GRAPHIC COMMUNICATION

CURRICULUM OVERVIEW

Curriculum Overview

The curriculum at West Derby School reflects the aspirations we have for all students. It is designed to be as ambitious as the National Curriculum, offering a first-class education that is rich in knowledge and skills, whilst also being broad and balanced throughout the key stages. In Graphic Communication, we focus on combining art, photography & digital media skills with the aim of producing artists and graphic designers who have the skills to enable them to produce creative and exciting work.

Departmental Overview

The Visual Arts Department is comprises of 3 specialist teachers, 2 full time and 1 part time and 2 designated spacious open plan art rooms.

The Art and Photography Department at West Derby School offers a broad and exciting curriculum aimed at ensuring all students in art and design explore visual, tactile and other sensory experiences to communicate ideas and meanings. Students will work with traditional and new media to develop confidence, competence, imagination and creativity. Pupils will learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art and design, it is of paramount importance that pupils reflect critically on their own and other people's work, judging quality, value and meaning. Through the programmes of study, West Derby School encourages students learn, to think and act as practicing photographers, artists, craftspeople and designers.

Photography work is continuously exhibited around the school therefore, it gives students the opportunity to showcase their work publicly; gaining confidence, pride and achievement. At West Derby School the department continues to seek opportunities with both internal and external departments and organisations to expand and develop art experiences for our young people; as from September 2016 West Derby School will deliver Arts Award for students.

Facilities

- State of the art ICT/Mac suites programmed with the latest software.
- Top of the range photography equipment;
- Top of the range ceramics equipment including a large free standing kiln, electronic pug mill and a large selection of glazes.
- Open plan large modern classrooms with interactive whiteboards.
- The department is equipped with excellent resources and equipment to cater for the needs of all Art and Design disciplines; Fine Art, Textiles. Ceramics and Photography.

Departmental Staff

Ms C Carney	Head of Faculty
Miss M Lunt	Head of Art/Photography
Mr M Black	Photography/Digital Media & Graphics Teacher
Mrs S Wilson	SLT Line Manager

Year 10/11 GCSE Graphic Communication (AQA)

Curriculum overview

This course is designed to help any pupil wanting to undertake a career in Multimedia using a range of Graphic Design, Photography and Videography skills.

The AQA GCSE in Graphic Communication (Qualification Number: 8203), is for learners who want to acquire technical knowledge and technical skills through vocational contexts by applying the learned knowledge and processes related to investigating, exploring and creating media products as part of their Key Stage 4 learning. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

The GCSE gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products
- process that underpins effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas
- attitudes that are considered most important in creative media production, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as production processes and techniques.

Learners are required to complete and achieve two components in this qualification.

- Component 1: Complete a Graphic Design Portfolio which showcases research, planning, technical skills and final outcome/s.
- Component 2: Externally Set Assignment

The two components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components to achieve the qualification. The components are interrelated, and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during study before they are assessed.

Collaborative working is a life skill that students will explore in the context of technology. Areas covered range from developing an understanding of project management, the advantages and disadvantages of home working, to technologies that aid collaboration such as Adobe Creative Cloud and video conferencing.

How the department supports SEND pupils

The department maintains an inclusive learning environment which provides learning opportunities and high quality first teaching for pupils of all abilities. The department responds to SEND needs through providing practical learning experiences and support regardless of ability. Depending upon individual need, differentiated work, personalised, appropriate support and intervention from other adults is built into all Schemes of Work and provided as needed to remove any barriers to learning.

Supporting the pupils

Each task is written so they can be differentiated to each pupil needs.

Alternative ways of working are devised so each pupil can be successful within each project.

Strategies for SEND, Disadvantaged pupils, HAPs,MAPs,LAPs:

- 1:1 working
- Seating plans
- Extension tasks to challenge
- Step-by-step resources
- Handouts on the table's not just on interactive board.
- Alternative materials
- Lending of materials when appropriate
- Access to Art room at lunchtimes and after school club.
- Data and info to inform teaching and expected pupil outcomes.
- Literacy help:
- sentence structures, command words

How the department supports more able pupils

High ability pupils are supported in Photography through opportunities for meaningful extension work, 'stretch and challenge' tasks and extensive experimentation of different mediums and through recognising, then supporting exceptional ability in aspects of Photography such extensive writing tasks and practical opportunities.

