



NAME:.....

GRAPHIC ART



Independence and originality has been provided through studying an art based subject. Art has given me the opportunity to excel in a subject that I feel I am good at.

Selfie as art at the Saatchi:- Exhibition explores the history of the selfie Saatchi gallery website

5 Higher Passes including C in Art or Textiles, or related portfolio

Each specialism creates an excellent platform for studying both art foundation and degree courses.

Artist Gillian Wearing will be the first woman to create a statue in a public space with her monument to Millicent Fawcett www.the-guardian.com
Mark Brown correspondent 13th April 2017

THIS BOOKLET MUST BE COMPLETED IN FULL IN ORDER TO BEGIN THIS COURSE. THE BOOKLET AND ALL ADDITIONAL WORK SHOULD BE HANDED IN DURING THE FIRST LESSON IN SEPTEMBER.



PREPARATION

ORGANISATION

DECISIONS

RESOURCES

FUTURE

SUBJECT OVERVIEW

Which exam board? AQA

Which style of qualification? Academic Route

Describe the specification units for Year 1 in this course

AS comprises of a two units, one of which is an exam. All specialisms develop a student's ability to use skills linked to the chosen area of study through the application of practical skills. At AS level students are introduced to a variety of experiences employing a range of media, processes and techniques appropriate to their chosen area of study. Graphics explores the illustration, typography and digital processes to create graphic art.

Describe the specification units for Year 2 in this course

Full A level comprises of two units, one of which is an exam. A2 level students should build upon the knowledge, understanding and skills gained at AS with greater depth of study. The emphasis of each unit component will be on the development of understanding and skills using an appropriate range of materials, processes and techniques. Students should produce a collection of materials that exemplifies work carried out during the AS course. Each student must include in their portfolio: a selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study at least one extended collection of work or project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials

Describe the Assessment Objectives for the course

There are four assessment objectives for both the AS and the Full A level course.

A01 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

A02 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

A03 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

A04 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

How will students be assessed for each unit in Year 1?

Final Examination, Practical Assessment

How will students be assessed for each unit in Year 2?

Final Examination, Practical Assessment

Styles of teaching and learning which operate in this subject

Group work, Independent Learning, Lecture, Practical, Presentations

To be successful in this course you will have and/or develop the following skills:

Studying art will develop the following:- fine motor skills, hand-eye co ordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. You must be willing to work independently and meet specific deadlines across the length of each course.

EQUIPMENT LIST / RESOURCES

Stationary Graphics:- marker pens and sharpies, acrylic paints (essential) equipment similar to those required by Fine art.

Software Photoshop

Additional Items

READING LIST



FICTION

Title	Author	Publisher
Hockney (A Pilgrims Progress)	Sykes Christopher Simon	Random House
Vivienne Westwood by Vivienne Westwood	Westwood Vivienne & Ian Kelly	Picador
Girl with a Pearl Earring	Chevalier Tracy	Harper Collins

NON-FICTION

Title	Author	Publisher
Art & Design student handbook	AQA	Nelson Thomas
Styles, Schools & Movements	Dempsey. A (2002)	Thames. Hudson London
This is Modern Art	Collings. M (2000)	Weidenfield & Nicholson London
A History of pictures from the cave to the computer screen	Hockney . David & Gayford . Martin	Thames and Hudson
A history of photography from 1839 to present	The George East- man House Collec- tion	Taschen
20th Century Photography	Mibelbeck Re- inhold, Bieger ñ Thielemann Mari- anne	Taschen

OTHER (website/articles/programme/film...)

Title	Author	Publisher
Nationalgallery.org.uk	Website	
Guggenheimcollection.org	website	
Npg.org.uk	website	

LESSON 1

SUBJECT: GRAPHIC ART

Induction Pack: Lesson 1 (1 hour)

Title: An Introduction to Graphics

Skills to be learnt: An introduction to Typography

Additional resources:

Range of photographs which provide examples of different techniques, processes and terminology

PRESENT YOUR RESEARCH AS A MINI GUIDE TO graphic communication terminology

Questions

What is typography?

What is graphic illustration?

What is graphic design?

Tasks

Working in pairs or small groups analyse the one of the following examples provided

Product Packaging

Promotional material for an event

Book covers and illustrations

What is effective about the image being examined? (Colour, lettering, images, font styles etc.).

