

# **AS/A2**

# **Art and Design**

# **(Graphic Design)**

  

# **Scheme of Work**

## AS/A2 Art and Design (Graphic Design)

The Art and Design department has selected the AQA Art and Design specifications for this course. The department is able to design its own course specialising in or combining the following: communication and / or computer graphics, illustration, advertising and packaging, film, television, animation and / or video.

### Aims and Objectives

The aims of the AQA specifications are set to provide opportunities for candidates to develop:

- a. Intellectual, imaginative, creative and intuitive powers;
- b. Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement;
- c. An understanding of the interrelationships between art, craft and design and an awareness of the contexts in which they operate;
- d. Knowledge and understanding of art, craft and design in contemporary society and in other times and cultures.

(AQA Art and Design Specifications)

Embodied in the aims, the specifications also identify skills, which candidates must demonstrate during the course through the following Assessment Objectives. Students are expected to respond to all the Objectives in each unit of assessment. The assessment objectives for AS and A2 are the same.

Candidates should be able to:

- AO1 record observations, experiences, ideas, information and insights in visual and other forms, appropriate to intentions;
- AO2 analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meanings and contexts;
- AO3 develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes;
- AO4 present a personal, coherent and informed response, realising intentions, and articulating and explaining connections with the work of others.

(AQA Art and Design Specifications)

Students will also be assessed on their quality of written communication. This can be done either through Unit 5 where candidates are expected to present a written Personal Study of approximately 3000 words, or through Unit 6. In this unit candidates are required to produce written material (of approximately 1000 words) in addition to practical work. The department has chosen Unit 6 as it is felt to be more in keeping with the way the other units are to be delivered and makes full use of staff expertise. In this unit candidates will be assessed on their ability to:

- Select and use a form and style of writing appropriate to purpose and complex subject matter;
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate;

- Ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

(AQA Art and Design Specifications)

The Assessment Objectives are equally weighted in each of the units.

The aims of any course designed by the department would be to meet the specification aims, ensure that all students comply with the specification requirements and that they may receive an education in Art and Design that conforms to the philosophy of the Art Department and the College as a whole.

## Specifications at a Glance

The AQA Art and Design examination consists of up to six units. The AS exam is done in one year and consists of Units 1, 2 and 3. The A2 exam is done in the second year of the course and in this centre will consist of Units 4, 6 and 7.

### **Unit 1 - Coursework**

30% of the total AS marks

15% of the total A level marks

Students must produce developmental work leading to a final piece or pieces. All assessment objectives must be covered. The unit is set and assessed by the centre and moderated by AQA.

### **Unit 2 – Coursework**

30% of the total AS marks

15% of the total A level marks

Students must produce developmental work leading to a final piece or pieces. The unit should be based on developing research and design skills in preparation for the demands of Unit 3. All assessment objectives must be covered. The unit is set and assessed by the centre and moderated by AQA.

### **Unit 3 – Controlled Test**

40% of the total AS marks

20% of the total A level marks

The unit is set by AQA, assessed by the centre and moderated by AQA. Students will be given a range of questions as a starting point and they are to select one. There will be a four-week period for preparatory work where students can complete initial research and investigations and identify relevant artists, designers and/or craftspeople. This will be followed by a five-hour unaided test where students are expected to respond to their preparatory work and plan further developments. The initial test session must last at least two hours.

### **Unit 4 – Coursework**

15% of the total A level marks

Students must produce developmental work leading to a final piece or pieces. The emphasis should be on self-directed study based on a personal issue, interest or concern. There should be a demonstration of the greater maturity and depth in the skills, knowledge and understanding gained at AS. Evidence of more advanced skills and techniques is required. All assessment objectives must be covered. The unit is set and assessed by the centre and moderated by AQA.

### **Either Unit 5 – Coursework**

15% of the total A Level marks.

Personal Study: An illustrated written study of an aspect of critical and historical studies in art, craft or design of the candidates' own choice. Approximately 3000 words. Set and marked by the Centre, moderated by AQA.

### **Or Unit 6 – Coursework**

15% of the total A level marks

Students must produce developmental work leading to a final piece or pieces. In addition to this, written work in support of their practical work (approximately 1000 words) is also required. The quality of the written work will be assessed. The research and analytical skills, the ability to reflect on their work and to identify connections with the work of others, must build on the skills acquired through other units. All assessment objectives must be covered. The unit is set and assessed by the centre and moderated by AQA.

