DES
IGN
MODERN
ART

A-LEVEL
GRAPHIC
COMMUNICATION

CURRICULUM INTENT

Graphic Communication gives students the skills to produce personal creative work and develop their understanding of Graphic Design. Students will develop their knowledge of materials and techniques, and the skills to communicate ideas and information visually. This includes learning relevant computer aided design skills in Photoshop, InDesign and Illustrator. It will help students to develop an effective personal visual language and develop their understanding of historical and contemporary influences on design.

Graphic communication opens the door to a large number of fascinating and rewarding specialisms and careers in industry, commerce and the media. Relevant degree options include: animation, digital arts, graphic communication, graphic design, graphic and communication design, media design, illustration, printmaking, packaging design, typographic design.

Content - Year 12 - Subject/Unit of Study	

Scheme of Assessment:	**Scheme of Assessment (specification abstract):**
Students to produce a variety of studies, designs, drawings, using digital and or traditional techniques relating to intentions. A series of responses will be created based on ideas in different compositions exploring appropriate graphic design techniques relating to linked artists and theme. **Internal Creative Brief:** Media Experiment Portfolio (supplementary evidence included in the submission for Component 1) Educational Visits | TBA *During this term students will be given the opportunity to attend workshop excursions to help inform their design direction for the* **Internal Creative Brief** *and allow them to collect imagery to help support their sustained project.*	**In Component 1 - Portfolio** - 7203/C Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.

Autumn Term			Spring Term		Summer Term
What will be learned?	**Assessment objective focus:** **A01 -** Develop ideas through investigations, demonstrating critical understanding of sources. **A03 -** Record ideas, observations and insights relevant to intentions as work progresses. **Overview of tasks undertaken:** • Route option diagram - investigating the creative brief set. • Statement of intent • Trip Report • Photoshoot (taken during school trip(s)) including annotations. • Product Analysis • Primary and Secondary Moodboards	**Assessment objective focus:** **A02 -** Continue to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. **A04 -** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. **Overview of tasks undertaken:** • Artist moodboard • Artist critical studies • Artist transcriptions • In the style of…	**Assessment objective focus:** **A02 -** Continue to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. **A04 -** Present a personal and meaningful response that realises intentions and demonstrates understanding of sources **Overview of tasks undertaken:** • Initial product scamp designs. • Development of final ideas Pages • Personal Response • Visual Linking	**Assessment objective focus:** **A01 -** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. **A03 -** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. **Overview of tasks undertaken:** • Exploring the brief • Route option diagram(s) • Statement of intent • Moodboards • Trip excursion	Assessment objective focus: **A01 -** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. **A03 -** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. **Overview of tasks undertaken:** • Trip Report • Photoshoot • Secondary Product Analysis • Typography experiments • Identity Analysis	Assessment objective focus: **A01 -** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. **A03 -** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. **Overview of tasks undertaken:** • Identity Scamp Designs • Research Conclusion • Initial product scamp designs. • Artist critical studies Artist transcriptions

| Content sequencing

(Where does this fit – what have they done before which supports it, where does it link with future units?) | **Prior Knowledge**
Understanding of design principles and knowledge of hard skills to support appropriate decisions when developing a quality graphical outcome. | **Prior Knowledge**
Knowledge, understanding and interpretation of techniques and generic drawing and editing commands and terms. | **Prior Knowledge**
How to utilise research to create meaningful outcomes.
Knowledge of the practical application (this includes applying principles, techniques, procedures and equipment to the design and production of outcomes being explored). | **Prior Knowledge**
Simulated responses.
Analog illustration skills. Design principle considerations. Knowledge of the practical application. Visual reference analysis. | **Prior Knowledge**
Interpretation and identification of creative techniques used for effective promotional graphics | **Prior Knowledge**
Skills in **applying** creative and effective techniques to generate ideas and to produce effective promotional graphic responses to a graphic communication problem |

