mv16

Learning Cycle Year 1	Knowledge and Skills	Vocabulary	Checking of understanding	Rationale
Autumn Term	• Introduction to the course overview • Introduction to the *Portfolio Project Title: Book Jacket design* • Importance of Typography choices/styles in Graphic Design industry. • How to use practical drawing materials to develop typography styles. • How to use Adobe Photoshop • Scanning • Resolution • Cutting • Layering • Researching set specific Practical and digital designers to inform personal responses • Building skills through practical experimentation using… • Papercutting • Peer feedback in design process • Royal British Legion Poppy Appeal Fundraiser • Fundamentals of corporate logo design linking to existing logos in industry. • Building design process/visualisation skills through working drawing experimentation –	Supported by the introduction and use of the Graphics & Illustration Research and annotation booklet. This booklet contains tips on how to research and how to write critical analysis. Sentence starters are included. Students will further develop their confidence in analysing – focusing on media. They will start to develop their artistic vocabulary necessary for working in their sketchbooks with confidence. Commercial art. Design Brief. Typography	Shadow timetable used to nominate at least 1 double session where students will work in the creative studio during independent study time. This will allow for extra support and time management. Formal assessment takes place every 4-6 weeks. Students receive written feedback on a carbon copy gold sheet that is secure in the inside front cover of their sketchbook. Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement. Smart targets are set to be complete by the subsequent assessment. Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.	The Graphic Comunication course at MV16 is purposefully planned for individuals to build an exciting and creative portfolio of work that is highly relevant to a multitude of Design and Illustration post 18 pathways. Students investigate a diverse range of industry practitioners and explore a wide range of materials, tools, techniques and processes including digital and hand drawn design and illustration, which will enable them to confidently apply their newly acquired knowledge, skills and understanding to produce their own commercial designs responding to real world graphical communication needs. The autumn term planning helps the students understand the importance of typography within the graphic design industry and that the

developing further by introducing relief printing as a form of image making. • Introducing promotional visualisations to show design work in appropriate context. • Exploring illustration as a important aspect of Graphic Design through children's character creation (animal & human) to create and package a set of badges. • Researching set specific Practical and digital designers to inform personal responses using • Collage • Target audience *considerations* • *Appropriate typography styles* • *Book jacket layout research to inform own outcome possibilities.*	Font Typeface Serif Sans serif Resolution Target market/audience. Colour palette Relief Print Promotion Illustration Collage Linear Corporate identity Scale Greyscale Fundamental Continuous Line Dexterity Opacity PSD Jpeg PNG Working drawing Thumbnails	Resubmission may be required. Gold sheets refers identifies the Assessment Objectives being assessed. Working at grade included based on AQA standardisation levels. Target grade included is aspirational based on evidenced student capability so far in the unit. Group crits begin early in the course to promote good working practice and peer on peer advice. 1:1 discussions and advice begins from the first lesson. Purple notebooks are kept at the back of the sketchbook and are used to record advice and individual thoughts on how to take work further/be more successful.	sketchbook can be used to extend ideas and explore media. Students will develop their confidence with mark making, digital manipulation and colour application skills. This will be utilised to create a wearable poppy to be sold for Remembrance Sunday. Students will develop their confidence with scanning, resolution, digital manipulation and colour application skills. Expansion of experimentation techniques. Diversity will be explored in the range of artists investigation but also in the range of characters designed in Environmental considerations will be explored in design concepts particularly in relation to recyclable packaging design. Students encouraged to use experimental techniques to in the development of original design. This encourages 'out of the box' thinking and be able to recognise that