New Knowledge (what we want students to know and understand by the end of each year)

To be able to…
- Investigate a range of media products
- Explore how media products are created to provide meaning and engage audiences
- Understand how a range of media products are created
- Develop a range of multimedia skills and techniques
- Apply a range of multimedia skills and techniques in response to a product brief
- Review own progress and development of skills and practices

New Skills

Year 10
- Research and analyse different digital media products
- Create a range of pre-production materials for a digital media product
- Apply postproduction skills (Photoshop) to create a range of digital media products
- Create and update an online portfolio of Graphic Design

Year 11
- To Research and link production to the work of others
- To combine art, photography & digital media to create a range of digital media products
- Apply postproduction skills (Adobe InDesign & Illustrator) to create a range of digital media products
- Plan, research & present an independent photography project

Disciplinary Vocabulary

Expected technical vocabulary is shared with pupils through use of keywords in teaching PowerPoints and pre-printed pupil booklets. The school literacy policy is followed when marking/assessing pupil work and subject-specific spellings are corrected on the front of booklets for future reference/use.

KS3 and KS5 Keywords will be recapped and reinforced throughout the two GCSE course.

Additional words relating to Component 1 will be introduced: names of new photographers, artists, skills and techniques.

Year 10 expected technical vocabulary/spellings	Year 11 expected technical vocabulary/spellings	
Codes and conventions, Colour, Composition, Space, Typography, Font, Size, Photoshop, Scale, Texture, Margin, Bleed, White Space, Guides, Photograph, Post Processing, Levels, Saturation, Vibrance, Curves, Gradient, Shapes, Brands, Magazine, Coverline, Visualisation, Pre-Production, Production, Post Production, Marketing, Reflection, Publish, Export, File Formats, Social Media, Logistics	Illustrator, InDesign, Clean, Busy, Chaos, Text, Serif, Sans, Hierarchy, House Style, Demographic profiles, Denotation, File Types, Form, Legal and ethical issues, Mass/mainstream audience, Mode of address, Niche audience, Pattern, Primary research, Production processes, Quantitative research, Qualitative research, Scale, Software, Space, Structure, Style, SWOT analysis, Texture, Tone.	

Prior Learning and Recall

There are no Photography lessons at KS3, it is a new subject introduced at KS4.

Prior to year 10, each pupil's will have experience of art which sets them up to start photography at GCSE. The KS3 course in Art is carefully designed to build on and use, the prior knowledge & skills gained in the previous year to ensure that recall is easy for pupils so that they can begin to quickly master the basic skills, then build on these to make further progress. However, by the end of the Early Years Foundation Stage, most children should be able to:

- Develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art genres and styles.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Know about great artists, photographers, architects and designers in history

Examination/Key Assessment

Unit 1 - portfolio of work will be assessed throughout the two years and pupils will receive informal and formal assessment reviews as well as regular tutorials and progress reviews.

Unit 2 - is an externally set task with unlimited preparation time, followed by 10 hours of sustained, focused study under exam conditions. Pupils respond to their chosen starting point

Homework

This is set once a fortnight and is designed to support the work done during lessons for Component 1. The task will be detailed on *Satchel One* so that pupils and their parents can easily access the work and deadlines for submission. As it is school policy to set homework, a detention will be issued and/or a letter sent home if they are not completed regularly. Prior to assessments, pupils may receive an increased volume of homework or independent study work.

How parents can help

- Check *Satchel One* regularly and ensure all work is completed to a good standard.
- Ensure that basic equipment is brought to each lesson. A pen, pencil and ruler are the minimum requirements.
- Encourage the use of the Internet for homework completion and assessment revision. Ensure that your child revises for assessment tests.

