise personal intentions relevant to textile design and their selected area(s) of study.  Knowledge and understanding: The way sources inspire the development of ideas, relevant to Graphic design including: • how sources relate to cultural, social, historical, contemporary, environmental and creative contexts which might be determined or influenced by functional or non-functional considerations • how ideas, feelings, forms, and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints.  The ways in which meanings, ideas and intentions relevant to Graphic design can be communicated include the use of: function, style, colour and content.  Skills: Within the context of Graphic design, students must demonstrate the ability to: design for an audience/client, use of appropriate typography, understand a variety of materials and genres. | | |  |
| **Cultural Capital** | Students take influence from selected artists and designers given in their tasks from the exam board for the NEA and Exam pieces of work. Students can also select appropriate artists and designers that are relevant to their own themes and development of ideas. | | | | | | |
| **Mode of Retrieval** | Assessment of AO1 portfolio  DEVELOP | Assessment of AO2/3 portfolio  REFINE/RECORD | Assessment of all A0’S 1-4 through portfolio and final outcome-moderation of NEA task.  DEVELOP/REFINE/  RECORD/PRESENT | Can’t give personal feedback due to the work being exam prep. Students to work towards all four objectives-copies of the assessment sheets will be provided. | Can’t give personal feedback due to the work being exam prep. Students to work towards all four objectives-copies of the assessment sheets will be provided. | Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. |  |
| **ECC Student Characteristics** | Creativity-ability to think outside the box to develop work that has personal interest and meaning behind it.  Resilience-to be able to refine and reflect on progress and not be scared to try something new and experiment with ideas.  Reflective learners-to constantly review and refine work through the sketchbook and discussions with teachers and peers. | | | | | | |
| **Connection to future learning**  **(When is this developed / revisited)?** | All knowledge learnt each half term builds upon the progress and depth in the portfolio. Students work on an extended NEA task from the start of Yr10 through to the end of the Autumn term in Yr11. The first term in Yr10 is about learning and understanding how to analyse the work of others and use this to develop samples and techniques into a final outcome. As the course develops students become more confident and refine these skills in a mature and independent manner allowing them to reach the higher grade boundaries of the specification. Students can develop work that has a personal meaning or message. All NEA work builds upon the exam in Yr11, where students needs to show their ability to achieve the four objectives for a given theme set by the exam board. The final piece is produced under exam conditions in the classroom. | | | | | | |