Graphic Communication

LET ALL OUR BRIGHT COLOURS SHINE

Year 10 Curriculum Map

	Year 10 – Autumn Term **Graphic Communication**
Prior Learning	In year 9, pupils will have completed the Festival Project focusing on branding for an event and developing a logo. The majority of the work was developed on 2D design software. Pupils should also have studied artists linked to Pop Art such as Andy Warhol, Claus Oldenburg and Roy Lichtenstein, developing their understanding and of the principles of Pop Art by analysing Pop Art examples and their technical aspects.
What will I learn?	In the autumn term, year 10 start with recap their understanding of the basic principles of **Design, Colour, Tone, Line, Typography, Layout & Composition and Image**, and how these important elements make up a successful graphic design outcome. Pupils will start a POP ART themed project lasting until Christmas. This project starts building their pupil portfolio for Component 1 which contributed to 60% of the final grade. Pupils will start building skills and developing responses for the project. The POP ART project will cover: • Research skills and analysing pieces of POP ART artwork. • Observational drawing skills • Printmaking techniques of lino cutting and/or polystyrene printing. • Photography skills and editing programs. • 3D modelling. • Developing images into a final graphic outcome eg a poster, album cover etc. • Annotating your artwork and presentation skills.
How will I be assessed?	Project work will be assessed using the Art and Design Graphic Communication GCSE criteria. There are 4 assessment objectives to work to, each equal in value. • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. The ability to handle materials, techniques and processes effectively, skilfully and safely underpins all the assessment objectives. It is important in enabling pupils to develop a personal language, to express ideas and to link their intentions to outcomes in a confident and assured manner.
Next Steps	After gaining confidence and experience in the autumn term, the next step will be for pupils to enhance and build their portfolio and volume of work, by completing another Project based on Mexican/Day of the Dead festival. Learners will be offered opportunities to work within and demonstrate skills in typography, illustration, digital and/or non-digital photography, hand rendered working methods and digital working methods. Pupils will use different media and materials, as appropriate to pupils' personal intentions, for example: • pencil, pen and ink, pen and wash, crayon, and other graphic media • watercolour, gouache and acrylic paint • layout materials • digital media • printmaking • mixed media.
Opportunities for	Resources list from AQA https://filestore.aqa.org.uk/resources/art-and-design/AQA-GCSE-ART-RL.PDF

Independent Learning	Command words explain: https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/command-words https://www.tate.org.uk/ https://www.nationalgallery.org.uk https://www.studentartguide.com/ Specifically for POP ART Project: https://www.behance.net/search/projects/?search=Pop+Art https://www.theartstory.org/movement/pop-art/ https://www.bbc.co.uk/programmes/articles/5pN6fKVhx1wYhVXtkjWwPFS/pop-art-season https://www.thoughtco.com/pop-art-art-history-183310 Artists that pupils will study in this term: Sarah Graham https://sarahgraham.info/gallery Gunter Beier https://en.wikipedia.org/wiki/G%C3%BCnter_Beier Roy Lichenstein https://www.tate.org.uk/art/artists/roy-lichtenstein-1508 Andy Warhol https://www.warhol.org/andy-warhols-life/ Claus Oldenberg https://www.tate.org.uk/art/artists/claes-oldenburg-1713
Personal Development and CEIAG	In this topic there are opportunities to investigate the wider world and the environment, by looking at our responsibilities as global citizens. Possible careers linked to the subject are graphic designers, marketing specialist, creative directors, production artists, game artists, interior designer. Careers /courses in Graphic Design & Art website https://nationalcareers.service.gov.uk/job-profiles/graphic-designer Nelson & Colne College https://www.nelson.ac.uk/16-18/vocational-courses/creative-arts/ Burnley College https://www.burnley.ac.uk/course/?code=a5579
Enrichment Opportunities (Cultural Capital)	Opportunities to learn about artwork from art history eg 1950's and 60's Why POP ART originated because of WW2.

	# Year 10 – Spring Term ## GCSE Graphic Communication
Prior Learning	In year 10 during the autumn term, pupils will have recapped the basic principles of Design, Colour, Tone, Typography, Layout etc, then progressed on to studying POP ART. The POP Art project should have introduced pupils to research, analysing artists and experimenting with different media to developing into a final outcome.
What will I learn?	During the spring term, pupils will carry out a project on a theme of a MEXICAN FESTIVAL/Day of the Dead producing merchandise, poster, tickets etc for the festival. Pupils will be analysing artwork and existing festival posters as well as researching the topic and Mexican festival. Pupils will participate in observational drawing of skulls using pencil, fine liners, inks as well as producing polystyrene printing of skulls/sugar skulls. Pupils will use their knowledge and skills to carry out lino cutting and printing, developing their photography skills and digital editing of images, producing a collage with paper. Pupils will experiment with the typography that may be suitable for Mexican theme, while considering the layout and composition for their poster/tickets etc. Pupils will also carry out 3D work making a Mexican mask. During year 10 pupils work will become more individual, with them experimenting with their own ideas and designs. Pupils will need to annotate their work as the project develops,