### **Unit 7 – Controlled test**

20% of the total A level marks

The unit is set by AQA, assessed by the centre and moderated by AQA. Students will be given a range of questions as a starting point and they are to select one. There will be a four-week period for preparatory work where students can complete initial research and investigations and identify relevant artists, designers and/or craftspeople. This will be followed by a fifteen hour unaided test where students are expected to produce a final realisation. The initial test session must last at least three hours.

## **Course Outline**

As with all the Art and Design GCE subjects, the specifications outline specialist skills, techniques, knowledge and understanding that candidates are expected to demonstrate. These have been taken into account with the design of the course.

Candidates will be required to demonstrate skill in all of the following:

- An understanding of meaning, function, style, scale, colour and content in relation to the chosen aspect of graphic design;
- awareness of intended audience or purpose for their chosen aspect of graphic design;
- an ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen aspect of graphic design;
- an appreciation of the appropriate use of lettering (typography and calligraphy), signs and symbols;
- an understanding of a variety of materials and genres appropriate to their chosen area of graphic design.

In addition to this, candidates must also show knowledge and understanding of:

- How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the context of their chosen area(s) of graphic design;
- The historical and contemporary developments and different styles and genres in their chosen area(s) of graphic design;
- How images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created;
- Continuity and change in different styles, genres and traditions relevant to graphic design;
- The working vocabulary and specialist terminology which is relevant to their chosen area(s) of graphic design.

A course has been designed by staff delivering the subject, in consultation with the Head of Art, in order to meet the College perception for a need for modularity of courses as well as placing a high emphasis on the utilisation of a variety of Teaching and Learning styles. An outline of what is feasible is given below and should only be treated as a guideline to the design of the Course Outline.

A programme has been designed to comply with specification requirements.

## **AS Programme**

### **Introduction**

After the introduction to the course, students will be introduced to some basic graphic techniques i.e. photomontage, digital photography and computer manipulation so that they have some confidence in using these in preparation for the first assignment. It is anticipated that the group will consist of students who have had a lot of experience with computers along with students who have had none. This needs to be taken into account in delivery.

### **Unit 1**

#### **Theme: Magazine Illustration**

Focus: Process and techniques – these will form the basis of all work developed throughout the course.

Media:

Painting & Drawing

Typography

Photography (Digital)

Computer manipulation and Computer Generated Graphics

Candidates will be introduced to the particular processes and techniques that will be used throughout this course. They will explore the potential of photomontage, drawing, photography, computer manipulation and some mixed media approaches. Each technique or process will be tackled through individual, sequential tasks that address the theme. Critical studies appreciation will play an important role in the understanding, development and application of skills and ideas. Following this skills induction phase students will have a specific period of time to develop and produce a more considered response to the set theme. All coursework will be supported and documented through the use of annotated sketchbooks, discussions, evaluations and assessment with both staff and other candidates.

Critical Studies will be incorporated throughout each unit, much of which will be undertaken as independent learning.

### **Unit 2**

#### **Theme: Advertising & Promotion**

Focus: Looking at the variety of advertising and promotion media available (bookcovers, film posters, CD covers, watch ads., car ads. etc.). Developing the complexity and subtlety of a composition.

Candidates are introduced to the codes and conventions used in graphic design related to the development of ideas and composition. They will consider the relationship between text and image, the product and the consumer by investigating both contemporary and historical/critical/contextual examples of advertising and promotion. They will consider how a message can be conveyed through the subtlety and complexity of visual communication.

Students will keep a sketchbook that records their evaluations and the evaluations of others. Having completed the research candidates will select an area of personal interest that can be used to address the set theme. All subsequent work will be completed within the parameters of a loose design brief that can be adjusted for each of the graphic areas suggested using the skills and the techniques already developed.

### **Unit 3**

#### **AS Controlled Test: A range of questions set externally by AQA**

4 weeks preparatory time

5 hour controlled test.

The board will set this work. From a list of questions students, will select one as a starting point.

Guidance will be given on ways to interpret the questions in response to individual needs.

## **A2 Programme**

### **Unit 4**

Candidates will be encouraged to select an area of personal interest to 'represent' in a graphic format. For students wishing to follow a specific design brief there will be a selection to choose from that cover the range and style of work that has already been covered in the taught course.

### **Unit 5 – Coursework**

It is difficult to envisage any situation where we would not attempt to dissuade a student from taking this option since Unit 6 enables them to maintain and even reinforce their skills in researching, developing and realising a piece of coursework in the period prior to Unit 7.

### **Unit 6**

#### **Assignment 4 – Self-initiated Project**

Through discussion with staff, students will choose their own topic for this assignment. The work that students have produced so far on the course should be used as a starting point for these discussions. Students are to produce developmental work leading to a final piece and it must be accompanied by written work (approximately 1000) that supports the practical work. The quality of their written communication skills will be assessed. The work should be based on art/design work that they have seen/will see. A list of suggestions for how the project could be developed will be provided in response to the way the students have worked during the course.