- Talk about the Art topics that your child is studying and in the world around them. Encourage the use of the correct Art terms and spellings
- Check that homework tasks are completed to a good standard. Help with any research homework tasks to ensure a good outcome

Year 10 Half term 1 and 2	Year 10 Half term 3 and 4	Year 10 Half term 5 and Half term 6
- Developing Composition Skills using Lines - Creating a range of Abstract Photography - Using Shutter speed to Capture Motion	Focus on Portrait Photography with a focus on - Shot Types, Angles & Distance - Lighting, Props & Back Drops - Creativity mixing Photography with Art & Multimedia	Focus on Liverpool Architecture with a focus on - Shot Types, Angles & Distance - Using Kit, Zoom & Fish Eye Lenses - Post Production in Photoshop
Year 11 Half term 1 and 2	Year 11 Half term 2 and 4	Year 11 Half term 5 and 6
- Explore a range of photography Starting points and topics - Component 1 Student Independent Project	- Complete Component 1 Project & Portfolio - Component 2 Practical Exam Research & Preparation	Component 2 Exam

Year 12/13 Graphic Communication (KS5)

Examination/Specification Board
AQA A-Level

Curriculum Overview

This course is designed to help any pupil wanting to undertake a career in Multimedia using a range of Graphic Design, Photography and Videography skills.

Graphic Communication (Qualification Number: 7203) gives students a practical introduction to the knowledge, skills and understanding relevant to the Multimedia industry. Students can further develop their skills and knowledge by focusing on the production of multimedia content which includes graphics, animation & video.

Topics covered include:
- interactive media (including web, app and game design)
- advertising
- packaging design
- design for print
- illustration
- communication graphics

- branding
- multimedia
- motion graphics
- design for film and television.

Learners are required to complete and achieve two components in this qualification.

- **Component 1 – Personal Study**

Students will choose an area of Graphic Design they are interested in and create a personal project which evidences research, planning, technical skills & presentation.

- **Component 2 – Externally Set Assignment**

Students get to choose a question related to an area of graphic design they have studied. They then have 15 hours to complete this practical exam in the Mac suite under exam conditions.

New Knowledge (What we would like students to know and understand by the end of KS5)

To be able to…
- Understand of meaning, function, style, scale, colour and content in relation to the chosen area(s) of graphic communication
- Evidence an awareness of intended audience or purpose for their chosen area(s) of graphic communication
- Evidence an ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of graphic communication
- Evidence appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief
- Evidence appreciation of the appropriate use of typography (which could include hand lettering and calligraphy)
- Evidence understanding of a variety of materials and genres appropriate to their chosen area(s) of graphic communication.

New Skills

To be able to…
- Create a Marketing Campaign (Posters, Social Media Graphics / Animation, Video, Art) in response to a Product Brief
- Evidence a range of Adobe CC creative skills including Photoshop, Illustrator & InDesign
- Create a digital media portfolio to showcase skills

Disciplinary Vocabulary

Codes and conventions, Colour, Composition, Space, Typography, Font, Size, Photoshop, Scale, Texture, Margin, Bleed, White Space, Guides, Photograph, Post Processing, Levels, Saturation, Vibrance, Curves, Gradient, Shapes, Brands, Magazine, Coverline, Visualisation, Pre-Production, Production, Post Production, Marketing, Reflection, Publish, Export, File Formats, Social Media, Logistics, Illustrator, InDesign, Clean, Busy, Chaos, Text, Serif, Sans, Hierarchy, House Style, Demographic profiles, Denotation, File Types, Form, Legal and ethical issues, Mass/mainstream audience, Mode of address, Niche audience, Pattern, Primary research, Production processes, Quantitative research, Qualitative research, Scale, Software, Space, Structure, Style, SWOT analysis, Texture, Tone.

Prior Learning and Recall

KS5 students will build upon the skills & knowledge they have gained in KS4 in order to create a range of multimedia products where the focus is on delivering a product to an industry standard.

Examinations/Key Assessments

Component 1: Portfolio (Internal Assessment)
Component 2: Exam Question (Internal Assessment under exam conditions)

Homework

Homework is set online via Satchel One. Other homework tasks will involve extended investigations and research.

How Parents Can Help

Encourage your Son to complete assignments via Satchel One.