

## Further information on the Overview element for curriculum development: 2D / Graphic Communication

### Aim KS3:

The 4 R's are embedded in our curriculum at all key stages. Student's Resilience to feedback develops throughout the course of study and their open mindedness to researching different cultures and beliefs through design, working to a design brief develops problem solving skills and the ability to work independently. They have opportunity to work in well facilitated classrooms, Respecting their environment and the space and time they are given. They are encouraged to be proud and share ideas, offering Responsible feedback for their peers. We have an open door policy after school to enable students to revisit work or contribute further to their projects to enable them to be Ready to learn and continue their studies with confidence.

- Pupils are assessed on a range of skills in their understanding of measuring and accuracy.
- They complete a variety of activities which enable them to make informed choices about the world of graphic communication and the impact on our society.
- They learn how to create rendering to represent a surface using pencil crayon which will enable them to apply this to create a realistic view of surfaces
- Pupils Investigate existing logos through practical investigation and reproduction to develop their understanding of currents trends within the market.
- They analyse and investigate contextual sources to inform ideas and be able to explain their own opinions and understand how to develop a range of design ideas which they can refine and develop into their final design
- Pupils explore a series of construction methods to enable them to create a final outcome reflecting their design brief.
- They will experiment using a variety of skills learnt and produce a final outcome as a result of both Teacher and self-assessment.
- They will be taught how to evaluate if this is suitable for their chosen target market and how successfully this meets the brief set
- To develop a broad understanding of corporate branding and logos within the sporting world; by Investigating existing logos through practical investigation and reproductions
- They will be able to explore a variety of typography to enable them to explore different type faces to inform their design ideas
- They will be able to experiment with different media such as water colour, fine liner and use of biro to develop their skills
- They will develop a range of design ideas demonstrating ability to refine and reflect on development stages
- Produce final designs as a result of peer and self-assessment; making informed decisions and modifications
- They will be able to adapt and modify their design ideas to suit the needs of a particular target market
- They will be able to present ideas effectively
- Pupils will gain an understanding of what makes a popup book successful.
- They will explore work of a range of artists and illustrators broadening the depth of research.
- They will produce work reflecting the work of the selected illustrators and designers through a reproduction
- Interpret and explain the work of artists and recognise different characteristics, confidently applying this to their own work's development

- They will explore and experiment with a range of mechanisms such as V Fold and Internal stands to inform their design ideas
- Develop work which is purposeful, imaginative and has some originality by creating a collection of ideas reflecting the design brief and research as inspiration
- They will understand how to apply scale and proportion within their design ideas to create a suitable background for their chosen theme
- Pupils will research a variety of themes such as superhero; music and fairy-tale to enhance their creativity and independence
- Analyse and review their own work and show that they know how work can be developed and improved to make it more successful

## Sequencing KS3:

Pupils produce projects to answer a design brief, allowing them to gain an understanding of how the graphic design industry can work. Each project is progressively more challenging as well as offering different experiences of graphic communication. Projects are structured very similar to also revisit good design practise and embed skills in design and if the pupils chooses to continue their studies through to key stage 4. They start with basic graphic skills such a rendering surfaces and develop these across the topics to produce a high quality outcome. Pupils develop knowledge of different media and materials, each topic incorporates skills from the previous year to provide opportunity to revisit and develop a previous skill. Design strategies are introduced and developed throughout each topic developing skills in recording ideas through drawing, with opportunity to reflect on work and its progress. They will develop an understanding of the target markets for each brief and be able to explore the world of graphic communication through the use of the analysis of a variety of companies, artists and designers. Pupils will work through the different stages of design from contextual research and product analysis, initial ideas through to a final outcome / design. Presenting their final idea appropriately. Pupils will evaluate work as they progress through each project, this gives an opportunity to recap, review and improve their work through follow up tasks.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Suggested Revision Website	Exam Board Link	Recommended Revision Guide
KS3	Rotation 1			Rotation 2					
Year 7	Fruit drink logo: Students will develop skills in drawing, practising	Fruit drink logo: Branding and target markets are studied	Fruit drink logo: Design ideas are developed and a final design is	Students will develop skills in drawing, practising rendering and layout	Fruit drink logo: Branding and target markets are studied	Fruit drink logo: Design ideas are developed and a final design is produced, visualised as a drinks can.			