### **Unit 7**

#### **A2 Controlled Test: A range of questions set externally by AQA**

4 weeks preparatory time

15 hour controlled test.

### AS Year Planner

|                  |   |
|------------------|---|
| <b>September</b> | Introduction to basic techniques<br>Unit 1 – Illustration Assignment  |
| <b>October</b>   |   |
| <b>November</b>  | Deadline for Unit 1<br>Unit 2 – Advertising & Promotion Assignment  |
| <b>December</b>  |   |
| <b>January</b>   | Deadline for Unit 2   |
| <b>February</b>  | Revisiting AS assignments (2 weeks)   |
| <b>March</b>     | Beginning Preparatory work for Exam (4 weeks)   |
| <b>April</b>     |   |
| <b>May</b>       | Exam (5 hours)<br>End of AS course  |
| <b>June</b>      | A2 Unit 6 Independent research<br>Study leave   |
| <b>July</b>      | Students return to begin A2<br>End of Term<br>Students continue research over summer in preparation for Unit 6 work |

### A2 Year Planner

|                  |  |
|------------------|--|
| <b>September</b> | <p>Unit 6</p> <p>↓</p> <p>Deadline for Unit 6<br/>Unit 4</p> <p>↓</p> <p>Deadline for Unit 4</p> <p>↓</p> <p>Revisiting all coursework assignments (2 weeks).<br/>Beginning Preparatory work for Exam</p> <p>↓</p> <p>Exam (15 hours)</p> <p>↓</p> <p>End of A2 course<br/>Study leave</p> |
| <b>October</b>   |  |
| <b>November</b>  |  |
| <b>December</b>  |  |
| <b>January</b>   |  |
| <b>February</b>  |  |
| <b>March</b>     |  |
| <b>April</b>     |  |
| <b>May</b>       |  |
| <b>June</b>      |  |
| <b>July</b>      |  |

## **Reviews and Assessment**

### **Interim Reviews**

Once assignments have begun, guidance will be given in every lesson through presentations and whole group, peer group and one-to-one discussion, in the form of informal reviews. This will be done to help students to develop their understanding of the design process (how to collect relevant source material, how to use it in the generation of ideas, and how to use 2D media, materials and processes to realise their ideas effectively). More importantly, regular informal reviews will allow students to develop their confidence, independence, individual style of working and their ability to effectively analyse their own work and that of others. In the final part of the course it is expected that the students will be working in a more confident and competent manner. The degree of guidance given will be directly linked to their individual needs.

More formal documented reviews will also take place at regular intervals during assignments (documentation for this will be provided). Students will be aware of when these reviews are, and will know what stage they should be at with their work.

Having these formal reviews is seen as a way of helping students to keep up to date with projects by setting them interim targets, and motivating those who need the more formal support. The process of students simply having the opportunity to write progress and targets down, on the whole will allow them to be more focussed. The formal reviews will take the form of staff, peer and self-evaluation of the work in progress. They will be treated as a natural part of the assignment process.

### **Assessment**

#### **End of Unit Assessment**

It is important that the tutors establish a working understanding of the standards in order that continual assessment of progress can be made accurately. Regional standardisation meetings will take place annually and the main tutor responsible for the delivery of the course must attend. The tutors delivering the course will have the main responsibility for the ongoing assessment, although the Course Leader and Head of Managed Area will regularly be available to see and discuss student progress and confirm standards.

Formal assessment will take place at the end of each unit giving students the opportunity to reflect on their strengths and weaknesses. The feedback will be documented but each student will be present during the assessment (with the obvious exception of final AS A2 assessments), so that feedback is as valuable as possible. All staff that teach the group will assess each student. This again will make feedback more thorough, but will also allow for internal standardisation/moderation (staff inset/extra curricular work also ensures that coursework is moderated and standards are maintained both within the specific subject areas as well as across the whole of Art and Design. This involves cross referencing Units of work that have been marked by a variety of teaching staff in different areas representing a broad cross-section of the marks awarded). Once students have received feedback from the formal assessment they will then have the opportunity to revisit each coursework assignment up until the end of the course. They can do this independently and/or during the two weeks set aside specifically for this purpose.

Each unit must be marked out of a total of 60 marks using the assessment criteria in the Specifications handbook. There is a maximum of 15 marks for each Assessment Objective AO1 to AO4, which are then added together. It is important that students develop a clear understanding of the Assessment Objectives at the early stages of the course so that they become a natural part of review and assessment discussions.