			development processes are crucial in the design industry.
Spring Term	• Beginning of Architectural studies. • Students invited to include primary photography as part of design process. • Students given designers to choose from to begin the personalised learning aspect of the course – recognising own strengths. • Building skills through practical experimentation using: • Working with acetate as painting/collaging surface. • Linear drawing and strength of line. • Digital colour dropping. • Mini outcome opportunity for older target audience – set of postcards and postage stamps. • Post half term brings the beginning of Food theme. • Students given designers to choose from to continue the personal development of their design skill set. • Skills developed through using • Digital and practical texture • Repeat pattern creation. • Developing outcome ideas through buying existing products and replacing elements with own design ideas i.e. notebooks. • Personal development of set of 3 notebooks mini Outcome informed by their strengths from sketchbook work.	Continued used of the Graphics & Illustration Research and Annotation booklet. Analytical Descriptive Composition Layout Shelf presence Balance Acetate Monoprint Symmetry Alignment Pattern Repletion Surface pattern Continuous pattern Contrast Saturation Warm & Cool colours Depth Definition	Peer assessment. Students will mark each other's books referring to the assessment criteria in the back of their book. They will give written feedback of strengths and suggest possible ways to improve grade. Formal written assessment using gold sheet detailed in Spring term. Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement. Smart targets are set to be complete by the subsequent assessment. Written feedback and targets are discussed with students in a 1:1 format to ensure understanding. Resubmission may be required. Gold sheets refers identifies the Assessment Objectives being assessed.	The architecture project explores drawing of a very different subject matter; buildings. This gives students a firm grounding in the history of architectural styles, engaging with a range of cultures, histories, styles, politics, purposes and contexts. Building on skills explored in the spring term, students are continuing to explore a varied and new range of media to respond to their chosen artists/designers from the lists provided. Digital drawing tablets are offered to students who have expressed/showcased an interest in digital illustration. Students are encouraged to be more individual in their approaches and use methods that showcase their individual strengths. Development of working processes with regard to scale and over lapping of imagery. Combination of techniques to produce an outcome that will

	• Possible gallery visit/other off-site trip relevant to the city high street to see graphic design in situ.(independent gallery visits also encouraged) • Peer assessment used to inform development decision making. Students often struggle with making personal preferences decisions over commercial decisions, peer feedback will ensure commercial decisions are being made for final outcome development.		Working at grade included based on AQA standardisation levels. Target grade included is aspirational based on evidenced student capability so far in the unit. Group crits promote good working practice and peer on peer advice. 1:1 discussions and advice begins from the first lesson. Purple notebooks are kept at the back of the sketchbook and are used to record advice and individual thoughts on how to take work further/be more successful. One to one work with students particularly those who are struggling with the heavy workload. Interventions put in place to ensure progress is being made with quality finishing. Peer assessment used to inform development decision making	have shelf impact and commercial success. Work to a given theme answering a specific brief extra consideration needed to create a series brand rather than a one off outcome to explore collections of outcome to answer a brief. This encourages students to constantly extend their concepts and fin new avenues of development.
Summer Term	• Development of final book jacket decision and layout showing review and refine process. Clear reference to peer assessment and advice documented in sketchbook.	Continued used of the Graphics & Illustration Research and Annotation booklet.	Peer assessment. Students will mark each other's books referring to the assessment criteria in the back of their book. They will give written	Final book jacket planning and requirements. Typography experiments and developments, both practical and digital to be developed

	• Students required to develop idea for a promotional products to aid in the sales of their book jacket to ensure they are considering wider design opportunities. • Deadline for the Portfolio Project approximately mid May. • Introduction to main A level unit of work. the Personal Investigation: Choice of eight project titles to emulate an AQA exam paper. • Personal investigation is worth 60% of final grade • Individual planning for the initial research stages of the chosen project title • Researching artist/designer collections specific to student's personal intentions to inform practical samples relevant to the chosen project title. • Students are provided with a diverse range of artists that they could choose from but are also encourage to source their own contextual inspiration appropriate to their respective briefs. • Researching artist/designer collections specific to student's personal intentions to inform personal responses to their chosen brief. • Students to put together a personal scheme of work from a provided structure. Student scheme of work will utilise personal strengths showcased in book jacket unit. This	Realisation Development Review and refine Mock up Final outcome Personal investigation Consolidation Extension	feedback of strengths and suggest possible ways to improve grade. Formal written assessment using gold sheet detailed in Spring term. Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement. Smart targets are set to be complete by the subsequent assessment. Written feedback and targets are discussed with students in a 1:1 format to ensure understanding. Resubmission may be required. Gold sheets refers identifies the Assessment Objectives being assessed. Working at grade included based on AQA standardisation levels. Target grade included is aspirational based on evidenced student capability so far in the unit.	from most successful work throughout the unit. Peer assessment task with inform students of their successes from a consumer point of view ensure that they take the 'personal' aspect out of their work. Outcome extension. Planning & creating outcomes that will advertise the book launch, promote the book and possibly extend to packaging of .treats/gifts/memorabilia. Commercial info required including barcode, price, publisher logo, environmental info to emulate real world design elements. Personal investigation planning is a powerful tool in helping students take ownership of their development of their design skills. Chosen artists are selected to challenge an extend skills developed in the book jacket unit. Artist order is considered and finalised with tutor guidance. The remaining weeks of this term are used to make a strong start to individual Personal Investigations.

