



PLUME ACADEMY - LEARNING OVERVIEW

Years	12 & 13
Course	Advanced Level GCE Graphic Communication
Specification Number/Exam Board	9GCO Pearson Edexcel
End of course assessment and weightings	Component 1: Personal Investigation 60% Component 2: Externally Set Assignment 40%

Prior Learning

This course builds on prior learning developing the practical and design skills students would have developed when studying Art and Design, Graphics and/or Creative Media Production in Years 10 and 11.

Curriculum Intent – What are the curriculum aims?

This qualification gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

The main focus is on four areas of equal importance, which cover the:

- Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops
- Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress
- Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

Curriculum Implementation – What will my child will be learning?

Term 1	Half Term 1	Foundation Learning – Advertising & Illustration Students will work on a project brief for each of the above sectors, supported by technical workshops in both traditional art and design skills and digital technologies.
	Half Term 2	Foundation Learning – Branding & Information Design Students will work on a project brief for each of the above sectors, supported by technical workshops in both traditional art and design skills and digital technologies.
Term 2	Half Term 3	Component 1 – Personal Investigation This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).
	Half Term 4	
Term 3	Half Term 5	



	Half Term 6	Component 1 – Personal Study -this will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images.
Term 4	Half Term 7	Component 1 – Personal Investigation Continued This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).
	Half Term 8	
Term 5	Half Term 9	Component 2 – Externally Set Assignment This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme.
	Half Term 10	
Term 6	Half Term 11	This component incorporates two major elements: preparatory studies and the 15–hour period of sustained focus.

Curriculum Impact – How will progress be assessed as I learn?

Students will complete and submit digital portfolios for each of the foundation units which will be assessed formatively and summatively, with Close The Gap opportunities.

Students will receive continual verbal feedback on class work and throughout Component 1 will be formally assessed against exam criteria, half termly, to provide them with clear guidance on how to continue to improve their attainment.

As this is a two-year linear course, all summative assessment will take place in Year 13. Both Components are internally assessed and externally verified.

Super-Curricular Opportunities – Support and Extending Learning

Useful study resources	If a student is really passionate about this subject...
<p>Apps such as Adobe Lightroom, Photoshop express and Photopea are all free and are useful in enabling students to create digital Art products outside of the classroom.</p> <p>Magazines (online versions available) such as Creative Review, Eye, and Novum are excellent for providing useful contextual references.</p> <p>It will benefit students to have access to Art and Design materials at home. Specificity will be determined once students have completed the foundation term and are clear about which subsector they want to pursue.</p> <p>Students will need to purchase or make their sketchbooks to work in as well as a physical portfolio for presenting final outcomes.</p>	<p>Students must collect contextual reference and inspirational material. They should dedicate a Pinterest board to Graphic Design, Advertising images, Magazine Covers and Layouts as well Photography work that they find interesting. Alternatively, they could keep a reference scrapbook.</p> <p>Visit Museums and Galleries including The Design Museum, Tate Modern, V & A, London Transport museum, Museum of Childhood, Geffrye Museum etc.</p>



Suggested Additional reading to compliment the course

Graphic Design Playbook

by Sophie Cure

ISBN: 9781786273963

Graphic Design Sourcebook: The 100 best contemporary Graphic Designers

by Charlotte and Peter Fiell

ISBN-13: 9781783130160, 978-1783130160

Graphic Design Sourcebook

by Barry Kitts

ISBN-10:0356148092

The Source book of contemporary Illustration

Loft Publications

ISBN 10: 0061354139

The Visual History of Type

Paul McNeil

ISBN-10: 1780679769