#### **End of course Assessment**

All coursework and controlled tests will be assessed internally and a sample moderated externally by AQA. All moderation will take place in the summer term. The same moderator will moderate both AS and A2 units of assessment during the same visit.

The course tutors must ensure that work is suitably organised for the visiting moderator. Research and developmental work must be displayed together with the final piece(s).

### **Assessment and Homework Policy**

Students are expected to continue working on assignments in their own time in order that they achieve the grade they are capable of. Staff in the department and where necessary the course leader or HOMA will initially speak to any student not doing homework. If no improvement is evident the college referral system and policies will be used. The same procedure will be followed for students not meeting assessment deadlines.

### **Resources and their Management**

The course is delivered in two purpose built graphic's rooms. For computer work, students have access to two suites of workstations, four scanners, an A3 colour laser printer and an A4 black & white laser printer. The main software programme used is Photoshop. There are currently sixteen digital cameras in use and numerous SLR cameras (there are two well-equipped darkrooms available in room 62). There is also ample space available for students to carry out more traditional practical graphic work away from the computers on a set of interchangeable tables. All these resources are housed in the graphic's rooms and are managed by the tutor in charge of the main delivery of the course.

Students have access to the rooms and all resources during lessons and when the rooms are free. Where possible this work must be done with a member of staff present.

As well as computer equipment, numerous resources are available for observational work and students have access to a range of drawing and painting materials. The College library houses numerous graphic design books (many of which are temporarily kept in the graphic's area) and Internet/Intranet access is readily available.

The tutor in charge of the main delivery of the course is responsible for ordering all graphic design resources. All 2D equipment is ordered by the AS/A2 Art and Design course leader.

## Independent Learning

The course has been designed, to encourage students to develop skills in working in increasingly more independent ways. Therefore, and in keeping with the College's policy on Independent Learning, students will be expected to undertake the following activities as part of their independent study:

- **Workshop based activities** - Student will work on their graphic work in their own time. Due to time constraints this will predominantly be on assignment work although if appropriate to learning the students may also experiment with techniques to inform assignments and develop skills and understanding.
- **Research and idea development** in the Learning Resource Centre, in the workshop, or on location (galleries, drawing on site) as appropriate. This may sometimes just be of relevance to projects happening at the time but students will also be encouraged to research 2D work in general to develop their knowledge. There are a wide variety of reference resources available for this from information provided by the tutor and Art Department to the wide variety of resources in the LRC. This includes library resources, computer facilities (the Internet can be particularly useful) and the Computer Arts periodical, hence providing contemporary as well as historical references. Independent visits to galleries will also be highly encouraged.

The intention of these activities is to enable students to develop skills at a quicker pace and to help them develop confidence in their skills and in their ability to work and solve problems independently.

## **Differentiation**

Projects have been designed for the course to allow candidates to achieve Assessment Objectives regardless of their ability and individual needs. The nature of the tasks set means the less able are provided with the opportunity to tackle assignments to their level of ability, but also develop their skills, the more able can tackle the work in more complex and increasingly challenging ways. Similarly a variety of artists/graphic designer's work is made available to all students with the intention of providing stimulus across the broad spectrum of students that we teach. Furthermore, a range of design briefs are also made available (where appropriate) or students are given personal guidance by their subject tutor (influenced by their personal knowledge of the student in question).

Due to the nature of the Teaching and Learning styles used in the Art Department, relevant guidance can be given to all individuals at all stages of assignments. Added to this, as all students will tackle projects in different ways, many individual discussions and therefore regular formative assessments, do take place and hence individual requirements are catered for as a natural part of the course. Group discussion will also be usefully employed in order that students can help and influence each other.

By making differentiation an integral part of the course it is our intention to create a climate where all students can achieve if they so wish. The decision of any students to leave the course due to difficulties with the work will also be unlikely (although of course not completely avoidable). Any retention problems should, where possible, be a result of outside issues and where retention problems do arise the reasons will be investigated to see if lessons can be learnt.

## **Equal Opportunities**

The department is committed to inclusive learning and all staff in the department have a duty to make their teaching accessible to all learners with disabilities and/or learning difficulties and will ensure that they make reasonable adjustments to allow students in their groups to participate fully in all learning activities.

Students with any special requirements have an Additional Learning Support Plan and staff will ensure that any adjustments advised in the plan are put in place. The department will also ensure that if changes are made to staffing during the course of the year that the Additional Learning Support Plan is passed to the appropriate member of staff so that reasonable adjustments can continue to be made for the student concerned.

# Assignment Paperwork