

Curriculum Content Map		Subject: Graphic Communications Yr11			
Month		Term 1	Term 2	Term 3	
	Units of Work	<p><b>Component 1 Completion</b></p> <p>Exploring different drawing and colour techniques Recording how the work of others has influenced your own work to develop.</p>	<p><b>External set exam</b></p> <p>Students begin their ESA, choosing their theme and creating a sketchbook of work developing</p> <p>Students continue to work on their ESA project concluding in an exam over 10 hours, producing an outcome based on the theme chosen.</p>	<p><b>Coursework Projects</b></p> <p>Responding to feedback to refine projects</p>	
Cultural Transmission	National Curriculum area - KS3	<p>Developing sketchbook skills and fulfilling all AO's through experimentation and refinement.</p> <p>Presenting physical and critical analysis work in sketchbook showing a journey and development. Creating a final outcome.</p>	<p>Creating research pages on main theme including written and visual maps Learning how to develop their initial concept through artist and conceptual research Producing artist and subject research pages with more detail, narrowing down their ideas.</p> <p>Experimenting with outcome ideas and compositions for final piece Narrowing down ideas further to experiment and plan a final piece Plan for time management in exam conditions Reflecting on sketchbook against checklist</p>	Using the AO's to evaluate work and ensure that all objectives have been met to a high standard.	
	Substantive Knowledge	The What!	<p>In Year 11 students can choose to further develop their NEA unit from Year 10, or, begin a new NEA unit by writing another design brief. Students build on their substantive knowledge through analysing the work of their chosen graphic artists and creating visual studies which demonstrate a working knowledge of design techniques. The graphic designs created in Year 11 will show more of the students own ideas based of their exploration, research and development of design techniques and disciplinary skills.</p> <p>In term 2, the ESA unit will be launched. The ESA unit is a short independent project based on a choice of titles set by the examination board. Students will follow the same structure as the NEA unit to produce a logbook that records the development of their ideas, design research and analysis, and evaluations of their own artwork. They will refine their work in preparation for a large-scale outcome in their 10- hour examination which is set over two days. (Not included for this Year 11 in 2022)</p>		
	Disciplinary knowledge	The How!	<p>Students In Year 11 will build on their disciplinary skills from Year 10 through researching existing designs, past and present, and understanding the techniques used in graphic design. They will continue to work independently on their NEA unit, researching and exploring new disciplinary skills such as visual communication and problem solving. They will receive individual feedback which helps them to further develop their skills and think of other techniques that could work to improve their outcomes.</p> <p>The ESA unit will give students the opportunity to showcase the disciplinary skills they have learned in a short project and large scale outcome.</p>		
	Sequencing (Flow)	Retrieval & Extension	<p>Recording processes in sketchbook, evaluating work. Exploring graphic knowledge and skills from yr10. Recapping presentation in sketchbook to clearly show development of project. Complete a visual study on a larger scale demonstrating a critical understanding of the graphic techniques used</p>	<p>Putting in to practise all the skills learned through coursework projects in line with: <b>AO1:</b> Developing ideas through investigations, demonstrating critical understanding of sources <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes <b>Extension:</b> Write a detailed critical analysis on one work of your chosen designer/product demonstrating a deeper understanding of their work in a social, political and economic context.</p>	<p><b>AO3:</b> Recording ideas, observations and insights relevant to intentions as work <b>AO4:</b> Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language Continuation of coursework, building more evidence for assessment of AO's <b>Extension:</b> More exploration and experimentation influenced by chosen designer/product progresses. Refine presentation in sketchbook</p>
	Summative Assessment		Final Outcome of project AP1	Visual Study of one Artists work AP2	Final Project Piece AP3
Personal Empowerment	Virtue	The opportunity to reflect, think deeply and critically about an issue	<p>Friendliness and civility truthfulness and justice Courage Generosity</p>	<p>Staying Positive Speaking</p>	<p>Aiming High Speaking Teamwork</p>
	Link to Virtue		<p>Friendliness and civility – evaluate the work of others in a constructive way. Truthfulness and Justice – Analysing and evaluating the work of others and your own work in a truthful way. Courage – to prepare a final outcome bringing all of your project ideas together. Generosity – reflecting on the generosity of those who have supported you through your coursework.</p>	<p>Staying Positive – In the challenge and added pressure of the ESA I can choose appropriate positive actions when I am Speaking - I explore different styles of presenting and consider their effectiveness. By presenting you concept to others, you can test your own knowledge and check if you can pass this on to others effectively</p>	<p>Aiming High – being able to motivate yourself to work hard an archive individual goals Speaking – Being able to modify the language that you use when speaking about your work and the work of your peers. Teamwork – being able to identify when your peers need help to achieve their goals and being prepared to offer advice.</p>
Preparation for Work	Skill	Transferable skills	<p>Listening Leadership Problem Solving Creativity</p>	<p>Gratitude Good speech Good Temper &amp; Good Humour Self Mastery</p>	<p>Self mastery Compassion Good sense</p>
	Link to skill		<p>Listening - I can ask probing and relevant questions to check and build my understanding. Leadership – I can explain some different ways to motivate my team/ those on my work table. Problem Solving - can evaluate different solutions for a complex problem to pick the best one. Creativity - I can select the most effective creative tools for my way of working and explain why.</p>	<p>.Gratitude - Considering the skills you have learned over the GCSE course and those who have helped you develop as a young artist. Good Speech – Being able to explain your ideas and thoughts for your project in a mature way using art specific language. Good Temper &amp; Good Humour Responding to feedback in an appropriate manner. Self mastery – taking the lead on your own project and managing your own work and progress. Aiming High I seek out feedback, including constructive criticism, to support me in achieving my goals.</p>	<p>Self mastery – taking the lead on your own project and managing your own work and progress. Compassion – helping those around you who need support. Good Sense – using good sense when planning for achievable outcomes.</p>
Preparation for Citizenship	SMSC & British Values	Developing opinions on current issues	<p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.</p>	<p>Enable students to develop their self-knowledge, self-esteem and self-confidence; Enable students to distinguish right from wrong and to respect the civil and criminal law of England.</p>	<p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; Encourage respect for other people.</p>
	Link to SMSC & British Values		<p>Learning about graphic designers from different cultures and appreciating their differences.</p>	<p>Students learn to work withing the restrictions and guidelines of the GCSE assessment objectives.</p>	<p>Encouraging a space for sharing views and opinions Creating a culture of equal opportunity through art Collaboration through peer review on work</p>