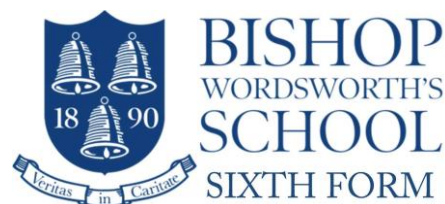


Graphic Design



AQA Specification

General information:

Why is one building so much more interesting than another? Why is Mario such an enduring computer game character? How do you distinguish one app from another on your phone or PC? Ever wondered why Roald Dahl books are instantly recognisable? If so, this could be the course for you. All of these products have been created by a professional working in the Graphics industry. This course is specifically designed for those of you wishing to follow in their footsteps.

Course content:

During the first part of the course you will develop and refine your skills in Graphic Design. The course is designed to develop your ability as a young designer, questioning and reflecting on themes that will initially be set for you. The course will allow you to pursue and develop an idea creatively and confidently with the support of expert teaching staff.

Your initial project will be based on the theme of structures, where you will get the opportunity to explore other areas of Art and Design both digital and traditional and then decide which personal route you want the project to take. You will then work on live briefs; this will start with a focus on branding and advertising techniques and ways to develop a personal response to the theme in a short intensive project that will give you a comprehensive understanding of the assessment objectives. Within these projects you will explore digital art, learn how to use Photoshop and Illustrator and also look at Photography and digital editing. You will then independently work in response to a theme from a selection of visual and written starting points before finally at the end of Year 12, start your own personal Investigation which will make up 60% of your overall grade. This will ensure you understand the expectations of the subject and prepare you for a degree or career in Art and Design.

How is the course taught and assessed?

Component 1: The Portfolio (60%) which you will start at the end of Year 12. This will be supported by a written assignment to contextualize your investigation (1000-3000 words). The course concludes with Component 2: An Externally Set Assignment (40%), completed in February of Year 13.

You will be assessed on four Assessment Objectives (AOs) which are detailed overleaf.

Student's work is assessed against four assessment objectives (AOs)

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Entry requirements:	Results information:	Top destinations for students:
As well as the general entry requirements for BWS, Grade 6 in GCSE Art, Graphic Design, Photography or Design Technology and a portfolio of work to support if needs be.	Graphic Deesign is a very successful subject at BWS. In 2020, out of students entered, 100% of students got A* to C grade at A level.	Common choices include Art Foundation Courses. Degree in Graphic Design, Illustration, Animation, Concept Art, Visual Arts, Architecture and Photography

Beyond the curriculum:

Students are offered the opportunity to continue their art work in the art rooms outside of lessons when available. They are able to display their work around the school, be published in The Wordsworthian magazine and support younger students with their art work. Students work is also showcased on the schools Instagram page. Pupils frequently take part in external competitions and work on live briefs in and out of the school.

Students will also be given the opportunity to visit London Galleries and a go on a residential trip to broaden their depth of experience - we have previously visited New York, Florence, Rome and Paris. These trips are a vital learning resource they inspire and inform ideas and responses, developing students understanding of their subject in a wider context.

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