	Future Learning:	Future Learning:	Future Learning:	Future Learning:	Future Learning:	Future Learning:
	Exploration into digital communication tools. Conceptual and methodological investigations when exploring current communication methods.	Development of **Hard** and **Soft** skills when responding to the brief. **Communicating and Integrating** strategies to support the development of the brief. Utilise specific software applications.	Skills in **applying** creative and effective techniques to generate ideas and to produce effective promotional graphic responses to a graphic communication problem or situation.	**Understanding** of design principles and knowledge of hard skills to support appropriate decisions when developing a quality graphical outcome.	**Explore** how to utilise research to create meaningful outcomes. **Create** visual concepts with the goal of attracting the interest of clients through digital and physical designs.	To become more confident in presenting professionally personal responses.

| **Memory for Learning**

(What skills will students be required to exhibit?) | Students regularly have the opportunity to make art/design work that is a reflection of their own tastes, interests and preferences. The briefs direct students to demonstrate a particular learning/assessment objective but keep the focus for demonstrating that learning is open, especially through the artist they decide upon. This could be through an investigation of the interpretation of an idea, exploring different ways in which artists have executed the technique or by looking at the messages and meanings behind what they have done. This focus therefore becomes more insightful and relatable as the technique or process that is being learned consequently, improves the students' own skills as they apply to demonstrate this practice.
To help reinforce this learning a range of distributed practices (*initial mastery, spacing, retrieval and repetition*) are interleaved into the portfolio evidence required for each brief which consequently improves the students computer and literacy practice as the portfolio content requirements have a degree of familiarity even though the expected deliverables/personal outcomes are different. | | | | | |

| | • selecting and applying manual and/or computer-aided graphic techniques and processes
• use a range of computer-aided graphic techniques and practices when developing a personal response
• critically evaluate their capabilities through challenge and application | • analyse and investigate the impact of relatable graphic communication to the theme/deliverable being explored
• knowledge and understanding of the impact specific graphic communication technologies/practices has on the intended environment. | • replicating familiar graphic forms
• visual literacy when interpreting theme specific artists and the graphic communications they have produced
• knowledge of graphic communication principles/standards and how these apply to the work studied. | • applying design skills, including creativity, when developing solutions
• evaluate work in progress and completed graphics and | • applying suggestions for improvements
• applying creative and effective techniques to generate ideas | • use a range of computer-aided graphic techniques and practices when developing a personal response
• critically evaluate their capabilities through challenge and application
• evaluating the use of a range of technical graphic techniques and technologies |

| **Powerful knowledge** in the classroom

(what areas/themes/concepts will be explored) | As a department, we want to educate our students not only in the classroom, but ensure they know what opportunities are out in the world and available to them. Our aim is to develop independent learners who can think, explore and reflect themselves. We want our students to enjoy the Art and Design course, to discover things they didn't know they could do and feel the satisfaction and pride when a piece of design work they have worked so hard on, finally starts to come together. We want our students to be curious learners who have the confidence to explore and investigate with materials, methodology (design principles) and technologies. | | | | | |

| | **Technologies:** Photography - Macro and light painting, Vector illustration using illustrator, Applying composition effects in photoshop, Design for print, CAD (Laser Cutter, Vinyl Cutter, Paper Cutter, Sublimation).

Artists we research: TBA

Personal outcomes produced: TBA | | | For the Personal Investigation students can work in one or more areas of graphic communication. The unique brief all students to develop the habits of an artist as someone who regularly records thoughts, ideas, feelings, experiences, and observations.

Technologies used to respond to the brief will differ depending on the deliverables expected but all students will commonly use vector and raster software applications to reach an outcome. Please refer to individual brief titles for more information including artists influences and the expected outcomes. | | |

| **SEND** in the classroom

(How will support be seen?) | Some of the ways we as a department support SEND in the classroom will simply be an extension of general good practice in the classroom, whilst other, more specific strategies may be particularly useful in supporting particular needs. Once a child is identified as having a special educational need from our Special Educational Needs Coordinator (SENCo), we implement the recommended strategies or interventions into our classroom teaching. Some of the cognitive and metacognitive strategies implemented into the departments everyday planning and classroom management include: | | | | | |

| | • Scaffolded tuition videos
• Practise worksheets files
• Help sheets
• Verbalised thought process whilst modelling activities
• Questioning techniques | • Explicit instructions through interactive and printable learning material.
• Exemplar material
• Self-regulatory evaluating
• Questioning techniques
• Portfolio investigation – understanding, analysing, applying, evaluating
• Verbalised thought process whilst modelling activities
• Cognitive thinking skills - recall, use and create
• Use of technology to capture stages of an activity
• Differentiation through outcomes
• Critiques | | • Scaffolded tuition videos
• Practice worksheets files
• Help sheets
• Verbalised thought process whilst modelling activities | • Explicit instructions through interactive and printable learning material.
• Exempla material
• Self-regulatory evaluating
• Questioning techniques
• Portfolio investigation – understanding, analysing, applying, evaluating
• Verbalised thought process whilst modelling activities
• Cognitive thinking skills - recall, use and create
• Use of technology to capture stages of an activity
• Differentiation through outcomes
• Critiques | |