	structure can be used to inform teacher planning for specific and appropriate techniques.		Group crits promote good working practice and peer on peer advice. 1:1 discussions and advice begins from the first lesson. Purple notebooks are kept at the back of the sketchbook and are used to record advice and individual thoughts on how to take work further/be more successful. One to one work with students particularly those who are struggling with the heavy workload. Interventions put in place to ensure progress is being made with quality finishing. Peer assessment used to inform development decision making	Minimum artist number set for Autumn return to encourage continued work ethic and momentum.

Learning Cycle Year 2	Knowledge and Skills	Vocabulary	Checking of understanding	Rationale
Autumn Term	• Welcome Back • Self-evaluation/reflection • Small group assessment task on most recent cohorts work and marks awarded. • Timeline of weeks to Jan 31st deadline is given to allow students to oversee and take ownership of their Individual planning. • Researching and responding to artists & designers specific to student's personal intentions to inform techniques relevant to the chosen design brief. • Mini outcome/development print week late Sept/early Oct students to work in exam conditions to create first set of mini outcomes in response to their chosen brief highlight their personal strengths. • Review of personal scheme of work to make needed changes if appropriate. • Researching and responding artists & designers specific to student's personal intentions to inform techniques and media use relevant to the chosen project brief. • Written Element introduction • 5 hour mock exam	Continued use of the Graphics Research and Annotation booklet provided in Y12 and extended through their own personal investigation in the work of their chosen artists. Each student investigation is individual and as such vocab will be appropriate to their own area of study. Reflective Shallow/Deep Depth of Field Analytical Descriptive Branding Outcome collections Cohesive styling Realisation Development Review and refine Final outcome Personal investigation	Shadow timetable continues to be used to nominate at least 1 double session where students will work in the creative studio/ LRC during independent study time. This will allow for extra support and time management. Formal assessment continues to take place every 4-6 weeks. Students receive written feedback on a digital gold assessment sheet that is kept at the beginning of the students sketchbook. Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement. Smart targets are set to be complete by the subsequent assessment. Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.	Self-reflection on work produced so far in their personal investigation (including work completed over the summer) allows students to set a personalised ambitious target to aim achieve in the subject area. Looking at the work of the previous Y13 cohort will help students see the standard of work produced and the grades they resulted in. Adding a mini outcome week to the early part of the term encourages student to begin combining artist influences to create original and personal ideas. This is the beginning of students becoming graphic designers/illustrators in their own right. Students continue to be encouraged to be more individual in their approaches and use methods that showcase their individual strengths.

		Consolidation Extension	Resubmission may be required.	This encourages students to constantly extend their concepts and find new avenues of development.
	• Final outcome for Personal Investigation ideas development showing review and refine processes and combinations of most successful artists & designers style. • Final completion of sketchbook showing clear reference to assessment objective criteria and build up to final set of outcomes. • Planning and preparing final set of outcomes.		Gold sheets identifies the Assessment Objectives being assessed. Working at grade included based on current AQA standardisation levels and most recent cohort achievements. Target grade included is aspirational based on evidenced student capability so far in the unit. Group crits begin early in the course to promote good working practice and peer on peer advice. 1:1 discussions and advice begins from the first lesson and continues in each contact session. Purple notebooks are kept and are used to record verbal advice and individual thoughts on how to take work further/be more successful and to ensure the meeting of deadlines.	Constant reviewing of their personal investigation plan is vital to ensure students are taking their ideas in the most successful direction. 5 hour mock exam to create a set of outcomes stemming from ideas explored thus far in their investigation put in place to allow students the opportunity to experience a full day in exam conditions and to enable them to use this experience to plan their approach to the 15 hr exam taken at the end of their exam unit (introduced Feb 1st). The 5 hour mock also provides an opportunity to make decisions about the direction of the final stage of their personal investigation unit.
Spring Term	• Creation of Personal Investigation final outcome collection informed by sketchbook work to date which includes:	The use of the Graphics Research and Annotation booklet will be less	Formal assessment continues to take place every 4-6 weeks. Students receive written feedback on a digital gold	The month of January is used to consolidate the students investigation into their chosen theme. Students take