	rendering and layout drawing. They will study existing logos as part of their research.	before students begin to work on design ideas for their own fruit drink company. Image and text are explored.	produced, visualised as a drinks can.	drawing. They will study existing logos as part of their research.	before students begin to work on design ideas for their own fruit drink company. Image and text are explored.				
Year 8	Sports branding: Students learn about key terms used in industry and gain an understanding of working to a design brief. They research existing sports brands and logo design	Sports: branding: Student begin to develop and brand name for their sports company, they explore ideas and experiment with image and text.	Sports: branding: Students develop a range of ideas before reaching a final design. This design is produced on a range of sports products..	Sports branding: Students learn about key terms used in industry and gain an understanding of working to a design brief. They research existing sports brands and logo design.	Sports: branding: Student begin to develop and brand name for their sports company, they explore ideas and experiment with image and text.	Sports branding: Students develop a range of ideas before reaching a final design. This design is produced on a range of sports products.	<a href="https://www.pinterest.co.uk/AldridgeTextile/">https://www.pinterest.co.uk/AldridgeTextile/</a> <a href="https://www.pinterest.co.uk/Aldridgeart/">https://www.pinterest.co.uk/Aldridgeart/</a>		
Year 9	Educational pop-up book: Students research	Educational pop-up book: Students produce	Educational pop-up book: Surface graphics	Educational pop-up book: Students research	Educational pop-up book: Students produce	Educational pop-up book: Surface graphics completed and pop-up	<a href="https://www.pinterest.co.uk/AldridgeTextile/">https://www.pinterest.co.uk/AldridgeTextile/</a> <a href="https://www.pinterest.co.uk/Aldridgeart/">https://www.pinterest.co.uk/Aldridgeart/</a>		

existing pop up books aimed at children. The explore pop-up mechanisms and produce pop-up samples and produce design ideas developed from these	surface graphics for a double page of a children's book and for their Popup mechanism.	completed and pop-up mechanism is constructed. Elements of the work are put together to produce a double page sample of a children's pop-up book.	existing pop up books aimed at children. The explore pop-up mechanisms and produce pop-up samples and produce design ideas developed from these	surface graphics for a double page of a children's book and for their Popup mechanism.	mechanism is constructed. Elements of the work are put together to produce a double page sample of a children's pop-up book.			
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#### Aim KS4:

- Pupils build on their skills from key stage 3 when creating their design brief project led tasks within the early parts of key stage 4.
- They will analyse a range of artists, designers and companies to enable them to produce work in the style of their work.
- To be able to create a collection of design ideas reflecting a design brief using the influence of others to produce a quality outcome
- They will explore with a variety of media to allow them to make informed choices later on in the GCSE course.
- To develop an understanding of Photoshop editing and be able to produce a range of creative and professional designs
- To understand how to from opinions and analyse the work of others
- To show an understanding of a brief
- To be able to record ideas
- To be able to colour an illustration on Photoshop using layers and selection tools
- To be able to develop an idea in to a final outcome
- To understand key terms
- To show an understanding of target markets

- To develop drawing skills and techniques including layout and light boxing
- To be able to produce a single colour lino print
- Independently select and analyse contextual sources to aid the development of ideas
- Explore appropriate media linking to research
- Be able to analyse the work of others through practical investigation
- Develop ideas leading to a personal response
- Present a personal response showing evidence of links to contextual sources studied
- Pupils will produce a collection of work to develop and apply their skills within key areas of the GCSE learning outcomes

#### Sequencing KS4:

Pupils build on skills from the key stage 3 curriculum by using a range of analytical skills to inform their ideas. They complete 3 mini projects at the start of year 10, allowing pupils to demonstrate a range of skills including presenting a GCSE portfolio and a developing understanding of assessment objectives. After the initial 3 projects students are introduced to an extended project which will form a major part of their coursework portfolio. During this project pupil's show progression with their artist's research by analysing artist/designers and companies in more depth, giving more complex opinions about the artist's work and how this can influence their own ideas. Pupils create a variety of reproductions to investigate a broad range of media choices working in the style of the artist/designer and as a result of this produce responses responding to the given project briefs. Photoshop skills are learnt within the starting part of the project to create opportunities to produce high quality, in depth outcomes. Pupils develop a range of strategies to improve their drawings skills, this then supports the development of their design ideas ready for a final outcome. They are able to reflect on their initial ideas and realise intentions, producing a personal response to the project theme.

The departments approach to the coursework will then equip the pupils to approach the Externally Set Assignment upon its release in the January of year 11, approaching it using the same structure that was embedded during the extended coursework portfolio project.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Suggested Revision Website	Exam Board Link	Recommended Revision Guide
KS4									
Year 10	Festival poster design. Students	Design for print. Students design an	Main coursework project. Students	Main coursework project. Students	Main coursework project. Students	Main coursework project. Students continue research, producing		<a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-</a>	

