



Year 12 A Level Curriculum Sequence: Graphics

Intent: To introduce students to A-level contextual study and independent enquiry techniques; encouraging students to explore and develop skills using wider range of graphic design techniques and processes. This leads to students being confident and skilful in their own explorations as they embark on their Personal Investigation journey.

<p>HT1 Intro Unit : People and Places Workshops exploring graphical and typography techniques and styles</p>	<p>HT2 Intro Unit : People and Places Workshops exploring graphical and typography techniques and styles</p>	<p>HT3 Intro Unit : People and Places (outcomes) Developing ideas and trials that result in personal outcomes</p>	<p>HT4 Personal Investigation Starting points and exploring the work of others</p>	<p>HT5 Personal Investigation Starting points and exploring the work of others</p>	<p>HT6 Personal Investigation Exploring media, techniques and ideas in response to artists</p>
<p>Why 'People and Places'? Students explore the theme through a series of workshops exploring typography, making links to a range of historical and contemporary designers. These workshops are both digital and physical media based.</p> <p>The workshops are designed to build confidence in using arrange of media to explore and encourages students to reflect on their work</p>	<p>Why 'People and Places'? This phase offers further development of skills with workshops involving visual graphics, linking to a range of design inspirations. Students explore Photoshop, Illustrator and Indesign to develop trials and explorations.</p> <p>The brief of 'Blackpool' is provided and an educational visit allows for first-hand recording and observations to use to develop ideas.</p>	<p>Why 'People and Places (Outcomes)'? As 'Blackpool' as their brief, students experiment with editing and manipulation techniques to develop their own typography and graphical outcomes. This leads to independent development of ideas around the theme 'People and Places'. Reflecting on research and experiments students develop ideas which cumulate to a series of personal outcomes.</p>	<p>Why 'Personal Investigation'? Students are presented with a selection of images/key words/quotes which will form the starting point to their project.</p> <p>Students are encouraged to explore a range of ideas, before narrowing it down to an individual focus. As part of this process students look closely at the graphical styles and processes used, through visual and written analysis and produces a series of initial explorative trials.</p>	<p>Why 'Personal Investigation'? Reflecting on their initial creative journey, students are encouraged to focus in depth at the work of 3-4 different designers/artists to further develop their ideas. Students look closely at the graphical styles and processes used, through visual and written analysis. Photoshoots, handmade processes and digital media trials are used to inform a variety of outcomes that relate to the theme/starting point.</p>	<p>Why 'Personal Investigation'? Students reflect on how to narrow their focus down further. At this stage, students will visit exhibitions and record their experiences as well as explore further designers/artists/movements in producing further media trials.</p> <p>Written Personal Study Students are required to complete a 1000-3000 word essay discussing and analysing their research and how it has informed their art so far.</p>
<p>EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	<p>EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	<p>EDUQAS Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	<p>EDUQAS Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	<p>EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>
<p>Teaching it here supports: Key skills: Elements of Design, compositional styles, Photoshop editing skills, collage and handmade processes, presentation, annotation</p>	<p>Teaching it here supports: Key Skills: Research and analysis, graphics processes, and editing skills, idea development, annotation and personal reflection</p>	<p>Teaching it here supports: Key skills: Elements of Design, compositional styles, Photoshop editing skills, collage and handmade processes, presentation, annotation-writing</p>	<p>Teaching it here supports: Key Skills: Research and analysis, graphics processes, Photoshop editing skills, idea development, annotation and personal reflection</p>	<p>Teaching it here supports Outcomes include: mind-maps, presentations, contextual research (including a wide range of potential artists). Initial photoshoots and edits.</p>	<p>Teaching it here supports Outcomes include: Photoshoots, editing trials, written analysis and reflections, refined outcomes/investigations</p>
<p>Feeds from: Y10 relevant skills in HT4 and Y11 HT1, HT2</p>	<p>Feeds from: Y10 relevant skills in HT4 and Y11 HT3, HT4</p>	<p>Feeds From: Y10 and Y11 relevant skills and Y12 HT1, HT2</p>	<p>Feeds From: Y10 and Y11 relevant skills and Y12 HT1, HT2, HT3</p>	<p>Feeds from: Y11 ESA and Y12 HT1-HT4</p>	<p>Feeds from: Y11 ESA and Y12 HT1-HT5</p>