



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.

HT1 Zine Project Workshops exploring photography and editing techniques inspired by fine art photographers and designer	HT2 Zine Project Development of own ideas and a final Zine outcome	HT3 Rebrand: The National Trust Workshops exploring historical and contemporary graphic styles in logo and brand development	HT4 Rebrand: The National Trust Further workshops exploring digital techniques leading to the development of own ideas and outcomes.	HT5 Personal Investigation Starting points and exploring the work of others	HT6 Personal Investigation Exploring media, techniques and ideas in response to artists
Why the 'Zine Project: Introduction'? This project introduces students to Photography as a Fine Art media. Workshops encourage thinking creatively and differently about Photography, addressing preconceptions about what 'photography' can be. Students explore a range of physical and digital manipulation techniques linking to contemporary fine art photographers.	Why the 'Zine Project'? This phase offers further experimentation with editing and manipulation techniques which leads to independent development of ideas around the theme 'Conflict and Social Change'. Reflecting on research and experiments students develop ideas which cumulate to a personal and finished Zine.	Why 'Rebrand: The National Trust'? A design brief with more proactive components and critical analysis than the first term, it allows for wider exploration and development of digital skills while gaining a wider understanding of graphic design. Students explore the history of graphic design and typography, relating to media trials. Understanding of brand identity and target market sees students use their practical trails to develop logo designs and a new brand identity for the National Trust.	Why 'Rebrand: The National Trust'? Continuation of the design brief to rebrand The National Trust, students explore further media trials in the development of ideas. This leads to the production of a final campaign which includes logo design, brand identity, poster and magazine design.	Why 'Personal Investigation'? Students are presented with a selection of images/key words/quotes which will form the starting point to their project. Students are encouraged to explore a range of ideas, before narrowing it down to an individual focus/brief. As part of this process students are then encouraged to focus in depth at the work of 3-4 different designers/artists/movements. 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.	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.
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.	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.	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.	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.	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.	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.
Teaching it here supports: Key skills: Elements of Design, compositional styles, Photoshop editing skills, collage and handmade processes, presentation, annotation	Teaching it here supports: Key Skills: Research and analysis, graphics processes, and editing skills, idea development, annotation and personal reflection	Teaching it here supports: Key skills: Elements of Design, compositional styles, Photoshop editing skills, collage and handmade processes, presentation, annotation-writing	Teaching it here supports: Key Skills: Research and analysis, graphics processes, Photoshop editing skills, idea development, annotation and personal reflection	Teaching it here supports Outcomes include: mind-maps, presentations, contextual research (including a wide range of potential artists). Initial photoshoots and edits.	Teaching it here supports Outcomes include: Photoshoots, editing trials, written analysis and reflections, refined outcomes/investigations
Feeds from: Y10 relevant skills in HT4 and Y11 HT1, HT2	Feeds from: Y10 relevant skills in HT4 and Y11 HT3, HT4	Feeds From: Y10 and Y11 relevant skills and Y12 HT1, HT2	Feeds From: Y10 and Y11 relevant skills and Y12 HT1, HT2, HT3	Feeds from: Y11 ESA and Y12 HT1-HT4	Feeds from: Y11 ESA and Y12 HT1-HT5