What materials have been used to make the product from?

What is effective about the layout and placement of the design?

What age group is being targeted?

What story or message is the produce trying to promote?

What would you change?

Your challenge is to adapt the one of the products you have been analysing and change it.

LESSON 1



SUBJECT: GRAPHIC ART

Reflection from lesson: For students to fill in towards the end of the lesson. Responses should be articulate and define students' next steps in their learning

What did I learn?

What did I find challenging?

What do I need to go away and do?

LESSON 2

SUBJECT: GRAPHIC ART

Induction Pack: Lesson 2 (1 hour)

Title: Developing your sketchbook

Skills to be learnt:

What do the different assessment objectives mean and how to show evidence in your sketchbook

Additional resources:

PPT, article, online videos

Exploring techniques and processes to develop your graphic communication ideas

Many graphic designers manipulate their images using traditional art techniques and computer aided design.

Individual work making practical responses

You are to research at least four graphic communication techniques. You are to produce one practical outcome of your own based upon one of the starting points

Graphic illustration

Packaging

Promotional material for an event or venue

Evaluate the success of your outcome

LESSON 2



SUBJECT: GRAPHIC ART

Reflection from lesson: For students to fill in towards the end of the lesson.
Responses should be articulate and define students' next steps in their learning

What did I learn?

What did I find challenging?

What do I need to go away and do?

LESSON 3

SUBJECT: GRAPHIC ART

Induction Pack: Lesson 3 (1 hour)

Title: Responding to the work of graphic illustrators

Skills to be learnt: How to develop ideas using a range of different approaches when looking at and responding to the work of other artists

Additional resources:

Examples of artwork and images

Content: staff to include: questions which will be raised in the lesson; tasks; resources which are being used. This document must not exceed two pages

Task 1 Using influences and ideas from the work of other artists and designers

How much artist work must I use to help support and develop ideas?

What information do I need to look at and include in my sketchbook?

What are the assessment criteria for this aspect of the portfolio?

Group task

Look at the various examples of graphic illustrations. (photomontage and stitched designs)

Decide what technical processes and information can be gleaned from the images provided?

Decide which questions are the most important to ask in order to fully support the development of your ideas.

Select from the range of questions provided and place them in rank and order.

Assess the sketchbooks of previous A level students and match the work produced to the assessment criteria.

Look closely at the phrases and wording of the assessment objectives and develop an understanding of what they mean.

Individual work making practical responses when developing ideas from a contextual starting point.

Questions

Look closely at the four different styles of graphic illustration

Choose one graphic artist whose work has inspired you and produce a detailed reference sheet about them. To

support this research you are to produce your own practical outcome in the style of their work.

Use the analysis sheet to help you annotate your research

LESSON 3



SUBJECT: GRAPHIC ART

Reflection from lesson: For students to fill in towards the end of the lesson. Responses should be articulate and define students' next steps in their learning

What did I learn?

What did I find challenging?

What do I need to go away and do?

EXTENDED WRITING TASK

Starting points

- 1 Look at the packaging and marketing of an everyday object and see how this has changed over different periods of time. How has the style of the packaging, colours, font styles etc. changed captured Look at traditional and contemporary examples to support your research?
- 2 What graphic illustration? Find different examples of graphic illustration from both traditional graphic designers and artists to more contemporary examples. Make a comparative analysis of two images found. (Use the comparative analysis sheet to help you).

YSC TASK(S)



Typography

Produce a mini guide to typography. Define what the term typography means and the key terms linked to typography. Present your research as a power point presentation

What is a typographer? Look at and find examples of magazine layouts. Look at the work of David Carson and record the impact his work had upon graphic design.

How to fill a word with an image in Photoshop:-Using the Photoshop you are to combine a word with an image that relates to the word you have chosen. The example provided use the word London. Follow the step by step worksheet. Look at the work of Doug Aiken as a starting point to base your ideas.

SUPPORTING GLOSSARY (not exhaustive)

TYPOGRAPHY

KERNING

LEADING

HIERARCHY

TRACKING

DISPLAY TYPE

TYPEFACE

BRANDING

PACKAGING

GRAPHIC DESIGN

GRAPHIC ILLUSTRATION

TEXT

IDEOGRAPH