

## Graphic Communications at Samuel Whitbread Academy

**Intent**

The critical element for a graphic designer is the effective communication of a message or idea through the organisation of images and words. The scope and power of graphic communication is ever growing with the development of the internet and social media both in the home and in public platforms. At Samuel Whitbread Academy we teach students to understand user and audience needs and how these groups respond to various forms of visual communication, as well as how changes to working practices lead to new forms of communication and presentation. Students engage with and understand the power of both the visual and written that more and more control the world that we live in. We aim to prepare students to be part of the digital environment that we all now live in.

The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. It is practical, exploratory and experimental in nature with students building working relationships with tutors and peers in a safe environment to develop their own creativity and confidence, essential skills required in the graphic communication workplace and life in general.

**Implementation**

The A Level Graphic Communication course at Samuel Whitbread Academy is split into three distinct sections.

Component 2 an externally set project consists of a 3 months preparation period, finishing in a 15-hour exam where a final outcome is produce and presented along with a written report on the project.

The Art Department consistently and regularly provides formative feedback to our students in the form of 1:1 verbal feedback and individual tutorials, believing that discussion is key to the development of ideas and thus ensuring that all of our learners make progress through their topic-based learning. As a coursework-based subject, homework and independent study is a continuation of classwork.

<b>Implementation</b>	<b>Key Stage 5: Year 12</b>	<p>In the first 2 terms of the course we introduce students to a wide range of practical and analytical skills through a guided project. Through contextual studies, research and practical experimentation students develop an understanding of the disciplines within Graphic Communication and the Assessment Objectives within the course. As the project progresses students are able to start focusing on a specific area of interest to produce an individual and personal outcome and equip students with the knowledge required to confidently and independently start their component 1, personal investigation. This project can become supporting work for component 1.</p> <p>In the final term students start component 1, their non-exam assessment (NEA), setting themselves a brief to support a personal investigation into an area of interest. Although students use prior knowledge from the guided project to support their work, staff through 1:1 tutorial introduce subject specific skills to develop and expand the project to maximise all assessment objective and marks.</p>
	<b>Key Stage 5: Year 13</b>	<p>In the first term of year 13 students continue with their personal investigation and begin the written content of the component. The written work is between 1000 and 3000 words and supports the practical work.</p> <p>At the beginning of February students start component 2, their externally set assessment (ESA.) In Component 2, students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.</p>

**Impact**

Our Intent and Implementation aim to ensure that all graphic communication students improve their intellectual, imaginative, creative and intuitive capabilities through investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement. The students develop a confidence and independence of mind through refining and communicating their own ideas, their own intentions and their own personal outcomes while gaining an awareness of different roles, functions, audiences and consumers and gain knowledge and understanding of how the design world works within the creative industries.

Each student becomes confident and self-reliant not only in their chosen specialism but are able to analyse and make critical judgement in the wider environment and are motivated to succeed.

One of the key ways we measure our success within the Art Department is our student's ability to voice opinions. Whether or not students take the subject at a higher level, either at university, through apprenticeships, setting up their own practice or choosing another path we aim to equip students with transferable life skills.