	explaining and reasoning their choices and development of their work with further work on analysing artwork in greater detail and depth.
How will I be assessed?	Project work will be assessed using the Art and Design Graphic Communication GCSE criteria. There are 4 assessment objectives to work to, each equal in value. • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. The ability to handle materials, techniques and processes effectively, skilfully and safely underpins all the assessment objectives. It is important in enabling pupils to develop a personal language, to express ideas and to link their intentions to outcomes in a confident and assured manner.
Next Steps	After gaining confidence and experience in the first two terms, pupils will next start a sustained project from a set choice. The choice of project will be guided to the pupil's strengths and will be from two different projects. The starting points will be a **Gardens** theme - designing artwork/logo/imagery for a Garden Centre/Gardens or **Architecture** theme, where pupils will produce a poster based on local architecture using a style or theme from an artist/s they have researched
Opportunities for Independent Learning	Resources list from AQA https://filestore.aqa.org.uk/resources/art-and-design/AQA-GCSE-ART-RL.PDF Command words explained: https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design Video about layout view for Poster layout https://youtu.be/a5KYlHNKQB8 https://www.tate.org.uk/ Design websites with professional projects Mexican theme https://www.behance.net/search/projects?tracking_source Mexican graphic design - https://www.canva.com/learn/mexican-design/
Personal Development and CEIAG	In this topic there are opportunities to investigate the wider world and the environment, by looking at our responsibilities as global citizens. Pupils will learn how sources inspire the development of ideas. For example, drawing on the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures, contemporary and/or historical environments, situations or issues Possible careers linked to the subject are graphic designers, marketing specialist, creative directors, production artists, game artists, interior designer. Careers /courses in Graphic Design & Art website https://nationalcareers.service.gov.uk/job-profiles/graphic-designer Nelson & Colne College https://www.nelson.ac.uk/16-18/vocational-courses/creative-arts/ Burnley College https://www.burnley.ac.uk/course/?code=a5579
Enrichment Opportunities (Cultural Capital)	History of Mexico https://youtu.be/kOXR5rtHJbk Publication from the Guardian newspaper https://www.theguardian.com/artanddesign/gallery/2021/dec/04/mexico-celebrated-through-the-eyes-of-designers-in-pictures BBC documentary - Mexico's street art explosion - Aztec meets urban. https://www.youtube.com/watch?v=JesBDolwEgY

	# Year 10 – Summer Term # GCSE Graphic Communication

Prior Learning	In year 10, pupils should have completed two projects: POP ART and Mexican Festival Merchandise/Promotion. These two projects cover all four assessments criteria areas. The aim of these projects is to build knowledge, skills and confidence, to work independent and skilful in areas from the specification on a particular task.
What will I learn?	The two projects already completed will be classed as the sustained major project for meeting the exam board requirements. In the summer term, pupils will have a choice of projects, thinking about individual areas of strength. The choice of project will be guided to the pupils' strengths. The starting points will be a **Gardens** theme - designing artwork/logo/imagery for a Garden Centre/Gardens or **Architecture** theme, where pupils will produce a poster based on local architecture using a style or theme from an artist/s they have researched. The Gardens project will suit pupils that are successful at painting/drawing or who like photography and editing with the end results could be a logo, poster, gift cards etc. The Architecture project will involve taking photographs of local buildings or points of interest. The end outcome could be a promotional poster, leaflet for the area or for tourism purposes but with a graphic focus.
How will I be assessed?	Project work will be assessed using the GCSE Art and Design Graphic Communication criteria. There are 4 assessment objectives to work to, each equal in value. • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. The ability to handle materials, techniques and processes effectively, skilfully and safely underpins all the assessment objectives. It is important in enabling pupils to develop a personal language, to express ideas and to link their intentions to outcomes in a confident and assured manner.
Next Steps	These projects will be classed as the sustained major project and will lead up until Christmas in year 11, then pupils will receive the exam board projects in early January. Pupils will have more freedom choosing the project for the exam worth 40% - specimen material below. https://filestore.aqa.org.uk/resources/art-and-design/AQA-8203-SQP.PDF
Opportunities for Independent Learning	Resources list from AQA https://filestore.aqa.org.uk/resources/art-and-design/AQA-GCSE-ART-RL.PDF Command words explain: https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/command-words https://www.tate.org.uk/ https://www.nationalgallery.org.uk https://www.studentartguide.com/ If you opt for the Gardens project, use these artists listed below as a starting point for research: • Sara Midda • Georgia OKeffe • Harry Pearce • William Morris • Sophie Peanut

	If you opt for the Architecture project, use the list below of artists who work with architecture theme in their work: • Lucy Jones • Rowan Leckie • Ian Murphy • Percy Kelly • Ruth Allen • Paul Kenton • Deanna Petherbridge
Personal Development and CEIAG	Pupils learn how sources inspire the development of ideas. For example, drawing on the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures, contemporary and/or historical environments, situations or issues. Possible careers linked to the subject are graphic designers, marketing specialist, creative directors, production artists, game artists, interior designer. Careers /courses in Graphic Design & Art website https://nationalcareers.service.gov.uk/job-profiles/graphic-designer Nelson & Colne College https://www.nelson.ac.uk/16-18/vocational-courses/creative-arts/ Burnley College https://www.burnley.ac.uk/course/?code=a5579
Enrichment Opportunities (Cultural Capital)	Opportunities to learn about local history and natural environment linking to geography, biology etc Architecture project links to tourism issues Tourism poster design - https://www.kuriosis.com/blogs/news/history-of-travel-posters