Homework	Week 1 - Understanding the brief Week 3 - Artist Research Week 5 - Illustrated route option diagram	Week 7 - Pinterest Inspiration Week 9 - Organise and upload primary assets Week 10 - Artist Moodboard 01	Week 12 - In the Style of… (Artists 1/2)| Conclude your interpretation	Week 1 - Understanding the brief Week 3 - Artist Research Week 5 - Illustrated route option diagram	Week 7 - Pinterest Inspiration Week 9 - Organise and upload primary assets Week 10 - Artist Moodboard 01	Week 12 - In the Style of… (Artists 1/2)| Conclude your interpretation

Assessment	**Assessment:**
	Media Experiment Portfolio (Centre Set Assessment)**:** During Sept. of Year 12 through to February of Year 12 students will work towards producing a variety of outcomes exploring a range of graphic communication media, processes and techniques. This supplementary evidence supports the portfolio Component 1 submission - 60% A-Level weighting.
	Component 1: Personal investigation (7203/C)**:** From February of Year 12 students will be expected to respond to an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.
	Students' work will be marked using an online assessment grid and feedback booklets once a term.
	Assessment objectives (AOs) are set by Ofqual and are the same across all A-Level Art and Design specifications and all exam boards.
	Students will receive centre feedback against the assessment objectives below:
	    AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
	    AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
	    AO3: Record ideas, observations and insights relevant to intentions as work progresses.
	    AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
	
	The scheduled mock exam will be a used to consolidate portfolio submission material.					

Content - Year 13 - Subject/Unit of Study		

Scheme of Assessment (specification abstract): Component 1 continued Brief Overview: Personal Investigation Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.	Scheme of Assessment (specification abstract): Component 2: Externally set assignment: 7203/X AQA will provide a separate externally set assignment for each title, each with five different starting points. Students must select and respond to **one** starting point from their chosen title. This will be issued to students on the 1st February or as soon as possible after that date. The externally set assignment provides evidence of their ability to research and develop ideas and to make clear the link between their own and others' work within specified time constraints.

Autumn Term		Spring Term		Summer Term	
What will be learned?	**Assessment objective focus:** **A02 -** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. **A03 -** Continue to 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. **Overview of tasks undertaken:** • Final Piece Plan • Media experiments	**Assessment objective focus:** **A02 -** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. **A03 -** Continue to 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. **Overview of tasks undertaken:** • Development of final ideas • Personal response	**Assessment objective focus:** **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. Specific tasks to be decided by the student(s) and/or the starting point requirements. **Students will be guided to complete:** • Route option diagram - investigating the creative brief set • Mood-boards • Individualised photoshoots • Artist critical studies • Artist Transcriptions In the style of…	**Assessment objective focus:** **A01 -** Continue to develop ideas through investigations, demonstrating critical understanding of sources. **A02 -** Continue to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. **A03 -** Continue to record ideas, observations and insights relevant to intentions as work progresses. Specific tasks to be decided by the student(s) and/or the starting point requirements. **Students will be guided to complete:** • Development & refinement of final design(s)	**Assessment objective focus:** **A04 -** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Specific tasks to be decided by the student(s) and/or the starting point requirements. **Students will be guided to complete:** • Personal Responses o Supervised time - 15 hours • Final piece evaluation	

