

KS5 Graphic Communication

	Year 12 – Portfolio project 1 (Term 1 and 2)	Year 12 (term 3) Year 13 Component 1	Component 2 – externally set assignment – February - May
Topic/ Theme/ Genre	<p align="center">Introductory project to graphic design</p> <p>Students will be introduced to A level graphic design through a sustained project.</p> <p>The project will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and understanding. Students will be taught how to develop graphics work to a deeper and more sophisticated level with a higher level of contextual understanding and personalisation.</p> <p>Areas of study may include:</p> <ul style="list-style-type: none"> • interactive media (including web, app and game design) • advertising 	<p align="center">Personal study</p> <p>The personal investigation provides opportunities for students to develop knowledge, skills and understanding appropriate to their chosen areas of study within the field of graphic communication. Students must demonstrate a wide range of contextual, written and practical skills, techniques and processes culminating in a professional final outcome.</p> <p>To support their work, they will produce a 1000 word piece of writing outlining their intentions for their personal study.</p> <p>Areas of study may include:</p> <ul style="list-style-type: none"> • interactive media (including web, app and game design) 	<p align="center">externally set assignment</p> <p>Students are given an externally set assignment by the exam board with a choice of 7 starting points.</p> <p>They are to produce a highly personal and independent project based on their chosen theme, applying the process learnt from their portfolio projects.</p> <p>The preparatory period will culminate in a 15 hour supervised period of time, whereby students will produce their final outcome to a professional standard.</p>

	<ul style="list-style-type: none"> • packaging design • design for print • illustration • communication graphics • branding • multimedia • motion graphics • infographics <p>Students will:</p> <ul style="list-style-type: none"> • Have an awareness of intended audience or purpose for their chosen area(s) of graphic communication • Demonstrate 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 • Show an appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief. • Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. 	<ul style="list-style-type: none"> • advertising • packaging design • design for print • illustration • communication graphics • branding • multimedia • motion graphics • infographics <p>This is worth 60%, is teacher assessed and externally moderated.</p>	<p>This is assessed against the same assessment objectives as the personal study.</p> <p>This is worth 40% of the grade and is teacher assessed, along with the personal study, and is externally moderated.</p>
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Key vocabulary	Contextual Intentions Analytical Sophisticated Personalisation Communication Evaluate	In addition to vocabulary in project 1 Purpose Personal Reflective Professional Portfolio Refine Bibliography	In addition to vocabulary in component 1 In the externally set task new vocabulary may vary depending on the theme or concept set by the exam board, students will build on the vocabulary in a more sophisticated way. Starting point Realises intentions Meaningful Connections Insightful

		Additionally, there may be other vocabulary specific to the designer or theme the students are studying in the personalised project.	
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