



Graphic Communication A Level: developing Cultural Capital, Diversity and Equality

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge, and competence; it is one of the key ingredients a student will draw upon to be successful in a diverse society, their career and the world of work. In the Sixth Form, we aim to build our student aspirations and expose them to a range of experiences to help them achieve goals and become successful individuals who understand and support diversity and equality.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given diverse, rich, and sustained opportunities to develop their cultural capital. We do this in many ways, for example, through our curriculum, extra-curricular activities, trips and visits, careers activities, and PSHE/RSE programme.

There are nine key realms to cultural capital in the Sixth Form at Samuel Whitbread Academy:

Cultural Capital
provides health,
well-being and
growth



Cultural Capital
lets us share our
histories, our memories,
the people, the places
and the things that
matter to us.



Cultural Capital
creates the curiosity and
confidence to make
connections between
the past, the present and
the future.



Cultural Capital
sparks generations of
innovators.



Cultural Capital
is to be found locally,
nationally, globally -
everywhere.



Cultural Capital
nurtures inclusive
communities.





Cultural Capital
enriches today and
inspires tomorrow.



Cultural Capital
is ours to discover,
ours to create,
ours to share.



Cultural Capital
belongs to me,
belongs to you,
belongs to us all.



These nine realms can be broken down further into the following sub-categories: **Personal development, Social development (including political and current affairs awareness), physical development, spiritual development, moral development, and cultural development.**

What is now outlined are the key areas of both academic and enrichment that take place within and outside of this course area to enhance and develop these diverse elements of cultural capital:

Personal Development:

Personal development consists of activities that develop a person's capabilities and potential, build human capital, facilitate employability, and enhance the quality of life and the realisation of dreams and aspirations.

Contextual studies

Graphic communication develops the individual's knowledge and experience of real-world contexts and, where appropriate, links to the creative industries. Students are able to understand an awareness of different roles, functions, audiences and consumers of graphic products. Developing skills and using technologies that enhance their ability as a practitioner to explore a design brief in a real whole scenario. Designing and analysing graphic communication products in a range of areas including: advertising, packaging and interactive media.



Social Development:

The process by which a child learns to interact with others around them. As they develop and perceive their own individuality within their community, they also gain skills to communicate with other people and process their actions.

Team Work

Students should develop a critical understanding of their own work and appreciate it in relation to historical and contemporary contexts. In the broadest sense, this may be through looking at the work of graphic designers in galleries and museums, through various media, in the design world and in understanding how graphic communication through art and design relates to everything around them. Students should consider the impact of global influences, cultures and traditions both past and present, particularly those that are influential in relation to technique, colour, symbolism, ritual, social climate and location. Environmental and social issues have long been a source of work and debate for artists and designers, with issues such as poverty, sustainability, consumption and political movements stimulating points of creative investigation. Contexts for graphic communication can be found in a wide range of sources; for example, from historical works in museums displaying packaging design, contemporary business design shows and fairs, an exhibition at a local gallery or all around through examples of branding and advertising.

Physical Development:

These are the major motor or physical achievements a student enhances and develops. Physical development is a vital part of growing up as students learn to master control of their body

Practical skills

The critique is used in higher education as a vehicle for developing the student's ability to use specialist terminology and vocabulary, to listen to and respond to others' interpretations, to defend their own work and to express their thoughts and feelings on graphic design. This can be an effective tool for students' to practice contextualising and verbalising an understanding of key concepts in relation to their own work. In addition as students develop their skills, their work develops and improves, especially as they master particular media. Practise makes perfect! Development of fine motor skills by drawing, printing, exploration of a range of digital packaging exploring adobe photoshop to develop hand-eye coordination. Increasing confidence and experience with a range of techniques.



Spiritual Development:

The development of the personality towards a religious or spiritual desired better personality.

Personal investigation

Graphic communication requires engagement with aesthetic and intellectual concepts through the use of traditional and/or digital media, materials, techniques and processes for the purpose of self-expression, free of external constraints. Graphic communication is used to communicate ideas and messages about the observed world, the qualities of materials, perceptions, or preconceptions.

Within the curriculum students undertake a personally-selected project dealing with issues that interest them. Through the course of the project, students will come to better understand their capabilities, ways of working, and contributing to an increased awareness of their own spirituality.

Understanding place in the world, gaining a broader perspective. looking beyond the self and immediate surroundings to appreciate the wider world and different values/perspectives.

Moral Development:

The development of attitudes and behaviours toward other people in society, based on social and cultural norms, rules, and laws.

Contextual Studies and Artist Research

Students are encouraged to be accepting of others viewpoints and critically evaluate their choices when progressing with their work. They help and encourage others and take value from feedback they receive.

Cultural Development:

Cultural Diversity is at the heart of the Sixth Form and students will learn about themselves and relationships with others from a variety of cultural backgrounds.

Artist Research

Graphic communication can be used to explore personal and cultural identity, society and how we live, visual language, and technology. Graphic communication allows us to consider and reflect on our place in the world, both as individuals and collectively. It is about understanding or representing how society and people respond to different cultures.

Students study a range of artists from various countries and backgrounds working in a variety of mediums to develop their own responses to issues and reflect society around them.