Content sequencing (Where does this fit – what have they done before which supports it, where does it link with future units?)	**Prior Knowledge** Understanding of design principles and knowledge of hard skills to support appropriate decisions when developing a quality graphical outcome.	**Prior Knowledge** Knowledge, understanding and interpretation of techniques and generic drawing and editing commands and terms.	**Prior Knowledge** How to utilise research to create meaningful outcomes. **Knowledge** of the practical application (this includes applying principles, techniques, procedures and equipment to the design and production of outcomes being explored).	**Prior Knowledge** Simulated responses. Analog illustration skills. Design principle considerations. Knowledge of the practical application. Visual reference analysis.	**Prior Knowledge** Interpretation and identification of creative techniques used for effective promotional graphics Skills in **applying** creative and effective techniques to generate ideas and to produce effective promotional graphic responses to a graphic communication problem	
	Future Learning: **Exploration** into digital communication tools. Conceptual and methodological investigations when exploring current communication methods.	**Future Learning:** Development of **Hard** and **Soft** skills when responding to the brief. **Communicating and Integrating** strategies to support the development of the brief. Utilise specific software applications.	**Future Learning:** Skills in **applying** creative and effective techniques to generate ideas and to produce effective promotional graphic responses to a graphic communication problem or situation.	**Future Learning:** **Understanding** of design principles and knowledge of hard skills to support appropriate decisions when developing a quality graphical outcome.	**Future Learning:** **Explore** how to utilise research to create meaningful outcomes. **Create** visual concepts with the goal of attracting the interest of clients through digital and physical designs.	
Memory for Learning (What skills will students be required to exhibit?)	Students regularly have the opportunity to make art/design work that is a reflection of their own tastes, interests and preferences. The briefs direct students to demonstrate a particular learning/assessment objective but keep the focus for demonstrating that learning is open especially through the artist they decide upon. This could be through an investigation of the interpretation of an idea, exploring different ways in which artists have executed the technique or by looking at the messages and meanings behind what they have done. This focus therefore becomes more insightful and relatable as the technique or process that is being learned consequently, improves the students' own skills as they apply to demonstrate this practice. To help reinforce this learning a range of distributed practices (*initial mastery, spacing, retrieval and repetition*) are interleaved into the portfolio evidence required for each brief which consequently improves the students computer and literacy practice as the portfolio content requirements have a degree of familiarity even though the expected deliverables/personal outcomes are different.					
	• selecting and applying manual and/or computer-aided graphic techniques and processes • use a range of computer-aided graphic techniques and practices when developing a personal response • critically evaluate their capabilities through challenge and application	• applying design skills, including creativity, when developing solutions • use a range of computer-aided graphic techniques and practices when developing a personal response • applying creative and effective techniques to generate ideas • critically evaluate their capabilities through challenge and application • evaluating the use of a range of technical graphic techniques and technologies	• analyse and investigate the impact of relatable graphic communication to the theme/deliverable being explored • visual literacy when interpreting theme specific artists and the graphic communications they have produced • knowledge of graphic communication principles/standards and how these apply to the work studied.	• applying design skills, including creativity, when developing solutions • use a range of computer-aided graphic techniques and practices when developing a personal response	• applying creative and effective techniques to generate ideas • critically evaluate their capabilities through challenge and application • evaluating the use of a range of technical graphic techniques and technologies	
Powerful knowledge in the classroom (what areas/themes/concepts will be explored)	As a department, we want to educate our students not only in the classroom, but ensure they know what opportunities are out in the world and available to them. Our aim is to develop independent learners who can think, explore and reflect themselves. We want our students to enjoy the Art and Design course, to discover things they didn't know they could do and feel the satisfaction and pride when a piece of design work they have worked so hard on, finally starts to come together. We want our students to be curious learners who have the confidence to explore and investigate with materials, methodology (design principles) and technologies.					
	Technologies: Vector illustration using illustrator, Applying composition effects in photoshop. **Artists we research:** Student focus. **Personal outcomes produced:** Logo Design		For the Externally Set Assignment students can work in one or more areas of graphic communication. The unique brief titles explore communication graphics, design for print, advertising and branding, illustration, package design, typography, motion graphics, signage, and exhibition graphics. **Technologies** used to respond to the brief will differ depending on the deliverables expected but all students will commonly use vector and raster software applications to reach an outcome. Please refer to individual brief titles for more information including artists influences, and the expected outcomes.			