	design and create poster to advertise a festival of their choice. Character design brief. Students create a design a character which is rendered using photoshop	image linked to an animal which could be used on a variety of products. Main coursework project introduction. Students select from a list of starting points their desired brief and begin researching work linked to this.	continue research, producing reproductions and design responses linked to this and their chosen brief	continue research, producing reproductions and design responses linked to this and their chosen brief.	continue research, producing reproductions and design responses linked to this and their chosen brief	reproductions and design responses linked to this and their chosen brief.		<a href="https://www.pinterest.co.uk/search/pins/?rs=ac&amp;len=2&amp;q=aldrige%20art&amp;eq=ALDR&amp;etslf=3196&amp;term_meta[]=aldrige%7Cautocomplete%7C1&amp;term_meta[]=art%7Cautocomplete%7C1">content/graphic-communication</a>  <a href="https://www.pinterest.co.uk/search/pins/?rs=ac&amp;len=2&amp;q=aldrige%20art&amp;eq=ALDR&amp;etslf=3196&amp;term_meta[]=aldrige%7Cautocomplete%7C1&amp;term_meta[]=art%7Cautocomplete%7C1">https://www.pinterest.co.uk/search/pins/?rs=ac&amp;len=2&amp;q=aldrige%20art&amp;eq=ALDR&amp;etslf=3196&amp;term_meta[]=aldrige%7Cautocomplete%7C1&amp;term_meta[]=art%7Cautocomplete%7C1</a>	
Year 11	Main coursework project. Final idea development.	Main coursework project. Produce final idea. Mock exam time used to aid completion of this. Main coursework	Externally set task. Exam board release a selection of starting points. Students select one and begin research.	Externally set task project. Students continue research, producing reproductions and design responses linked to	Externally set task project. Final idea development. Students produce final outcome for the externally set task in 10 hour controlled time.	Re-visit main coursework project to ensure ready for moderation process		<a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/graphic-communication">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/graphic-communication</a>  <a href="https://www.pinterest.co.uk/search/pins/?rs=ac&amp;len=2&amp;q=aldrige%20art&amp;eq=ALDR&amp;etslf=3196&amp;term_meta[]=aldrige%7Cautocomplete%7C1&amp;term_meta[]=art%7Cautocomplete%7C1">https://www.pinterest.co.uk/search/pins/?rs=ac&amp;len=2&amp;q=aldrige%20art&amp;eq=ALDR&amp;etslf=3196&amp;term_meta[]=aldrige%7Cautocomplete%7C1&amp;term_meta[]=art%7Cautocomplete%7C1</a>	

		project handed in at Christmas		this and their chosen brief.				<a href="#">m_meta[]=aldrige%7Cautocomplete%7C1&amp;term_meta[]=art%7Cautocomplete%7C1</a>	
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#### Aim KS5:

- To show an un understanding of art movements and the impact of technology
- To be able to answer a design brief
- To be able to explain target markets and produce work appropriate to this
- To be able to produce a repeat pattern suitable for a wallpaper design
- To create products / outcomes that answer set briefs.
- Record ideas and opinions
- Independently select and analyse contextual sources to aid the development of ideas
- Explore appropriate media linking to research
- Be able to analyse the work of others through practical investigation
- Develop ideas leading to a personal response
- Present a personal response showing evidence of links to contextual sources studied

#### Sequencing KS5:

The personal investigation element is split in to 3 projects. For project 1 Students focus on the same project brief to produce a wallpaper design for a specific room in a house, they are expected to produce detailed research and analysis investigating major movements in art history and industry. This project is designed to encourage students to explore a range of skills, working in dry and wet media. Independence and individuality is introduced through students choosing an area of influence to inform their project ideas. Analytical skills continue to develop and the ability to record ideas leading a final outcome. Links to industry are apparent with students understanding of working to strict deadlines and a greater understanding of working to a client brief and meeting set success criteria. Suitable presentation and product visualisation are taught to aid students present their personal response and final wallpaper design.

Project 2 and Project 3 are completed over the remaining terms of year 12 and the first half of year 13. For these students select a project brief from a range of starting points. Students employ skills and knowledge learnt during KS4 and project 1 of key stage 5, continuing to investigate contextual sources and explore appropriate media and materials. Students produce 3 projects in all for their personal investigation to enable them to experience a range of different working styles and briefs that they could be asked to work on in industry and to enable them to produce an exciting portfolio of work.

The departments approach to the personal investigation will then equip the pupils to approach the Externally Set Assignment upon its release in the February of year 13, approaching it using the same structure that was embedded during the 3 previous projects.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Suggested Revision Website	Exam Board Link	Recommended Revision Guide
KS5									
Year 12	Wallpaper project. Student select a room design a wallpaper sample for. Research and reproduction produced.	Project 1: Wallpaper project. Students experiment with dry and wet media before producing a range of ideas. Initial idea produced and presented.	Project 2: Year 12 Externally set task style project. Students select create a brief from a selection of starting point. Research, reproductions and design responses are produced,	Project 2: Year 12 Externally set task style project. Students develop final ideas.	Project 2: Year 12 Externally set task style project. Students produce final outcome over a 15 hour period	Project 3: Students create their design brief for final coursework project. Research and development begins	<a href="https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design">https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design</a>		
Year 13	Project 3: Research and development of ideas continues.	Project 3. Final design ideas are developed. Written study introduced.	Project 3. Final outcome produced. Year 13 mock exam time included in the 15 hours dedicated to this	Externally set task project. Paper released by exam board. Students select one starting point. Students begin research,	Externally set task project. Students develop final design ideas linked to contextual research.	Externally set task project. 15 hour controlled time to produce a final outcome	<a href="https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design">https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design</a>		



				producing reproduction s and responses linked to this and their chosen brief					
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