• Combinations Key artist/designer influence • Individual practical/digital strengths • ***Deadline for the Personal Investigation approximately 31st January*** • Feb 1st (or as close to) Introduction to the **Exam Project** Set by the exam board AQA. Choose 1 of 8 different project titles. • Exam Project is worth 40% of final grade • Individual SOW planning for the initial research stages of the chosen project title – 10 approx weeks • Researching and responding to artists & designers specific to student's personal intentions to inform techniques and media use relevant to the chosen exam brief. • Researching and responding artists & designers specific to student's personal intentions to inform techniques and media use relevant to the chosen project title. • Personal development of outcomes ideas informed by sketchbook work to date which includes: • Individual practical/digital strengths • Combinations of key artists & designers influence	frequent now as students have gained confidence in using subject specific terminology in their written work and verbal discussions. Each student investigation is individual and as such vocab will be appropriate to their own area of study. *Realisation Development Review and refine Final outcome Personal investigation Consolidation Extension* Subject specific vocab explored in Y12 may be returned to based on the students choice of exam topic.	assessment sheet that is kept at the beginning of the students sketchbook. Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement. Smart targets are set to be complete by the subsequent assessment. Written feedback and targets are discussed with students in a 1:1 format to ensure understanding. Resubmission may be required. Gold sheets identifies the Assessment Objectives being assessed. Working at grade included based on current AQA standardisation levels and most recent cohort achievements. Target grade included is aspirational based on evidenced student capability so far in the unit. Group crits begin early in the course to promote good	responsibility to develop a final collection of outcomes as a final realisation of their investigation. The number of final outcomes are negotiated with the teacher with regard to the labour intensity of the production of the work. The written element submitted along side the investigative sketchbook and final edits clarify the rationale behind decisions made throughout the investigation. The exam unit introduced on Feb 1st will have a range of 8 varied graphic design briefs for a new creative investigation. The skills the students have already amassed in producing successful graphics and illustration as well as the skills they have already explored in planning am ambitious personal investigation will again be utilised in the externally set exam unit. Exam unit planning is a powerful tool in helping students take ownership of the further development of their design skills. Chosen artists are selected to challenge an extend skills

			working practice and peer on peer advice.	developed throughout their A level study.
			1:1 discussions and advice continues in each contact session.	Exam project title and artist order is considered and finalised with tutor guidance. The remaining weeks of this term are used to develop creative ideas in response to their chosen artists.
			Purple notebooks are kept and are used to record verbal advice and individual thoughts on how to take work further/be more successful.	
			One to one work with students particularly those who are struggling with the heavy workload. Interventions put in place to ensure progress is being made with quality finishing.	
			Peer assessment used to inform development decision making	
Summer Term	• The 15 hour exam period is usually timetabled to be during the first week of the summer term. • The preparatory sketchbook investigation into their chosen exam project must be complete before the first of the 15 hour exam process begins. • **_15 hour Exam – Creation of final outcome collection which answer the students chosen exam paper brief._** • Students will utilise the 15 hour exam to develop a final set of	Each student investigation is individual and as such vocab will be appropriate to their own area of study.	Final 1:1 discussions will take place before the 15 hour exam conditions begin to ensure understanding and preparation is in place.	The first week of the summer term is chosen to allow students the maximum amount of preparatory sketchbook and shooting time possible. The Graphic Communication course is complete at the end of the exam hours. The exam board expects the internally marked and moderated marks by May 31st.

	outcomes based on chosen theme showing a combination of contextual influences. These outcomes are planned and prepped in their preparatory sketchbook investigation. • Submission of Exam Project outcomes and sketchbook • A' level Graphic Communication Course Completed • Cross Moderation and marking • AQA external moderator visit • Creative Arts exhibition celebrating students success		Both the Personal investigation unit and the exam unit marks will be moderated by an external visiting exam board moderator. The annual 'Art Show' will be held in the latter part of this term to celebrate the work of all the creative arts students. Families and friends as well as members of the local community are invited to attend the celebration. This is a consistently successful event to showcase the strength of skills and knowledge gained through the MV16 Graphic Communication course.