SEND in the classroom (How will support be seen?)	Some of the ways we as a department support SEND in the classroom will simply be an extension of general good practice in the classroom, whilst other, more specific strategies may be particularly useful in supporting particular needs. Once a child is identified as having a special educational need from our Special Educational Needs Coordinator (SENCo), we implement the recommended strategies or interventions into our classroom teaching. Some of the cognitive and metacognitive strategies implemented into the departments everyday planning and classroom management include:				
	- Help sheets - Verbalised thought process whilst modelling activities - Questioning techniques - Explicit instructions through interactive and printable learning material. - Exemplar material - Self-regulatory evaluating - Questioning techniques - Portfolio investigation – understanding, analysing, applying, evaluating - Verbalised thought process whilst modelling activities - Cognitive thinking skills - recall, use and create - Differentiation through outcomes - Use of technology to capture stages of an activity - Plenary discussion - Critiques		- Investigation support (review of brief titles) - Verbalised thought process whilst modelling activities - Questioning techniques - Portfolio investigation - understanding, analysing, applying, evaluating - Extended research tool – websites links - Online key vocabulary tools - Exemplar material - Plenary discussion – Critiques - Use of technology to capture recording methods - Use of IT to organise portfolio		
Homework	Week 1 - Final Piece Plan Documentation Week 3/5 - Media Experiments write up.	Week 7 – Development of personal response Week 9 - Development of personal response Week 11 – Visual Evaluation (Conclude your interpretation)	Week 1 - Understanding the brief Week 3 - Artist Research Week 5 - Organise and upload primary assets	Week 7 - Initial concept Sketches Week 9 - Media Experiments write up.	Week 10 - Development of final ideas (Concept annotations) Week 12 - Evaluation development

Assessment:
During Year 13 students will work towards their portfolio Component 1: Personal investigation (7203/C) | 60% A2 weighting | and Component 2: Externally set assignment (7203/X) | 40% A2 weighting |.
Students' work will be marked using an online assessment grid and feedback booklets once a term.
Assessment objectives (AOs) are set by Ofqual and are the same across all A level Art and Design specifications and all exam boards.
Students will receive centre feedback against the assessment objectives below:

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.

The scheduled mock exam will be a used to consolidate portfolio submission material.
Following the preparatory period, students must undertake **15 hours** of unaided focused study, under supervision.

Literacy opportunities	As in all lessons, effective reading, writing, speaking, and listening enhances the levels of attainment a student can obtain. The levels of attainment for art and design reflect the way speaking and listening underpin the four strands of the programme of study. These abilities can be developed during different stages in the process of learning particularly through speaking and listening. To support students during the completion of a brief we aim to; • develop confidence in using subject-specific terminology through speech • encouraging pupils to evaluate and reflect critically on their own work, supporting this by displaying the work of other pupils and artists, discussing and comparing the techniques and approaches used • encouraging pupils to express opinions about their own and others' work, helping them to move from colloquial to more formal language, using an aesthetic and technical vocabulary • provide an example or model the sort of oral language pupils will need to use • provide a glossary of key terms • provide differentiated writing or note-taking frames • provide active reading materials (both physical and online) • present information in a range of different forms and text types • provide opportunities for critical reading • share the marking criteria with pupils • model how to access and use relevant websites • draw out key learning • provide opportunities for peer discussions • ensure accuracy - self editing using a range of computerised applications to support spelling, grammar and layout.
~~Numeracy~~/computing skills	The structure of the course reflects the use of graphics in business and industry, both in content and methodology, while embracing the changes brought about by the continuing advances in ~~technology~~. Manual and computer skills and their effective application will be developed through preliminary production allowing students to consider the impact that graphic communication technologies have on our environment and society. During the GCSE program a variety of graphic design software packages are explored from raster and vector image editing to page layout to typography. We predominantly use the Adobe Creative Suite. Students who studied the GCSE Graphic Communication qualification explore the foundations of these to understand what kind of application would be most suitable for a given purpose. Students will build upon the knowledge learnt at GCSE and produce outcomes in the most suitable application. Usually, the personal outcomes produced will require the use of 2 or more programs. All portfolio documentation is presented in the form of a digital portfolio produced in InDesign.
Behaviours of Excellence (Character Development)	In KS5 Art and Design Graphic Communication, the students will build their confidence in a wide range of practical skills, from working with traditional materials to using the CAD/CAM equipment within the school's faculties. They will always be working safely and follow the rules for the use of equipment within the workshops and classrooms. They will learn how to work neatly and tidily, clearing up as they go along, so that they can manage their area and resources safely and respectfully. With greater efficiency, they will be able to manage their time and keep up with the pace of the course. They will respect the students around them, working collaboratively to support each other's progress. Homework and written tasks will be completed on time and developed following peer and teacher feedback in an endeavour to improve knowledge and understanding. Students will take part in class discussion of relevant topics to develop their wider learning of the subject in the context of today's world. Wider reading is encouraged as is watching design programmes and reading industry magazines.
Equality in the classroom (Diversity opportunities)	Copleston Art department is committed to creating an environment of mutual respect, where differences are valued and respected and where innovation, creativity and diversity can flourish. Positive working relationships – whether between staff and staff, staff and students or students and students – are central to this. Mutual respect is facilitated by the promotion of values of dignity, courtesy and respect, alongside a culture of zero tolerance of bullying and harassment. The flexibility of both the in house and externally set assignments set during the art and design program provides a platform to discuss and discover the unique cultures in our community and in the world at large providing students a medium to express, share, and understand the diversity of our community. Each of the briefs set include references to many artistic sources from historical and contemporary sources, gender balance and ethnically diverse sources.

Useful links		Publication list		Online resources		Events/exhibitions
		Books: • Thinking With Type • Logo Modernism • Designing Brand Identity: An Essential Guide for the Whole Branding Team • Making and Breaking the Grid: A Layout Design Workshop • Graphic Design, Referenced • Creative Workshop • How To be A Graphic Designer Without Losing Your Soul **Magazine Subscriptions:** • Creative Review • D&AD • Design Observer • AIGA Eye on Design • Creative Lives in Progress • Design Matters Live		**Colour Palettes** • Kuler • Coolors • Color Hunt • Paletton **Textures and Patterns** • The pattern Library • Texture Palace • Wild Textures • CG Textures **Free Graphic Design Tools** • Inkscape • Gimp • Canva **Stock Images** • Unsplash • Pexels • Pixabay	**Fonts** • Fonts in Use • DaFont • 1001Fonts • Font Squirrel **Design Inspiration** • Dribbble • Behance • Httpster • Pinterest Visit the following websites for up-to-date news on illustration and the creative industries. • It's Nice That • D&AD • Varoom	• NEA Graduate Showcase • University of Suffolk Showcase • Sudbourne Park Printmakers • Design Museum • Tate Modern • The V&A • Hackney Flea Market • The Cartoon Museum • The London Design Festival • Snap Store • Nelly Duff • The London Illustration Fair • Magma

Careers Information, Advice and Guidance	Level 3 A-Level qualifications	**CHS AQA Art and Design | Graphic Communication (7203)**	**CHS Edexcel Art and Design | Fine Art (9FA0)**
		Graphic Communication is all around us in the modern world and this absorbing creative subject gives you the opportunity to study how these messages are created and utilised. This course has a strong emphasis on establishing a thorough understanding of design principles and encourages you to develop your powers of observation ideas, imagination, problem-solving, knowledge of contextual studies and practical skills. **LEARN MORE** ⟩	This is a stimulating and rewarding course for students who wish to explore the disciplines of Fine Art. The course involves the creative use of painting and printmaking techniques. Students are encouraged to pursue their own creative ideas and interpret these into their own work. A significant proportion of students go on to study Art and Design at degree level. **LEARN MORE** ⟩
	Level 4-8 Higher Education	If you are interested in a particular Art and Design career path, search on-line for local Level 3/4 Art foundation courses and Level 6 University degree programs. Explore what the courses are looking for in terms of grades/points and recommended subjects. Check "UCAS" and "theuniguide.co.uk" for ideas of entry requirements.	

		Art Foundation Level 4-5	A year between A Level and degree. This year is to support you in developing skills and build a portfolio.		**Degree courses** Level 6-8	Graphic Design, Graphic Communication, Fine Art, Advertising, Marketing, Media, Motion Graphics, Digital Design, Visual effects, Typography, Graphics for gaming, illustration, fashion design etc.		**Apprenticeships** Level 4-6	Junior designer/apprentice